Department of Education

MS 206B
ANN CROSS MERSEREAU MIDDLE SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT 10/BRONX/206,10X206)
ADDRESS: 2280 AQUEDUCT AVENUE
TELEPHONE: 718-584-1570
FAX: 718-584-7928

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: MS 206 **SCHOOL NAME:** Ann Cross Mersereau

SCHOOL ADDRESS: 2280 Aqueduct Avenue, Bronx, New York 10468

SCHOOL TELEPHONE: 718-584-1570 **FAX:** 718-584-7029

SCHOOL CONTACT PERSON: David Neering **EMAIL ADDRESS:** dneering@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Joan Kilcullen
PRINCIPAL:	David Neering
UFT CHAPTER LEADER:	Daniel Mozoub
PARENTS' ASSOCIATION PRESIDENT:	Mary Arroyo
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: **10** **SSO NAME:** CFI

SSO NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
David Neering	*Principal or Designee	
Daniel Mozoub	*UFT Chapter Chairperson or Designee	
Mary Arroyo	*PA/PTA President or Designated Co-President-Parent	
Gertrudis Hertado	Title I Parent Representative-Parent *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
Rocio Hernandez	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Quinton Irvin	CBO Representative, if applicable	
Aricel Abreu	Member/Math Teacher	
Anan Boodram	Member/ELA Teacher	
Estelle Deloach	Member/Parent	
Selena Braithwaite	Member/Parent	
Norma Osario	Member/Parent	
Tracey Moret	Member/Parent Coordinator	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Middle School 206 is organized into a lower and upper school. The lower school services grades 5 and 6 and the upper school services grades 7 and 8. There are two general education classes and 1 special education class on grade 5. There are three general education classes and 1 special education class on grade 6. A 5-6 and a 6-7 bridge class serves ELL students on grades 5, 6 and 7. There are two general education classes and 1 special education classes on grade 7. There are two general education classes, 1 ELL class, and one special education class on grade 8. There is a freestanding ESL program for grades 5-8, which serves English Language Learners. Students are heterogeneously grouped in monolingual classes on each grade. The average class size is between 25-30 students. During the 2008 – 2009 school year, MS 206 was placed into SINI year 2 for ELA. The school did not meet its required percentage of students tested for the special education subpopulation on the 2007 – 2008 ELA state exam.

Beginning in the 2007 – 2008 school year, MS 206 became an empowerment school and joined Network 15, whose leader is Maria Quail. We will remain in the same network as it becomes a Children First Network.

Teachers attend two common planning sessions on a weekly basis; one for ELA and one for mathematics conducted by the math and literacy coaches. The focus of these common preps is on data analysis, grouping for differentiated instruction and lesson planning. Additionally, there are two monthly whole staff meetings which occur after school. This school year the Data Inquiry Team will focus on the drop off that exists on state test scores in ELA for students as they move to 8th grade.

Professional development supporting the implementation of Writing Across the Curriculum with John Collins, National Reading Styles Methodology and Math in the City is in the second year and expected to continue for one to two more years. The school has been awarded a Comprehensive Middle School Improvement Grant from the Department of Education, which will allow for professional development to continue in these programs during the coming school year. Additionally, the grant will provide professional development in the use of smart boards and training in the use of the Sheltered Instruction Observation Protocol Model for use with our English Language Learners.

Teachers provide small group AIS during their professional periods from 3 to 4 days each week. The extended day program focuses on performance indicators in math and ELA with small groups of students for 37.5 minutes four days each week after the regular school dismisses. A STEM Program, which focuses on science, technology, engineering and math has been established in conjunction with Hunter College and the after school program, which is run by Good Shepherd Services. A Saturday instructional program has also been established for ELA and math and runs for four hours each week.

MS 206B focuses on a data-driven approach to improving student performance. Samples of data used to evaluate student needs are item analysis worksheets for state tests, state sample tests, portfolio assessments, and tracking sheets for common assessments of performance indicators for state standards. In addition to these data, students in grades 5-8 will be administered benchmark assessments in reading and mathematics. Other assessments will also be used to inform instruction including Gates-McGinite and CTB predictive and diagnostic tests. This will help teachers make appropriate decisions as they design lessons that are directed towards evidence-based student needs and that are differentiated to meet the various needs of their classes.

At MS 206B we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president

SECTION III – Cont'd Part B. School Demographics and Accountability Snapshot

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	I.S. 206 Ann Mersereau				
District:	10	**DBN #:**	10x206	**School BEDS Code #:**	321000010206

DEMOGRAPHICS

Grades Served in 2008-09:	☐ Pre-K	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	X 5	X 6	X 7
	X 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Ungraded			

Enrollment:

(As of October 31)	2006-07	2007-08	2008-09
Pre-K			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5	88	93	75
Grade 6	93	103	90
Grade 7	120	92	106
Grade 8	117	124	98
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Total	421	414	373

Attendance: *% of days students attended*

(As of June 30)	2006-07	2007-08*	2008-09
	90.7	90.6	91.9

Student Stability: *% of Enrollment*

(As of June 30)	2006-07	2007-08	2008-09
	91.0	94.1	90.7

Poverty Rate: *% of Enrollment*

(As of October 31)	2006-07	2007-08	2008-09
	94.0	90.7	90.7

Students in Temporary Housing: *Total Number*

(As of June 30)	2006-07	2007-08	2008-09
	6	1	35

Recent Immigrants: *Total Number*

(As of October 31)	2006-07	2007-08	2008-09
	38	20	24

Special Education Enrollment:

(As of October 31)	2006-07	2007-08	2008-09
Number in Self-Contained Classes	50	63	56
No. in Collaborative Team Teaching (CTT) Classes			
Number all others	21	23	19

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment:

(BESIS Survey)

(As of October 31)	2006-07	2007-08	2008-09
# in Trans. Bilingual Classes	85	82	75
# in Dual Lang. Programs			
# receiving ESL services	54	44	66

Suspensions: *(OSYD Reporting) – Total Number*

(As of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	0	6	1
Superintendent Suspensions	38	20	40

Special High School Programs: Total Number

(As of October 31)	2006-07	2007-08	2008-09
CTE Program Participants	0	0	0
Early College HS Participants	0	0	0

Number of Staff: *Includes all full-time staff*

DEMOGRAPHICS

only							
# ELLs with IEPs	22	17	14	(As of October 31)	2006-07	2007-08	2008-09
These students are included in the General and Special Education enrollment information above.				Number of Teachers	33	39	34
				Number of Administrators and Other Professionals	6	9	7
Overage Students: *# entering students overage for grade*							
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	2	2
	5	4	8				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	60.6	66.7	73.5
Black or African American	18.3	17.4	16.4	Percent more than five years teaching anywhere	60.6	59.0	64.7
Hispanic or Latino	72.8	78.7	80.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	3.4	2.9	Percent Masters Degree or higher	79.0	69.0	71.0
White	0.5	0.5	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.1	90.4	97.4
Multi-racial							
Male	51.5	54.1	54.7				
Female	48.5	45.9	45.3				

2008-09 TITLE I STATUS

X Title I Schoolwide Program (SWP)	☐ **Title I Targeted Assistance**	☐ **Non-Title I**		
Years the School Received Title I Part A Funding:	**X 2006-07**	**X 2007-08**	**X 2008-09**	**X 2009-10**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes ☐ **No** X	**If yes, area(s) of SURR identification:**				
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):					
☐	In Good Standing	☐	Improvement – Year 1	X	Improvement – Year 2
☐	Corrective Action – Year 1	☐	Corrective Action – Year 2	☐	Restructured – Year ___

** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

Individual Subject/Area Ratings	**Elementary/Middle Level**		**Secondary Level**	
	ELA:	SINI 2	ELA:	
	Math:	SINI 1	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	**Elementary/Middle Level**	**Secondary Level**

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	Made AYP	Made AYP	Made AYP			
Ethnicity						
American Indian or Alaska Native						
Black or African American	Made AYP	Made AYP	_			
Hispanic or Latino	Made AYP	Made AYP	Made AYP			
Asian or Native Hawaiian/Other Pacific Islander	_	_	_			
White	_	_				
Multiracial						
Other Groups						
Students with Disabilities	X	Made AYP	_			
Limited English Proficient	AYP SH	Made AYP	_			
Economically Disadvantaged	Made AYP	Made AYP	Made AYP			
Student groups making AYP in each subject	5	6	3			

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.

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade	A		**Overall Evaluation:**	NR
Overall Score	105.2		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.1		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	25		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	57.1		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12		Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.				

SECTION IV: NEEDS ASSESSMENT

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

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

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

English Language Arts

In reviewing the data for the 2008-2009 state tests, we noted that:

- The overall level of proficiency rose from 37% on the 2007-2008 state test to 50% on the 2008-2009 state test. Fifth grade scored 59% proficient, sixth grade 61% proficient, 7th grade 49% proficient and eighth grade 32% proficient.
- Students on grade 5 and 6 scored significantly higher than students on grades 7 and 8. Grades 5 and 6 had proficiency levels of 59% and 61% respectively. Students on grades 7 and 8 had 49% and 32% levels of proficiency respectively. Offhand this would seem to indicate that the scores step down consecutively in 7th grade and again in 8th grade. This trend is offset by this year's 7th grade scoring at a level of 49% proficient this year after demonstrating a 19% level of proficiency as a 6th grade cohort. The real step down occurred at 8th grade where there was a 32% level of proficiency demonstrated by a cohort that had a 53% level of proficiency as a 7th grade cohort. The same pattern played out on the 2007-2008 state test. The 8th grade cohort scored at a level of 22% proficient after demonstrating a 32% level of proficiency as a 7th grade cohort.
- There were very few students on any grade level scoring either a 1 or a 4. At fifth grade, two students or 3% of the grade scored a 4 and 1 student or 1% of the grade scored a 1. At sixth grade, 1 student or 1% of the grade scored a 4 and no students scored a 1. At 7th grade, 1 student or 1% of the grade scored a 4 and no students scored a 1. At eighth grade, no students scored a 4 and 7 students or 8% of the grade scored a 1.
- It is easy enough to conclude from the above that students were grouped in large numbers at levels 2 and 3. Fifth grade had 56% at level 3 and 40 % at level 2. Sixth grade had 60% at level 3 and 39% at level 2. Seventh grade had 48% at level 3 and 51% at level 2. Eighth grade had 32% at level 3 and 60% at level 2.
- There was a major achievement gap between regular education students and students with disabilities. On grade 5, general education students scored 70% proficient compared to 22% proficient for students with disabilities. The figures were 67% and 29% on grade 6, 59% and 17% on grade 7 and 41% and 0% on grade 8. Again, a drop off at grade 8 was evident with this cohort having demonstrated a 10% level of proficiency as a 7th grade cohort.
- There was a major achievement gap between English proficient students and limited English proficient students with a notable exception on grade 6. On grade 5, English proficient students scored 76% proficient and limited English proficient students scored 27% proficient. The figures were 61% and 61% on grade 6, 62% and 26% on grade 7, and 47% and 8% on grade 8. Again, there was a noticeable drop off in the number of limited English proficient students scoring at a

proficient level as they moved to 8th grade with 16% of this group scoring at proficient levels as a 7th grade cohort.

- There was a noticeable achievement gap between female and male students. On 5th grade, 67% of the females scored at proficient levels and 50% of the males scored at proficient levels. The figures were 76% and 45% on grade 6, 60% and 42% on grade 7, and 37% and 29% on grade 8.

What this data suggests is that:

- While we have greater numbers of students scoring at proficient levels as a school we have major achievement gaps that exist for students with disabilities and English Language Learners, and a noticeable achievement gap that exists for males.
- There is a noticeable drop in the level of students scoring at proficient levels as students move from 7th grade to 8th grade. This drop is noticeable across all sub groups.

The greatest accomplishment over the past several years had been the formation of an AIS Program that addressed the needs of underachieving students in math and ELA. For the most recent school year in ELA:

- 50% of the students were of
- 63.8% of the students made at least one year of progress
- 81.8% of the students in the school's lowest third made at least one year of progress.

The school had been identified as being in need of improvement for not making adequate yearly progress in the following accountability groups in English Language Arts:

- Hispanic or Latino Students
- Students with Disabilities
- Limited English Proficient Students
- Economically Disadvantaged Students

During the 2008-2009 school year we made adequate yearly progress for all of the groups indicated above and remain in SINI year 2 for the 2009-2010 school year.

Mathematics

In reviewing the data for the 2008-2009 state tests, we noted that:

- The overall level of proficiency rose from 61% on the 2007-2008 state test to 82% on the 2008-2009 state test. Fifth grade scored 84% proficient, sixth grade 85% proficient, 7th grade 83% proficient and 8th grade 77% proficient.
- Students on grades 5, 6 and 7 scored 6% to 8% higher than students in grade 8. However, there was not a drop-off in the 8th grade cohort when their scores as a 7th grade cohort are compared. This group of students scored at a proficiency level of 57% as a 7th grade cohort and at a proficiency level of 77% as an 8th grade cohort.
- There were significant numbers of students who scored a 4. This amounted to 25% of the students on 5th grade, 17% on 6th grade, and 11% on grades 7 and 8.There was a noticeable achievement gap between general education and students with disabilities. On grade 5, general education students scored 91% proficient compared to 63% proficient for students with disabilities. The figures were 87% and 77% on grade 6, 93% and 52% on grade 7 and 81% and 62% on grade 8.
- There was not a significant achievement gap between English proficient students and limited English proficient. On grade 5, English proficient students scored 84% proficient and limited English proficient students scored 86% proficient. The figures were 89% and 77% on grade 6, 86% and 79% on grade 7, and 79% and 75% on grade 8.
- There was a noticeable achievement gap between female and male students. On 5th grade, 90% of the females scored at proficient levels and 78% of the males scored at proficient levels. The figures were 91% and 80% on grade 6, 91% and 77% on grade 7, and 81% and 75% on grade 8.

What this data suggests is that as a school, our students with disabilities are significantly lagging behind students with no disability in terms of performing at proficient or above. Our ELL population is not lagging as far

behind our monolingual students and on the 8th grade they are outperforming their monolingual counterparts in terms of proficiency.

The greatest accomplishment over the past several years had been the formation of an AIS Program that addressed the needs of underachieving students in math and ELA. For the most recent school year in math:

- 82.6% of students were proficient
- 81.9% of students made at least one year's progress
- 90% of the students in the school's lowest third made at least a year's progress

The school has been identified as being in need of improvement for not making adequate yearly progress in the following accountability groups in mathematics:

- Students with Disabilities

During the 2008-2009 school year we made adequate yearly progress for all of the groups indicated above and remain in SINI year 2 for the 2009-2010 school year.

Data Inquiry Team

Our focus on the data inquiry team was 7th grade ELA and out skill focus was main idea/supporting details and drawing conclusions/making inferences. Some strategies that emerged from the work of this team were as follows:

- Repetition is key: Each week, we built upon the strategy that had been the focus of the previous week. While we did make small alterations to the strategies when necessary, we found that giving a strategy a good deal of attention over time in the classroom helped students to internalize and confidently use the strategy.
- Drawing conclusions: We spent a great deal of time focusing on drawing conclusions. Strategies were examined for efficacy and then adjusted based on student work samples. Best practices for working with students on drawing conclusions were shared with the rest of the staff by the Data Inquiry Team.
- Essential vs. non essential information: The same practice of working with a strategy and then examining student work was employed with essential and non essential information. Adjustments were made to the strategy and student work was examined on a weekly basis to establish best practices. These best practices were then shared with the rest of the staff.
- During the 2009-2010 school year the focus of the Data Inquiry Team will be on 8th grade ELA. This decision was made as a result of the findings in our review of data for the state ELA test. There has been a noticeable drop off in scores from 7th grade to 8th grade by the same cohort of students in each of the last two years. Our work will involve examining the data from the state test to determine why this is happening. We will then work in the same fashion as the past year to establish best practices to strengthen identified areas of weakness.

Social Studies

The curriculum is aligned to the state standards. Unit assessments are aligned to state standards, as well. As part of the assessment process, student portfolios will be maintained in the area of social studies. The delivery system for social studies instruction will be the workshop model. Students are scheduled for 45 minutes of social studies instruction per day.

In connection with our ELA data as well as our work on the Data Inquiry Team, we noted that students had more difficulty comprehending and responding to questions from non-fiction passages. We also noted that social studies, science, and ELA teachers needed to be working together and following the same instructional approach and skill/strategy focuses, even though the content being taught would naturally be different. Toward that end, social studies teachers have been included in the ELA common preps. Additionally, professional development in reading and writing is being provided to content area teachers by staff developers from The SIOP Model, National Reading Styles Institute the John Collins Writing Program.

Science

The curriculum is aligned to the state standards and performance indicators. The scope and sequence that is being followed on grades 6-8 was developed by the DOE. Unit assessments are aligned to state standards and performance indicators, as well. An additional science lab has been put in place to service students on grades 5 and 6. As part of the assessment process, student portfolios will be maintained in the area of science. Implementation of the DOEs 6th grade science model will continue over the course of the year. The delivery system for science instruction is the workshop model, inclusive of the scientific method. Students are scheduled for 45 minutes of science instruction per day.

Based on a need to improve our science program, as evidenced by state test scores, we have partnered with Urban Advantage. All three of our science teachers will be participating in the professional development program provided by this resource over the course of this school year.

In connection with our ELA data as well as our work on the Data Inquiry Team, we noted that students had more difficulty comprehending and responding to questions from non-fiction passages. We also noted that social studies, science, and ELA teachers needed to be working together and following the same instructional approach and skill/strategy focuses, even though the content being taught would naturally be different. Toward that end, social studies teachers have been included in the ELA common preps. Additionally, professional development in reading and writing is being provided to content area teachers by staff developers from The SIOP Model, National Reading Styles Institute the John Collins Writing Program.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. ***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

1. **Continue working towards becoming a standards-based educational organization. 90% or more of the teaching staff in the areas of ELA and math will follow the indications in the action plan for following a standards based curriculum. This goal will be accomplished by April of 2010.**
   - Ensure that all staff has an understanding of the standards and performance indicators for their grade level.
   - Refine common assessments within content areas, on grade level, which are based on standards and performance indicators.
   - Refine common units of study within content areas, on grade level, which are based on the standards and performance indicators.
   - Refine tracking sheets to record mastery of standards and performance indicators after assessment for the unit of study.
   - Work collaboratively within departments to review students work and common assessments for implications that would strengthen lesson planning.
   - Expand this work to content areas of science and social studies.

The principal, literacy coach and math coach will take responsibility for this work, which will be primarily accomplished through common preps. Additional 1.5 hour blocks of time will be scheduled after school if the

school receives a SINI Grant. Staff will utilize the following indicators of interim progress and/or accomplishment

- **Skill Mastery Spreadsheets:** to be filled in as teachers are teaching units. Teachers will keep evidence of student work in work folders to justify ratings on skill mastery spreadsheet. Skills will be revisited cyclically and the skill mastery spreadsheet will inform differentiation of instruction by skill.
- **Collected student work in portfolios:** Work sample Systems will be kept for all students in all content areas. These will include published pieces, assessments and samples of daily work and homework.
- **Periodic, diagnostic, and summative assessments:** quizzes, tests, interim assessments, simulation tests, homework, attendance, and classroom will all demonstrate concrete data to support student growth over time.
- **Formative assessments/teacher observations:** Observation of how students approach their work, trends in their work pace and completion rate, how their organize themselves for effort, how they respond to adult and peer direction, and attention to learning style will serve as the daily observations that teachers and other staff will use to cater instruction to the individual affective needs of each child.
- Checks for progress will be made on a weekly basis in cabinet meetings. Additionally, the principal will review assessment binders and skill mastery spreadsheets and student portfolios on a bi-monthly basis.
- Agendas for common preps and 1.5 hour blocks of planning will be reviewed by the principal.

2. **Continue to work in a collaborative fashion around the analysis of data and the subsequent lesson planning and differentiation required to drive student achievement. 90% or more of the teaching staff in the areas of ELA and math will follow the indications in the action plan for following a standards based curriculum. This goal will be accomplished by April of 2010.**
   - Review data as departmental and grade level team to determine what it is telling us about instructional needs of students.
   - Work as a team to construct lesson plans based on the instructional needs of students.
   - Examine how students can be grouped to effectively address deficits and provide extensions for students who are proficient.
   - Use guided reading, writing, and math groups as an instruction strategy to address identifies areas of deficit.

   The principal, literacy coach and math coach will take responsibility for this work, which will be primarily accomplished through common preps. Additional 1.5 hour blocks of time will be scheduled after school if the school receives a SINI Grant. Staff will utilize the following indicators of interim progress and/or accomplishment

   - **Assessment binders:** Data sheets along with completed grouping templates will be evident in assessment binders. As new data is obtained, it will be put in the assessment binders along with new groupings based on the most current data.
   - **Flexible Grouping:** Teachers will demonstrate through their lesson plans and through environmental charts in the classroom that they groups change from day to day depending on the standards/performance indicator being taught and the data supporting which students need remediation or enrichment.
   - **Learning Styles:** Lessons, activities, and plans will demonstrate how the learning styles of diverse learners are being attended to so that the work is not primarily passive listening or active reading. Activities, graphics, use of technology, hands-on manipulatives, and collaborative group work will be evidence that learning is being structured to tap into the many different ways in which students learn and process materials.
   - Checks for progress will be made on a weekly basis in cabinet meetings. The principal will review assessment binders for evidence of grouping based on data analysis.
   - Agendas for common preps and 1.5 hour blocks of planning will be reviewed by the principal.

   Lesson plans will be reviewed by the principal during walkthroughs to ensure that differentiation of instruction is taking place. Observation of classroom practice will be made to ensure that lesson plans are being implemented as written.

3. **Continue to establish strategies/best practices for reading, writing, and mathematics that are tied to curriculum maps and taught consistently across content areas and grade levels. 90% or more of the**

teaching staff will exhibit the use of strategies from the Collins Writing Program and strategies taught in ELA and Math Common Preps. 90% of the Special Education and Bilingual ELA teachers will demonstrate the use of strategies from the National Reading Styles program. This will be accomplished by May of 2010.

- Provide time to learn and use strategies so that they become ingrained and automatic when faced with problems of a similar nature.
- Provide sustained and systematic exposure to reading, writing, and mathematics strategies.
- Students need to have strategies that become ingrained and automatic when faced with problems of a similar nature. This type of response becomes possible only through sustained and systematic exposure over time to sound reading, writing and mathematics strategies.
- Teachers will identify specific strategies as a grade and department that will be utilized in classroom instruction. Strategies will be identified and communicated in common planning sessions with resources provided to teacher and expectations for evidence of implementation and student evidence of effectiveness for the next common planning session.
- Continued action research in the area of reading by the Data Inquiry Team. Information from the Data Inquiry Team will help to feed strategies into the common planning sessions. Coaches and the administrator will supervise to ensure the consistent use of strategies.
- Strategies will be continued for a sustained duration of time to allow students time to internalize its use so that it can be applied in a variety of situation. Strategies, while they will remain as a focus for an extended period of time, will be revised as needed based on success with students based on evidence of student work.
- Inclusion of social studies and science teachers in ELA common preps.
- Implementation of the NRSI reading strategies and program in bilingual and special education classrooms.
- Schoolwide implementation of the Collins Writing Program.
- Training and implementation of the SIOP Model for all content areas.

The principal, literacy coach and math coach will take responsibility for this work. Strategies will primarily be disseminated through the common teacher prep periods. PD has been scheduled over the course of the year for NRSI reading and the Collins Writing Program, and The SIOP Model. This was with funding from a Comprehensive Middle School Reform Grant. All content areas will participate in this training and implementation. The aim is to make all teachers into teachers of reading and writing. Staff will utilize the following indicators of interim progress and/or accomplishment

- **Student work:** Evidence of strategy use will be documented by teachers bringing samples of student work to weekly common planning sessions and Data Inquiry Team Meetings. The teachers will discuss how they implemented the strategy and demonstrate the effectiveness of the strategy by sharing students work samples.
- **Lesson plans:** Lesson plans will clearly evidence the use of the strategy and how the strategy is being applied to differentiate instruction for students with various needs. Plans will be reviewed during walkthroughs and observation made to ensure that practice is aligned with the planning. Particular attention will be paid to implementation of The SIOP Model, the Collins Writing Program, National Reading Styles methodology and the use of strategies taught during common prep periods.
- **Common Planning Sessions:** Strategies will appear on common planning agendas and plans for next steps, use of strategy, and the successes of implementation will be recorded and appear on the following week's agenda. Any revisions to a strategy will also be recorded and appear on the following week's agenda.
- **Service Providers:** AIS, ESL, SETSS, and IEP service providers will align their support with the work being done by the classroom teacher by integrating the strategy focus into their work with students. This will be evidences through teacher plans in the support services and through direct observation from supervisors. Support service staff will attend common planning sessions and coaches will ensure that support staff understands the strategies being implemented.
- The Data Inquiry Team will review student work on a weekly basis for efficacy of specific strategies and share successes with staff at common preps and faculty conferences.

- Additionally, implementation and practice related to consistent implementation of reading, writing and math strategies will be reviewed at weekly cabinet meetings.

4. **Target specific interventions and strategies to improve the performance of English Language Learners, Hispanic or Latino Students, and Economically Disadvantaged Students on the State ELA Exam. The goal of 40% of the English Language Learners, 60% of the Hispanic or Latino Students, and 65 % of the Economically Disadvantaged Students who are eligible to take the State Test scoring at a proficient rate will be accomplished by the end of May of 2010.**
   - Provide reduced size for the transitional bilingual students maintain a target of 20:1 students to teacher ratio. Certified bilingual teachers will teach these classes.
   - Teacher use of common preps to provide small group/AIS instruction
   - Provide ESL pull out for ELL students in monolingual classes. A certified ESL teacher will teach these students.
   - Continued implementation of NRSI Reading strategies with bilingual classes to provide another modality for the teaching of reading.
   - Continued implementation of the Collins Writing Program
   - Implementation of the SIOP Model
   - Recruitment of English Language Learners for Saturday School for ELA
   - Extended Day will be provided by classroom teachers and provide a focus on ELA
   - Application of Goals 1, 2, and 3 as indicated in this document.

The principal, literacy coach and math coach will take responsibility for this work. Strategies will primarily be disseminated through the common teacher prep periods. PD has been scheduled over the course of the year for NRSI reading and the Collins Writing Program, and The SIOP Model. This was with funding from a Comprehensive Middle School Reform Grant. All content areas will participate in this training and implementation. Contract for Excellence funds will be used to reduce class size in bilingual classes. A Comprehensive Middle School Reform Grant will be used for professional development in the implementation of The SIOP Model, the National Reading Styles Program and the Collins Writing Program. Saturday School is funded through SES funds. Staff will utilize the following indicators of interim progress and/or accomplishment

- Improvement on ELA interim assessments, and predictive assessments. These will be analyzed and adjustments made to ensure that each student is making progress.
- Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative. These will be analyzed and adjustments made to ensure that each student is making progress.
- Increased use of strategies that align with the school-wide curriculum map and higher rates of comprehension as observed by classroom teacher in formative assessment as well as improved performance on summative assessments.
- Increased use of 4 repeated strategies: summarize, predict, clarify, and question.
- Improved proficiency with the use of the specific skills targeted in the extended day and Saturday Programs as demonstrated by teacher observation and performance on summative assessments.

5. **Target specific interventions and strategies to bridge the gap between special education students' and general education students' performance on the State Math Exam. The goal of 30% of Special Education students scoring at a proficient rate on the State Test will be accomplished by the end of May of 2010.**

- Reduced size classroom of 12:1 or 12:1:1 for students whose IEP calls for reduced class size.
- Designated IEP pull-out or push-in services for SETTS. These will be provided by the special education teachers and the IEP teacher.
- Wilson Program to develop language proficiency for students at lowest level of performance.
- Social, psychological, and speech services provided by in school social workers, psychologists, and speech teacher.
- Teacher use of common preps for small group/AIS instruction
- Continued implementation of the National Reading Styles Program with special education classes
- Continued implementation of the Collins Writing Program
- Implementation of the SIOP Model
- AIS literacy services provided to specifically targeted students.

• Recruitment of Special Education students for Saturday School for ELA • Extended Day will be provided by classroom teachers and provide a focus on ELA from September through May. • Application of Goals 1, 2, and 3 as indicated in this document.
The principal, literacy coach and math coach will take responsibility for this work. A Comprehensive Middle school Reform Grant will be used to provide training for the implementation of the National Reading Styles Program and the Collins Writing Program. Staff will utilize the following indicators of interim progress and/or accomplishment • Improvement on ELA interim assessments, and predictive assessments. These will be analyzed and instructional adjustments made to ensure that each student is making progress. • Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative. These will be analyzed and adjustments made to ensure that each student is making progress. • Increased use of strategies that align with the school-wide curriculum map and higher rates of comprehension as observed by classroom teacher in formative assessment as well as improved performance on summative assessments. • Increased use of the 4 repeated strategies: summarize, predict, clarify, and question. • Improved fluency and decoding skills demonstrated through oral reading and comprehension. • Improved social adjustment to expected school behaviors for students receiving counseling. • Improved proficiency with the use of the specific skills targeted in the extended day and Saturday programs as demonstrated by teacher observation and performance on summative assessments.

6. **Target specific interventions and strategies to bridge the gap between special education students' and general education students' performance on the State ELA Exam. The goal of 70% of Special Education students scoring at a proficient rate on the State Test will be accomplished by the end of March of 2009.**
   - Reduced size classroom of 12:1:1 or 12:1 for students whose IEP calls for reduced class size
   - Designated IEP pull-out or push-in services for SETTS . These will be provided by the special education teachers and the IEP teacher.
   - Teacher use of common preps to provide small group instruction
   - Daily classroom practice of basic math facts to improve computational recall.
   - Social, psychological, and speech services provided by in school social workers, psychologists, and speech teacher.
   - Recruitment of Special education for Saturday School for Math
   - Extended Day will be provided by classroom teachers and provide a focus on Math from September through May.
   - Teacher use of common preps for small group/AIS instruction.
   - Application of Goals 1, 2, and 3 as indicated in this document.

The principal, literacy coach and math coach will take responsibility for this work. A combination of Tax Levy, Title I, and other funding sources will be used to provide these services. Staff will utilize the following indicators of interim progress and/or accomplishment

- Improvement on students' performance on interim assessments, and predictive assessments. These will be analyzed and instructional adjustments made to ensure that each student is making progress.
- Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative. These will be analyzed and adjustments made to ensure that each student is making progress.
- Increased use of strategies that align with the school-wide curriculum map as observed by formative and summative assessments.

- Memorization of math facts will result in a reduced number of computational errors and increased time for students to engage in constructed response tasks.
- AIS support will result in greater levels of internalization of concepts as demonstrated on higher levels of efficiency and accuracy on computational and problem solving tasks.
- Improved computational fluency and ability to demonstrate mathematical processes for constructed response tasks.
- Improved social adjustment to expected school behaviors for students receiving counseling.
- Improved proficiency with specific skills targeted in the extended day and Saturday programs as demonstrated by teacher observation and performance on summative assessments.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **ELA and Math**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Continue working towards becoming a standards-based educational organization. 90% or more of the teaching staff in the areas of ELA and math will follow the indications in the action plan for following a standards based curriculum. This goal will be accomplished by April of 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	a. Continue to provide professional development on the state standards and performance indicators with a specific focus on what exemplars of the standards look like and strategies to enable students to internalize how these exemplars represent the standards and performance indicators b. Refine common assessments within content areas, on grade level, which are based on standards and performance indicators. Bring common assessments to grade level department meetings to concretely list our areas where, as a grade, the students did well, and areas, where, as a grade or by class, the students need further development. Document the sharing of best practices by listing areas where teachers were able to help their students succeed so that teachers who need development in that area can observe the best practice. c. Refine common units of study within content areas, on grade level, which are based on the standards and performance indicators. d. Refine tracking sheets to record mastery of standards and performance indicators on a daily basis and use the collected data to differentiate instruction (both remediation as well as enrichment). e. Work collaboratively within departments to review students work and common assessments for implications that would strengthen lesson planning. **f.** Work toward expanding this format to content areas of science and social studies.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The principal, literacy coach and math coach will take responsibility for this work, which will be primarily accomplished through common preps. Additional 1.5 hour blocks of time will be scheduled after school if the school receives a SINI Grant.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Staff will utilize the following indicators of interim progress and/or accomplishment • **Skill Mastery Spreadsheets:** to be filled in as teachers are teaching units. Teachers will keep evidence of student work in work folders to justify ratings on skill mastery spreadsheet. Skills will be revisited cyclically and the skill mastery spreadsheet will inform differentiation of instruction by skill. • **Collected student work in portfolios:** Work sample Systems will be kept for all students in all content areas. These will include published pieces, assessments and samples of daily work and homework. • **Periodic, diagnostic, and summative assessments:** quizzes, tests, interim assessments, simulation tests, homework, attendance, and classroom will all demonstrate concrete data to support student growth over time. • **Formative assessments/teacher observations:** Observation of how students approach their work, trends in their work pace and completion rate, how their organize themselves for effort, how they respond to adult and peer direction, and attention to learning style will serve as the daily observations that teachers and other staff will use to cater instruction to the individual affective needs of each child. • Checks for progress will be made on a weekly basis in cabinet meetings. Additionally, the principal will review assessment binders and skill mastery spreadsheets and student portfolios on a bi-monthly basis. • Agendas for common preps and 1.5 hour blocks of planning will be reviewed by the principal.

Subject/Area (where relevant): **ELA and Math**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Continue to work in a collaborative fashion around the analysis of data and the subsequent lesson planning and differentiation of instruction required to drive student achievement. 90% or more of the teaching staff in the areas of ELA and math will follow the indications in the action plan for following a standards based curriculum. This goal will be accomplished by April of 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Review data as departmental and grade level team to determine what it is telling us about instructional needs of individual and groups of students. • Teachers will work as a team, with coach support, to construct differentiated lesson plans based on the instructional needs of individual and groups of students. • Strategies to differentiate instruction based on remediation as well as extension will be covered. • Examine how students can be grouped to effectively address deficits and provide extensions for students who are proficient. • Use guided reading, writing, and math groups as an instruction strategy to address identifies areas of deficit. • Use student work sample systems in all content areas as a means of updating student, parent and teacher understanding of student performance.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	The principal, literacy coach and math coach will take responsibility for this work, which will be primarily accomplished through common preps. Additional 1.5 hour blocks of time will be scheduled after school if the school receives a SINI Grant.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Staff will utilize the following indicators of interim progress and/or accomplishment • **Assessment binders:** Data sheets along with completed grouping templates will be evident in assessment binders. As new data is obtained, it will be put in the assessment binders along with new groupings based on the most current data. • **Flexible Grouping:** Teachers will demonstrate through their lesson plans and through environmental charts in the classroom that they groups change from day to day depending on the standards/performance indicator being taught and the data supporting which students need remediation or enrichment. • **Learning Styles:** Lessons, activities, and plans will demonstrate how the learning styles of diverse learners are being attended to so that the work is not primarily passive listening or active reading. Activities, graphics, use of technology, hands-on manipulatives, and collaborative

	group work will be evidence that learning is being structured to tap into the many different ways in which students learn and process materials. • Checks for progress will be made on a weekly basis in cabinet meetings. The principal will review assessment binders for evidence of grouping based on data analysis. • Agendas for common preps and 1.5 hour blocks of planning will be reviewed by the principal. • Lesson plans will be reviewed by the principal during walkthroughs to ensure that differentiation of instruction is taking place. Observation of classroom practice will be made to ensure that lesson plans are being implemented as written.

Subject/Area (where relevant): **ELA, Math, Science and Social Studies**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Continue to establish strategies/best practices for reading, writing, and mathematics that are tied to curriculum maps and taught consistently across content areas and grade levels. 90% or more of the teaching staff will exhibit the use of strategies from the Collins Writing Program and strategies taught in ELA and Math Common Preps. 90% of the Special Education and Bilingual ELA teachers will demonstrate the use of strategies from the National Reading Styles program. This will be accomplished by May of 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Students need to have strategies that become ingrained and automatic when faced with problems of a similar nature. This type of response becomes possible only through sustained and systematic exposure over time to sound reading, writing and mathematics strategies. • Teachers will identify specific strategies as a grade and department that will be utilized in classroom instruction. Strategies will be identified and communicated in common planning sessions with resources provided to teacher and expectations for evidence of implementation and student evidence of effectiveness for the next common planning session. • Continued action research in the area of reading by the Data Inquiry Team. Information from the Data Inquiry Team will help to feed strategies into the common planning sessions. Coaches and the administrator will supervise to ensure the consistent use of strategies. • Strategies will be continued for a sustained duration of time to allow students time to internalize its use so that it can be applied in a variety of situation. Strategies, while they will remain as a focus for an extended period of time, will be revised as needed based on success with students based on evidence of student work. • Inclusion of social studies and science teachers in ELA common preps. • Implementation of the NRSI reading strategies and program in bilingual and special education classrooms. • Schoolwide implementation of the Collins Writing Program.

	• Training and implementation of the SIOP Model for all content areas.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• The principal, literacy coach and math coach will take responsibility for this work. Strategies will primarily be disseminated through the common teacher prep periods. • PD has been scheduled over the course of the year for NRSI reading and the Collins Writing Program, and The SIOP Model. This was with funding from a Comprehensive Middle School Reform Grant. All content areas will participate in this training and implementation. The aim is to make all teachers into teachers of reading and writing .
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Staff will utilize the following indicators of interim progress and/or accomplishment • **Student work:** Evidence of strategy use will be documented by teachers bringing samples of student work to weekly common planning sessions and Data Inquiry Team Meetings. The teachers will discuss how they implemented the strategy and demonstrate the effectiveness of the strategy by sharing students work samples. • **Lesson plans:** Lesson plans will clearly evidence the use of the strategy and how the strategy is being applied to differentiate instruction for students with various needs. Plans will be reviewed during walkthroughs and observation made to ensure that practice is aligned with the planning. Particular attention will be paid to implementation of The SIOP Model, the Collins Writing Program, National Reading Styles methodology and the use of strategies taught during common prep periods. • **Common Planning Sessions:** Strategies will appear on common planning agendas and plans for next steps, use of strategy, and the successes of implementation will be recorded and appear on the following week's agenda. Any revisions to a strategy will also be recorded and appear on the following week's agenda. • **Service Providers:** AIS, ESL, SETSS, and IEP service providers will align their support with the work being done by the classroom teacher by integrating the strategy focus into their work with students. This will be evidences through teacher plans in the support services and through direct observation from supervisors. Support service staff will attend common planning sessions and coaches will ensure that support staff understands the strategies being implemented. • The Data Inquiry Team will review student work on a weekly basis for efficacy of specific strategies and share successes with staff at common preps and faculty conferences. • Additionally, implementation and practice related to consistent implementation of reading, writing and math strategies will be reviewed at weekly cabinet meetings.

Subject/Area (where relevant): **ELA**
- **English Language Learners**
- **Hispanic or Latino students**
- **Economically Disadvantaged Students**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Target specific interventions and strategies to improve the performance of English Language Learners, Hispanic or Latino Students, and Economically Disadvantaged Students on the State ELA Exam. The goal of 40% of the English Language Learners, 60% of the Hispanic or Latino Students, and 65 % of the Economically Disadvantaged Students who are eligible to take the State Test scoring at a proficient rate will be accomplished by the end of May of 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Provide reduced size for the transitional bilingual students maintain a target of 20:1 students to teacher ratio. Certified bilingual teachers will teach these classes. • Teacher use of common preps to provide small group/AIS instruction • Provide ESL pull out for ELL students in monolingual classes. A certified ESL teacher will teach these students. • Continued implementation of NRSI Reading strategies with bilingual classes to provide another modality for the teaching of reading. • Continued implementation of the Collins Writing Program • Implementation of the SIOP Model • Recruitment of English Language Learners for Saturday School for ELA • Extended Day will be provided by classroom teachers and provide a focus on ELA • Application of Goals 1, 2, and 3 as indicated in this document.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Contract for Excellence funds will be used to reduce class size in bilingual classes. • A Comprehensive Middle School Reform Grant will be used for professional development in the implementation of The SIOP Model, the National Reading Styles Program and the Collins Writing Program. • Saturday School is funded through SES funds. • Tax Levy funds will be used to provide an AIS pull out program
Indicators of Interim Progress and/or	Staff will utilize the following indicators of interim progress and/or accomplishment

Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	• Improvement on ELA interim assessments, and predictive assessments. These will be analyzed and adjustments made to ensure that each student is making progress. • Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative. These will be analyzed and adjustments made to ensure that each student is making progress. • Increased use of strategies that align with the school-wide curriculum map and higher rates of comprehension as observed by classroom teacher in formative assessment as well as improved performance on summative assessments. • Increased use of 4 repeated strategies: summarize, predict, clarify, and question. • Improved proficiency with the use of the specific skills targeted in the extended day and Saturday Programs as demonstrated by teacher observation and performance on summative assessments.

Subject/Area (where relevant): **ELA (Special Education Students)**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Target specific interventions and strategies to bridge the gap between special education students' and general education students' performance on the ELA state exam. The goal of 30% of Special Education students scoring at a proficient rate on the State Test will be accomplished by the end of May of 2010.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Reduced size classroom of 12:1 or 12:1:1 for students whose IEP calls for reduced class size. • Designated IEP pull-out or push-in services for SETTS. These will be provided by the special education teachers and the IEP teacher. • Wilson Program to develop language proficiency for students at lowest level of performance. • Social, psychological, and speech services provided by in school social workers, psychologists, and speech teacher. • Teacher use of common preps for small group/AIS instruction • Continued implementation of the National Reading Styles Program with special education classes • Continued implementation of the Collins Writing Program • Implementation of the SIOP Model • AIS literacy services provided to specifically targeted students. • Recruitment of Special Education students for Saturday School for ELA

	• Extended Day will be provided by classroom teachers and provide a focus on ELA from September through may. • Application of Goals 1, 2, and 3 as indicated in this document.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• A Comprehensive Middle school Reform Grant will be used to provide training for the implementation of the National Reading Styles Program and the Collins Writing Program • Tax Levy funding will be used to fund and AIS pull out program
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Staff will utilize the following indicators of interim progress and/or accomplishment • Improvement on ELA interim assessments, and predictive assessments. These will be analyzed and instructional adjustments made to ensure that each student is making progress. • Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative. These will be analyzed and adjustments made to ensure that each student is making progress. • Increased use of strategies that align with the school-wide curriculum map and higher rates of comprehension as observed by classroom teacher in formative assessment as well as improved performance on summative assessments. • Increased use of the 4 repeated strategies: summarize, predict, clarify, and question. • Improved fluency and decoding skills demonstrated through oral reading and comprehension. • Improved social adjustment to expected school behaviors for students receiving counseling. • Improved proficiency with the use of the specific skills targeted in the extended day and Saturday programs as demonstrated by teacher observation and performance on summative assessments.

Subject/Area (where relevant): **Math (Special Education Students)**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**Target specific interventions and strategies to bridge the gap between special education students' and general education students' performance on the State Math Exam. The goal of 70% of Special Education students scoring at a proficient rate on the State Test will be accomplished by the end of March of 2009.**

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Reduced size classroom of 12:1:1 or 12:1 for students whose IEP calls for reduced class size • Designated IEP pull-out or push-in services for SETTS . These will be provided by the special education teachers and the IEP teacher. • Teacher use of common preps to provide small group instruction • Daily classroom practice of basic math facts to improve computational recall. • Social, psychological, and speech services provided by in school social workers, psychologists, and speech teacher. • Recruitment of Special education for Saturday School for Math • Extended Day will be provided by classroom teachers and provide a focus on Math from September through May. • Teacher use of common preps for small group/AIS instruction • Application of Goals 1, 2, and 3 as indicated in this document.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	A combination of Tax Levy, Title I, and other funding sources will be used to provide these services.
Indicators of Interim Progress and/or Accomplishment *Include: interval of periodic review; instrument(s) of measure; projected gains*	Staff will utilize the following indicators of interim progress and/or accomplishment • Improvement on students' performance on interim assessments, and predictive assessments. These will be analyzed and instructional adjustments made to ensure that each student is making progress. • Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative. These will be analyzed and adjustments made to ensure that each student is making progress. • Increased use of strategies that align with the school-wide curriculum map as observed by formative and summative assessments. • Memorization of math facts will result in a reduced number of computational errors and increased time for students to engage in constructed response tasks. • AIS support will result in greater levels of internalization of concepts as demonstrated on higher levels of efficiency and accuracy on computational and problem solving tasks. • Improved computational fluency and ability to demonstrate mathematical processes for constructed response tasks. • Improved social adjustment to expected school behaviors for students receiving counseling. • Improved proficiency with specific skills targeted in the extended day and Saturday programs as demonstrated by teacher observation and performance on summative assessments.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	49	33	**14**	**1**	3	0	4	18
6	75	46	37	64	14	0	4	11
7	57	37	30	43	9	0	2	22
8	69	39	41	72	22	0	5	16
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:	• AIS small group reading pull out: Students are exposed to 4 main strategies (questioning, clarifying, summarizing, and predicting). An F status, former literacy coach meets with small groups of students multiple times per week during the regular school day to provide targeted strategy and skill focus instruction. • Wilson Program: This is a highly scripted phonetic/kinesthetic approach to teaching reading. Students are pulled to a small group for instruction during the regular school day. • National Reading Styles Program: This program employs a number of strategies, most notably recorded books. Students' reading level is determined and students read while listening to a recorded book that is targeted .5 years above their reading level. Students track with their finger while listening to the recording. Individual conferencing and a written response about the passage follows each session with a recorded book. The program functions as a small group pull out and as an adjunct to the regular classroom in bilingual and special education classrooms. • Extended day: The school day is extended by 37.5 minutes to address the needs of underachieving students in a small group setting. Staff focuses on reading comprehension strategies during these sessions. • Saturday School: Saturday School runs from 9:00-12:00 on Saturdays. The focus is on reading comprehension. Students work in small groups with a teacher. • Common Preps: Teachers utilize common preps to work with small groups of students. One period per week is used to identify areas of weakness in students reading comprehension and to plan instruction. Students are grouped in flexible groupings to address common areas of concern. Teachers then utilize two to three prep periods per week pulling their groups of students to address the identified areas with instruction. • SIOP Model: All staff will have a language acquisition objective for each content area lesson. The staff is being trained in this model September through November of this year. Observation and feedback on implementation will continue over the course of the year.
Mathematics:	• Extended day: The school day is extended by 37.5 minutes to address the needs of underachieving students in a small group setting. The focus is on performance indicators identified from our curriculum maps with which the students are experiencing general difficulty. Students work in small groups with a teacher. • Saturday School: Saturday School runs from 9:00-12:00 on Saturdays. The focus is on performance indicators identified from our curriculum maps with which the students are experiencing general

	difficulty. Students work in small groups with a teacher. • Common Preps: Teachers utilize common preps to work with small groups of students. One period per week is used to identify areas of weakness in students reading comprehension and to plan instruction. Students are grouped in flexible groupings to address common areas of concern. Teachers then utilize two to three prep periods per week pulling their groups of students to address the identified areas with instruction.
Science:	• Science staff is trained in the teaching of reading by a staff developer from the National Reading Styles Institute. • Science staff is trained in the teaching of writing by a staff developer from the Collins Writing Program. A Saturday School Program for Science runs April through June. • Science is also done as an adjunct to the AIS Reading Programs • All staff will have a language acquisition objective for each content area lesson. The staff is being trained in this model September through November of this year. Observation and feedback on implementation will continue over the course of the year.
Social Studies:	• Social studies staff is trained in the teaching of reading by a staff developer from the National Reading Styles Institute. • Social studies staff are trained in the teaching of writing by a staff developer from the Collins Writing Program. • Social Studies is done as an adjunct to the AIS Reading Programs • All staff will have a language acquisition objective for each content area lesson. The staff is being trained in this model September through November of this year. Observation and feedback on implementation will continue over the course of the year.
At-risk Services Provided by the Guidance Counselor:	Both individual and group sessions are held whereby students are given the opportunity to express themselves and develop interpersonal skills and coping strategies. Topics such as conflict resolution, career awareness, high school articulation, and various pre-adolescent issues are the focus.
At-risk Services Provided by the School Psychologist:	The school psychologist offers guidance and direction on initial referrals for special education evaluation.
At-risk Services Provided by the Social Worker:	The mandated services counselor provides group and individual counseling weekly or biweekly for students with IEPs. Additionally, the mandated services counselor will take regular education students on an at risk referral basis. Services are provided to mandated students with IEPs. Some students receive at-risk counseling. Additionally, the SBST social worker provides counseling services to some of our students.
At-risk Health-related Services:	Students receive 504 health related services. Particular attention is given to asthma.

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

NCLB/SED requirement for all schools

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

MS 206B
ANN CROSS MERSEREAU MIDDLE SCHOOL
2009-10
LANGUAGE ALLOCATION POLICY

Language Allocation Team:
David Neering– Principal
Ann Disalvo – Instructional Coach
Magaly De La Cruz- Instructional Coach
Alexia Acevedo – Bilingual teacher
Rafael Cabral – Bilingual/ESL Coordinator
Milton Evertz– ESL Teacher
Parent Coordinator-Tracey Moret

Specifically the ELL student population breaks down in the following manner:

ESL Pull-Out Program

5th grade: 16 students
6th grade: 22 students
7th grade: 8 students
8th grade: 23 students

Bilingual Classrooms

5th /6th grade: 25 students
7th grade: 14 students
8th grade: 26 students

SCHOOL BUILDING ELL PROGRAM DESCRIPTION

The entire school body is divided into the upper school- 7th and 8th grades and the lower school, which consists of 5th and 6th grades. The total school population is 393 students. The total number of English Language learners is 132. This is roughly 34% of the school population. The identification

process of students starts during registration with the administration of the Home Language Identification survey, including the informal oral interview in English and in the native language, and the Language assessment Battery-Revised. The assistant principal, Raphael Cabral, and the ESL Teacher, Milton Evertz, are responsible for administering the HLIS and if necessary, the LAB-R. There is 1 certified ESL teacher on staff and 8 bilingual teachers. One of the certified bilingual teachers is also certified in special education. Two of the bilingual teachers are also certified as content area teachers. The parents are informed about the two ELL programs we offer at our school. This is done by either the assistant principal or ESL teacher at the point that students are determined to qualify for services. Additionally, informational meetings for parents are held the third Saturday in October and the third Saturday in January. The ESL teacher takes responsibility for ensuring that entitlement letters are distributed and Parent Survey and program Selection forms are returned. These programs are Transitional Bilingual and ESL via a Pullout program. Parents have the option to place their children in either program based on their understanding of each program and the needs of their child. Our school complies with parent requests. Based on our data, our Transitional Bilingual Program and ESL Pullout Program are often the two programs parents request for their child to be enrolled in. Our school also offers parent orientation meetings that are scheduled periodically to ensure the delivery of appropriate information regarding instructional programs and eligibility, the three types of ELL programs, and ways parents can participate in the educational process of their children. In addition, parents are informed of the status of their child's ELL program eligibility. Entitlement Letter, Continued Entitlement Letter, Non Entitlement Letter, Placement Letter and Transitional Letter are provided as needed.

We have adopted a Bilingual Transitional Educational model with the expectation that there will be one 5th / 6th bridge class, one 7th grade bilingual class and one 8th grade bilingual class. The New York State English as a Second Language Test is administered each spring and used to evaluate students proficiency in English. As a large proportion of our bilingual students fall within the beginning/intermediate and advanced bracket, as reflected by their most recent NYSESLAT and LAB-R test scores, individual classes would vary to meet the needs of these levels. In addition, students whose parents have chosen to opt them out of the regular TBE program are provided with ESL instruction by way of a pullout model. Both the ESL pullout and the Transitional Bilingual programs adhere to the number of units of ESL and NL instruction as needed by students in the beginner, intermediate, or advanced levels.

In order to meet the needs of our advanced ELL students, whose parents opted-out of the TBE the students will be receiving their ESL instruction via a pullout ESL model. The pull out program will take place during the social studies period and will focus on social studies content using non-fiction text.

We will ensure that our ELL students with special needs receive additional support to further develop their academic language. Resource room services for ELLs with special needs will also follow any Language Allocation Policy mandates. In the classroom, instruction will be differentiated and scaffolded in order to meet the needs of individual or groups of students. All forms of data such as ESL and ELA Interim assessments, NYSESLAT, ELA, and Mathematics scores, teacher created assessments, portfolios, and conferences with students will be reviewed and used consistently throughout the academic year to guide instruction. In addition after school programs and our Saturday Program will also provide our newcomers, and long-term ELLs with opportunities to continue their English language development.

New students in grades 5 through 8, whose English is limited, are placed in a Saturday school, bilingual class where an intensive ESL program has been implemented and is being taught by bilingual and ESL teachers who will focus on the language needs and development of ELL students.
In addition, we will continue English Language Learners recruitment of for Saturday School for ELA and Math.
Extended Day will be provided by classroom teachers and provide a focus on ELA using ESL methodologies.

Native language assessments administered include teacher created assessments to assess students' fluency, comprehension and vocabulary in Spanish. Additionally, the Spanish Edition of the STARS Series has been used for this purpose. A baseline writing piece is also used.

SIFE students are identified through oral intake questionnaire and teacher referral. Students identified as possible SIFE students participate in an extensive intake interview and assessments which probe previous education and reveals the structure and content of the school day in the native country. To serve the unique needs of SIFE students, grouping will be based on their skills to receive intervention during after school and Saturday programs. During these times students will work with certified Bilingual teachers to learn and refine their basic math and NL skills. In addition, during the length of the program students will build fundamental reading and writing literacy through explicit instruction at their level. In addition, SIFE students will be supported to access the curriculum through pull-out support in their content classes. Student progress will be assessed periodically during each marking period in order to evaluate interventions.

A Saturday School Program is staffed by bilingual and ESL teachers who provide additional support for beginning, intermediate and advanced bilingual students.

In order to ensure that our advanced students placed in monolingual classes are receiving appropriate support through differentiated instruction, we will prepare teachers who service them with professional development focused on scaffolding strategies for ELLs. This professional development will be provided by school bilingual staff.

In order to advance students' NYSESLAT levels, we instruct students with rigorous lessons that increase their language abilities in the four modalities All ELL's classrooms have been equipped with materials such as interactive smart-boards, computers, tape recorders and books on tapes. We also use various textbooks and test sophistication programs that prepare students for both the NYSESLAT and ELA exams. Our classroom libraries offer our newcomers and students at the beginning and intermediate levels of language proficiency textbooks in their native language.

The delivery system for instruction in ELA is a balanced literacy approach which consists of independent reading, paired/shared reading, guided reading, literature circles, a writer's workshop including guided writing, interactive read alouds by the teacher, word study and teacher/student conferencing in both reading and writing. The conferencing component will be a focus area across the school this year as will the guided reading component. The focus for instruction is the state standards and performance indicators. Grouping for instruction with specific feedback will allow us to target the needs of individual students and provide direct, personalized instruction. Students are scheduled for a total of 90 minutes of instruction in the area of ELA each day. Where possible, this has been scheduled as a continuous block of time.

Instruction in mathematics is through the workshop model. The fifth grade text is Every Day Math. The 6th, 7th and 8th grades use Impact Math as their text. As indicated in the previous paragraph, the focus for instruction is the standards and performance objectives provided by the state. These texts will be supplemented, as needed, to ensure that this focus is maintained and that all students have the opportunity to master grade level standards. Students are scheduled for 90 minutes of math each day. Where possible, this has been scheduled as a continuous block of time. There will be a focus on the development of the academic language of math. Many of our students struggle with the language of mathematics. The work must focus on the development of the academic vocabulary and language to navigate the subject. Mathematical concepts must be introduced and reviewed using different modalities to ensure that the work is accessible to every student. The native language will be used to introduce new concepts as needed. We will ensure students' success by utilizing:

- Periodic Interim Assessments along with other data that will be used throughout the year to identify areas of weakness and inform teacher planning.
- Improvement on students' performance on interim assessments, and predictive assessments. These will be analyzed and instructional adjustments made to ensure that each student is making progress.
- Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative. These will be analyzed and adjustments made to ensure that each student is making progress.
- Increased use of strategies that align with the school-wide curriculum map as observed by formative and summative assessments.

Support services or activity for newly enrolled ELL's include a reduced class size, small group instruction by teaching staff during common preps, an Extended Day Program, Saturday School, participation in a Homework House which is run every day after school by our CBO , participation in a pullout program for reading instruction, participation in a pull out program for math instruction, an AIDP worker who tracks and follows up on attendance, and an incentive program which recognizes students for attendance, classwork and homework completion.

Participation in the after school program run by our CBO, The Good Shepherd, is encouraged. This program provides a homework house, access to the school library, an arts program, a drama program, robotics, a chess club, and more. Additionally, our sports program functions as an adjunct to this program. Participation in the Student Council is also encouraged.

Parent involvement in the school is encouraged by sending notification of monthly informational meetings sponsored by our parent coordinator in both Spanish and English. These meetings focus on providing information which supports students and families. Additionally, parent meetings focused on ELL parents and students are held twice each semester during the school day and twice each semester on Saturday. The focus of these meetings is to provide parents with information related to the academic program and what they can do to support the work that the students are doing in school.

The professional development plan and support staff will include:

1. Differentiated instruction for bilingual/ESL teachers and monolingual teachers who work with ELL students
2. SIOP Model: All staff will have a language acquisition objective for each content area lesson. The staff is being trained in this model September through November of this year. Observation and feedback on implementation will continue over the course of the year.
3. Scaffolding strategies for bilingual/ESL teachers and monolingual teachers who work with ELL students.
4. Continued professional development in the principals of learning.
5. Continued professional development in balanced literacy and comprehension strategies inclusive of guided reading.
6. Professional development focused on development of curriculum maps focused on state standards and performance indicators with common assessments and tracking sheets to record mastery.
7. Professional Development in support of implementation of the National Reading Styles Program.
8. Professional Development in support of implementation of the John Collins Writing program, "Writing Across the Curriculum."
9. Professional development in support of Math in the City.
10. Professional Development provided by the ISC and Support Organizations as it becomes available.

All new teachers and teachers who instruct Ell students will continue to receive training. These trainings offer strategies to develop academic language through the use of ESL methodologies, and differentiated instruction for ELL students.

Moreover, teachers will also have the opportunity to attend ESL / ELL professional institutes and workshops for English Language Learners. The workshops will aid teachers with scaffolding strategies that facilitate the linguistic transition of ELL students. Also, teachers are been trained in the Carbo Method of individualized reading instruction as well as the SIOP model Program.

In addition, all teachers who instruct Ell students will receive the Jose P. Training. This training offers strategies to develop language, ESL methodologies, and differentiated instruction for ELL students. Other training will be offered through Fordham University Bilingual ESL Technical Assistance Centers (BETAC), BETAC offers technical support in the identification of ELL and other State mandates.

Data analysis of Interim Periodic Assessment:

- 2008-2009 NYS ELA scores
- 2008-2009 NYS Math Scores
- 2008-2009 NYSESLAT Scores
- 2008-2009 LAB-R Scores

The NYSESLAT and LAB-R data indicates that ELL students struggle with concepts and language. The focus of our instruction must be on providing students with many opportunities to experience and discuss concepts in real life hands on applications. Academic language must be utilized to help students articulate and comprehend academic concepts. Our goal is have students achieve the proficient level of the NYSESLAT and reach standard level on the NY State Exams before leaving our school. In our analysis of the four modalities we found that students performed well on the listening and speaking components across all the levels. Their performance level on the reading and writing portion of the test showed areas of concerns even though we have made substantial improvement in those two areas. The data indicates a need to ensure that our ELLs are provided multiple opportunities to grow their academic language development in all areas. In both our ESL Pullout Program as well as in the Transitional Bilingual Program, teachers of all subjects will use ESL methodologies to ensure optimal learning, while focusing on the development of the academic language need of the student.

Our analysis of the ELA data indicates that there was a major achievement gap between English proficient students and limited English proficient students with a notable exception on grade 6. On grade 5, English proficient students scored 76% proficient and limited English proficient students scored 27% proficient. The figures were 61% and 61% on grade 6, 62% and 26% on grade 7, and 47% and 8% on grade 8. Again, there was a noticeable drop off in the number of limited English proficient students scoring at a proficient level as they moved to 8th grade with 16% of this group scoring at proficient levels as a 7th grade cohort. What this data suggests is that while we have greater numbers of students scoring at proficient levels as a school we have major achievement gaps that exist for students with English Language Learners. During the 2009-2010 school year the focus of the Data Inquiry Team will be on 8th grade ELA. This decision was made as a result of the findings in our review of data for the state ELA test. There has been a noticeable drop off in scores from 7th grade to 8th grade by the same cohort of students in each of the last two years. Our work will involve examining the data from the state test to determine why this is happening. We will then work in the same fashion as the past year to establish best practices to strengthen identified areas of weakness.

There was not a significant achievement gap between English proficient students and limited English proficient in math. On grade 5, English proficient students scored 84% proficient and limited English proficient students scored 86% proficient. The figures were 89% and 77% on grade 6, 86% and 79% on grade 7, and 79% and 75% on grade 8.

What this data suggests is that as a school, our ELL population is not lagging as far behind our monolingual students and on the 8th grade they are outperforming their monolingual counterparts in terms of proficiency.

Implications of the Data for School Programs

- Increase the number of times that students work with ELL personnel
- Efficient use of extended day programming for ELL students
- Expansion of the Saturday program aimed at ELL students(Newcomers, Long term and Transitional)
- Implementation of effective ELL strategies for students in both bilingual and monolingual classrooms
- Intensive professional development for teachers working with ELL students using the SIOP model

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Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual ___ ESL _X_ Both Number of LEP (ELL) Students Served in 2009-10: __132__
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.

In order to meet the varying needs of our ELLs, the majority of which are Spanish speaking and perform at varying levels, we will employ the Transitional Bilingual Program which will include English as second language component. There will be three bilingual classes: one bridge class for grades 5th and 6th, one 6th / 7th. In addition, we have one self-contained, 8th grade bilingual class. Students who have performed below the state designated proficiency level of proficiency on the NYSESLAT will be assigned by grade to the 5th/ 6th, a 7th and one 8th grade bilingual class. In each grade level class, students will be grouped beginning, intermediate or advanced according to their level of proficiency. The students will be provided with content area instruction in their native language as well as a native language arts component. The ratio of Spanish to English use within the classroom will vary from 60:40 to 40:60 according to the proficiency levels of the students. We have adopted this model to ensure that the students receive the appropriate linguistic support as well as the appropriate academic support. In addition, students whose parents have chosen to opt them out of the regular TBE program would be provided with ESL instruction by way of the pull out model.

The delivery system for instruction in ELA consists of a balanced literacy approach which consists of independent reading, paired/shared reading, guided reading, literature circles, a writer's workshop including guided writing, interactive read alouds by the teacher, word study and teacher/student conferencing in both reading and writing. The conferencing component will be a focus area across the school this year as will the guided reading component. Grouping for instruction with specific feedback will allow us to target the needs of individual students and provide direct, personalized instruction. Students are scheduled for a total of 90 minutes of instruction in the area of ELA each day. Where possible, this has been scheduled as a continuous block of time. This is supplemented by an additional 45 minute block devoted to sustained silent reading of self -selected material and the sue of a spelling text.

Instruction in mathematics is the workshop model. The fifth grade text is Every Day Math. The 6th, 7th and 8th grades use Impact Math as their text. As indicated in the previous paragraph, the focus for instruction is the standards and performance objectives provided by the state. These texts will be

supplemented, as needed, to ensure that this focus is maintained and that all students have the opportunity to master grade level standards. Students are scheduled for 90 minutes of math each day. Where possible, this has been scheduled as a continuous block of time. The same expectations for mastery of standards and test performance are held out for ELL students.

MS 206 is focused on establishing a standards based educational program in all content areas. The maps are being revised and improved this year. The curriculum maps are aligned to the state standards. Common assessments based on performance indicators for state standards have been developed, as well. The assessments are accompanied by tracking sheets for recording student mastery of performance indicators and state standards. The tracking sheets assist in identifying students or groups of students in need of reteaching. This calls for differentiation of instruction and detailed planning for groups of students with varying instructional needs.

Analysis of data from common assessments, predictive assessments, and periodic assessments along with state assessments, as a department, will serve as measurements for success and inform instructional adjustments. Analysis of results and adjustments will take place as soon as data is available.

In order to help ELL students to achieve higher standards of proficiency in English, the following is in place for this year for this school year:

- Reduced class size for instruction.
- Implementation of the national Reading Styles Program
- Implementation of the Collins writing Program
- Continued implementation of Math in the City strategies
- SIOP model Program training

Implementation of the SIOP model Program with principal observations, continue teacher training and support.

- Participation in the math and reading AIS pullout programs
- Saturday school for students in grades 5 through 8 will run from October 24 through June 8, from 9:00 AM to 12:00 PM. It will focus on state standards and test taking skills for ELA. In addition, the program will provide instruction in state standards and test taking skills for mathematics.
- Saturday school for students in grade 8th will run from March through April , from 9:00 AM to 12:00 PM. The focus for this session will be on 8th grade state standards for science.
- Continued training of all teachers in ESL methodologies using the SIOP model.
- We will ensure that our ELL students with special needs / I.E.P. receive additional support to further develop their academic language. Resource room services for ELLs with special needs will also follow any Language Allocation Policy mandates. In the classroom, instruction will be differentiated and scaffold in order to meet the needs of individual or groups of students.
- Newcomers will receive instruction by certified ESL specialists and certified Bilingual teachers to focus on the language needs and development of ELL students. All forms of data such as ESL and ELA Interim assessments, NYSESLAT, ELA, and Mathematics scores, teacher created assessments, portfolios, and conferences with students will be reviewed and used consistently throughout the academic year to guide instruction. In addition after- school programs and our Saturday School program will also provide our newcomers, and long-term ELLs with opportunities to continue their English language development. Both ESL Pull-out and Transitional Bilingual programs adhere to the number of units of ESL instruction as needed by students in the beginner, intermediate, or advanced levels. In addition, new students, whose English is limited, are placed in a Saturday Port-of-Entry bilingual class where an intensive ESL program has been implemented and is being taught by bilingual (Spanish/English) teachers.

- Saturday School will serve students for a period of approximately 25 Saturdays from October to May. Each class will have 10 students per class to address ESL and Math. The Saturday School program will aid ELL students with their language proficiency and will prepare students for the NYSESLAT. The four modalities are used in the implementation of this program: speaking, listening, reading, and writing. Students are provided with ample opportunities to use academic language in different contexts. Academic language development is emphasized. All ELL's classrooms have been equipped with materials such as smart boards, computers, tape recorders, books on tape, or authentic materials that aid language acquisition. We also use various textbooks and test sophistication programs that prepare students for both the NYSESLAT and ELA exams.
- We have an incentive program in place that recognizes students, on a monthly basis for 100% attendance, 100% homework completion and 100% classwork completion.
- Participation in a monthly math fact club, which recognizes memorization of math facts with an incentive.
- Participation in a monthly independent reading club, which recognizes reading outside of school with an incentive.
- Differentiation of instruction is a curriculum initiative that will target instruction to groups of students with the same needs. Lesson plans will be checked to ensure that this practice is employed.
- An AIDP worker has been hired to track attendance, make phone calls and when necessary, follow up with home visits to ensure that students are in attendance at a rate that surpasses 92%.
- The IST Team meets on a referral basis to bring parents, teachers, administrators, service providers, the school based support team and the counselor together to make recommendations for support of students.
- Success for level 1, low level 2 and holdover students will be measured with the same tools available for all students. These include pre and post measures using interim assessments, state assessments, and summative assessments at the end of units for mastery of state standards, conference notes, portfolios/student work and anecdotal records.
- Parent breakfasts, orientation and update sessions.
- Increased parental involvement in academic areas by way of DOE Parent Coordinator.
- Increased parental involvement through participation in monthly parent meetings focused on academic achievement.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The delivery system for instruction in ELA consists of a balanced literacy approach which consists of independent reading, paired/shared reading, guided reading, literature circles, a writer's workshop including guided writing, interactive read alouds by the teacher, word study and teacher/student conferencing in both reading and writing. The conferencing component will be a focus area across the school this year as will the guided reading component. Grouping for instruction with specific feedback will allow us to target the needs of individual students and provide direct, personalized instruction. Students are scheduled for a total of 90 minutes of instruction in the area of ELA each day. Where possible, this has been scheduled as a continuous block of time.

Instruction in mathematics is through the workshop model. The fifth grade text is Every Day Math. The 6th, 7th and 8th grades use Impact Math as their text. As indicated in the previous paragraph, the focus for instruction is the standards and performance objectives provided by the state. These texts will be supplemented, as needed, to ensure that this focus is maintained and that all students have the opportunity to master grade level standards. Students are scheduled for 90 minutes of math each day. Where possible, this has been scheduled as a continuous block of time. The proficiency levels of the students are used to plan, coordinate, and provide instructional support to the ELL population. NLA is used to assist students in transferring their reading and writing abilities and knowledge into the new language. NLA instructions also serves develop

literacy in the child's home language. Instructions are informed and differentiated by the data from the NYSESLAT and other formal and informal assessments.

Supplemental programs for ELLs include:

- Saturday School for ELA, Math and science
- The Extended Day Program
- AIS pullout for ESL program
- Small group instruction by teaching staff during their common preps

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Participation in the after school program run by our CBO, The Good Shepherd, is encouraged. This program provides a homework house, access to the school library, an arts program, a drama program, robotics, a chess club, and more. Additionally, our sports program functions as an adjunct to this program. Participation in the Student Council is also encouraged.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parent involvement in the school is encouraged by sending notification of monthly informational meetings sponsored by our parent coordinator in both Spanish and English. These meetings focus on providing information which supports students and families. Additionally, parent meetings focused on ELL parents and students are held twice each semester during the school day and twice each semester on Saturday. The focus of these meetings is providing parents with information related to the academic program and what they can do to support the work that the students are doing in school.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

A series of open house invitations to parents and newly enrolled students are scheduled for the Spring and for the Summer. In addition, newly arrived students, whose English is limited, are placed in a Saturday Port-of-Entry bilingual class where an intensive ESL program has been implemented and is being taught by a bilingual (Spanish/English) teacher. In addition, a series of parents and students orientation are scheduled periodically at the beginning and through the year.

For SIFE and Long Term ELL's a Saturday School Program is staffed by bilingual and ESL teachers who provide additional support for beginning, intermediate and advanced ELL students.

IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

The professional development plan will include:

1. Differentiated instruction for bilingual/ESL teachers and monolingual teachers who work with ELL students. This is ongoing as a part of weekly common preps and 1.5 hour data analysis and planning sessions which have been scheduled for 9/8, 9/22, 10/14, 10/27, 11/24 and 12/8.
2. Professional Development in support of the SIOP model program for all teachers scheduled for September, October and November.
3. Continued professional development in the principals of learning during Monday, faculty conferences.
4. Continued professional development in balanced literacy and comprehension strategies inclusive of guided reading during weekly common preps.
5. Professional development focused on development of curriculum maps focused on state standards and performance indicators with common assessments and tracking sheets to record mastery during weekly common preps.
6. In order to ensure that our advanced students placed in monolingual classes are receiving appropriate support through differentiated instruction, we will prepare teachers who service them with professional development focused on scaffolding strategies for ELLs. This professional development will be provided by school bilingual teachers.
7. Professional Development in support of implementation of the National Reading Styles Program in October and April.
8. Professional Development in support of implementation of the John Collins Writing program, "Writing Across the Curriculum" in September, December, and April.
9. Professional development in support of Math in the City and provided by The Delta Institute.
10. Professional Development provided by the ISC and Support Organizations as it becomes available.
11. LAP training.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Support services include a reduced class size, an Extended Day Program, participation in a Homework House which is run every day after school by our CBO, participation in a pull out program for reading instruction, participation in a pull out program for math instruction, an AIDP worker who tracks and follows up on attendance, and an incentive program which recognizes students for attendance, classwork and homework completion. The Saturday School is offered to ELL students to enhance their language proficiency and to further prepare students for the NYSESLAT. The four modalities are used in the implementation of this program: speaking, listening, reading, and writing. Students are provided with ample opportunities to use language in different contexts. Vocabulary development is emphasized.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

The LAB-R in English/Spanish is administered to all first time admits to the country. Subsequently, the NYSESLAT is given annually. In addition to these state tests, students are given other assessments such as STARS in Spanish, ELE and common assessments related to curriculum maps in both Spanish and English. The periodic assessment of English Language Learners is also scheduled to be used this year.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

SAMPLE STUDENT SCHEDULE 2009-10

Bilingual Program Type: ___ **TBE** ___ **Dual Language** _X_ **Pullout ESL** **Class:802:**

Indicate Proficiency Level: __ **Beginning** __ **Intermediate** X **Advanced** **Room: 301**

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 /8:15-9:00	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301
2 /9:02-9:47	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301
3/9:50-10:35	SSR BW 301	PE RJ	VA BW 301	SSR BW 301	SSR BW 301
4/10:38-11:23	ESL ME 107	SSR AB 301	ESL ME 107	ESL ME 107	ESL ME 107
5/11:26-12:11	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303
6/12:14-12:59	L	L	L	L	L

7/1:02-1:47	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305
8/1:50-2:35	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305

The 2009 – 2010 schedule followed by the ESL teacher indicates when and how many times he meets with the students in the class.
The same students are pulled from the class whenever their class appears on the schedule.

SAMPLE STUDENT SCHEDULE 2009-10 **Room: 305**

Bilingual Program Type: ___ TBE ___ Dual Language _X_ Pullout ESL: Class:803
Indicate Proficiency Level: _X_ Beginning _X_ Intermediate ___Advanced

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 /8:15-9:00	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305
2 /9:02-9:47	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305	ELA AB 305
3/9:50-10:35	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303
4/10:38-11:23	ESL ME 107	SSR AB 305	ESL 305	ESL ME 107	ESL ME 107
5/11:26-12:11	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301
6/12:14-12:59	L	L	L	L	L

7/1:02-1:47	ESL ME 211	ESL ME 211	ESL ME 211	SS LK 301	ESL ME 211
8/1:50-2:35	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301	MATH BW 301

The 2009 – 2010 schedule followed by the ESL teacher indicates when and how many times he meets with the students in the class. The same students are pulled from the class whenever their class appears on the schedule.

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: _X__ TBE ___ Dual Language __ ESL:
Indicate Proficiency Level: _X_ Beginning _X_ Intermediate ___Advanced

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 /8:15-9:00	ELA AA 224	ELA AA 224	ELA AA 224	ELA AA 224	ELA AA 224
2 /9:02-9:47	ELA/ESL AA 224	ELA/ESL AA 224	ELA/ESL AA 224	ELA/ESL AA 224	ELA AA 224
3/9:50-10:35	ESL ME 307	ESL ME 307	ESL ME 307	PE RJ	ESL ME 307
4/10:38-11:23	MATH MJ 307	MATH MJ 307	MATH MJ 307	MATH MJ 307	MATH MJ 307
5/11:26-12:11	MATH NL MJ 307	MATH NL MJ 307	MATH NL MJ 307	MATH NL MJ 307	MATH NL MJ 307
6/12:14-12:59	L	L	L	L	L

7/1:02-1:47	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303
8/1:50-2:35	NLA AA 224	NLA AA 224	NLA AA 224	NLA AA 224	NLA AA 224

Class: 801 **Room: 224**

*** Following the workshop model in math, new topics will be introduced in NL and exploration will be done providing ESL support. As students progress, topics will then be introduced in English with NL support. Please see the Language Allocation Policy in Appendix 2, Part A for the breakdown of when NLA instruction is provided.**

SAMPLE STUDENT SCHEDULE 2009-10 (Bilingual)

Bilingual Program Type: **_X__ TBE** **___ Dual Language** **__ ESL:**
Indicate Proficiency Level: **__ Beginning** **__ Intermediate** **X Advanced**

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 /8:15-9:00	ELA AA 224	ELA AA 224	ELA AA 224	ELA AA 224	ELA AA 224
2 /9:02-9:47	ELA AA 224	ELA AA 224	ELA AA 224	ELA AA 224	ELA AA 224
3/9:50-10:35	ESL ME 307	ESL ME 307	ESL ME 307	PE RJ	ESL ME 307
4/10:38-11:23	MATH MJ 307	MATH MJ 307	MATH MJ 307	MATH MJ 307	MATH MJ 307
5/11:26-12:11	MATH NL MJ 307	MATH NL MJ 307	MATH NL MJ 307	MATH NL MJ 307	MATH NL MJ 307

6/12:14-12:59	L	L	L	L	L
7/1:02-1:47	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303	SCI MT 303
8/1:50-2:35	NLA AA 224	NLA AA 224	NLA AA 224	NLA AA 224	NLA AA 224

Class: 801 **Room: 224**

*** Following the workshop model in math, new topics will be introduced in NL and exploration will be done providing ESL support. As students progress, topics will then be introduced in English with NL support. Please see the Language Allocation Policy in Appendix 2, Part A for the breakdown of when NLA instruction is provided.**

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: 10 **Type of Program:** ESL _ ___ Bilingual ____ Both _X_
(Check one only)

School Building 10X206

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

Do not include long-term ELLs

Language	**K**			**Grade 1**			**Grade 2**			**Grade 3**			**Grade 4**			**Grade 5**			**Grade 6**		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					

Portuguese (POR)																						
Russian (RUS)																						
Spanish (SPA)																	6	15		17	21
Vietnamese (VIE)																						
																		1			
SUB TOTALS ⇨																22		16	38		

Attach additional sheets if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in 2009-10 (Do not include long-term ELLs) (Long-term LEP= over 6 years of service) 60

Total Number of LEP students in grades K-6 **Served** in the Building in 2009-10 (Do not include long-term ELLs) 23 (Bilingual) 37 (ESL)

A-2

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: __10_____ **Type of Program:** ESL ____ Bilingual ____ Both __X__
(Check one only)

School Building __10X206_____

(Complete this form for each school building with LEP students in grades K-6 during 2009-10)

Language	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Spanish																	6	15		19	22
Vietnamese (VIE)																		1			
SUB TOTALS ⇨																23	6	16	41	19	22

This page has been provided to add additional languages, if necessary.

Total Number of LEP students in grades K-6 **Identified** in the Building in 2009-10 (Including long-term ELLs) 63

Total Number of LEP students in grades K-6 **Served** in the Building in 2009-10 25 (Bilingual) 38 (ESL)

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: 10

School Building : 10X206

(Complete this form for each school building with LEP students in grades 7-12 and Special Education during 20009-10)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served		Identified	Served	
		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL		Bil	ESL
Arabic (ARB)																					
Bengali (BEN)																					
Bosnian (BOS)																					
Chinese (CMN)																					
French (FRA)																					
H. Creole (HAT)																					
Hindi (HIN)																					
Japanese (JPN)																					
Korean (KOR)																					
Polish (POL)																					
Portuguese (POR)																					
Russian (RUS)																					
Spanish (SPA)	15	12	3	38	25	11															
Vietnamese (VIE)																					
French						2															
SUB TOTALS ⇨	15	12	3	38	25	14															

Total Number of LEP students **Identified** in the Building in 2009-10 (Do not include long-term ELLs) _54___

Total Number of LEP students **Served** in the Building in 2007-08 (Do not include long-term ELLs) 37 (Bilingual) 17 (ESL)

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2009-10

School District: 10

School Building 10X206

(Complete this form for each school building with LEP students in grades 7-12 and Special Education (K-12) during 2009-10)

Language	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Special Education(K-12)		
	Identified	Served Bil	Served ESL	Identified	Served Bil	Served ESL	Identified	Served Bil	Served ESL	Identified	Served Bil	Served ESL	Identified	Served Bil	Served ESL	Identified	Served Bil	Served ESL	Identified	Served Bil	Served ESL
SPANISH	22	14	8	48	25	20															25
AFR						2															
SUB TOTALS ⇨	22	14	8	49	25	22													25	0	25

This page has been provided to add additional languages, if necessary.

Total Number of LEP students in grades 7-8 **Identified** in the Building in 2009-10 Including long-term ELLs) 69

Total Number of LEP students in grades 7-8 **Served** in the Building in 2009-10 Including long-term ELLs) 39 (Bilingual) 30 (ESL)

ADDITIONAL LANGUAGES

Number of Teachers and Support Personnel for 2009-2010

School Building: 10X206 **District: 10**

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	Number of Teachers 2009-2010				Number of Teaching Assistants Paraprofessionals**		Sub-Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
10X206	4	1	4				
TOTALS	4	1	4				Grand Total

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Include schedules for three different students in the ESL program (*one each for Beginning, Intermediate and Advanced* English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a bilingual/Dual Language program, also provide three sample schedules (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Art and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

Part C: For schools that will receive Title III ELL Supplemental Services for 2008-09:

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1)(a)

Grade Level(s) 5-8 **Number of Students to be Served: 132 LEP 0 Non-LEP**

Number of Teachers 6 **Other Staff (Specify) Supervisor/AP: David Neering, Principal**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe:

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **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**
- ✓ **service provider and qualifications**
  - See Part B, Section I
  - In addition to the information contained in Part B, Section I, the LEP students participating in the transitional Bilingual Programs receive full day services in both languages in accordance with the LAP for the entire school year. ESL students receive instruction following one of the schedules listed above depending on their English language proficiency for the entire school year.
  - The service providers for both the transitional bilingual and for the ESL pull-out programs are highly qualified teachers as defined by the NCLB laws and are certified in bilingual education and in the content area that they teach.

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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

- See Part B, Section IV

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

- See Part B, Section II

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$16,164.36	**304 hours of per session for ESL, Bilingual and General Ed teachers to support ELL Students: 304 hours x $49.89 (current teacher per session rate with fringe) = $15,167.00)**
Purchased services - High quality staff and curriculum development contracts.	See note *	*** Staff Development for national Reading Styles, Math in the City, Writing across the Curriculum and The SIOP Model are being paid for by a Comprehensive Middle School Reform Grant from the DOE.**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$5,695.64	**Purchase of individual CD players and recorded books on CD from National Reading Styles Institute**
Educational Software (Object Code 199)		

Travel		
Other:		
TOTAL	$21,860	

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.

   The assessment was conducted by reviewing the number of printed communications where the DOE or ISC did not provide translations. In reviewing these communications, particular attention was paid to information sent to parents as we have adequate staff to provide oral translations. In examining written materials we focused on:

   1. Information about the school's academic program and student's participation
      - Enhancing parents' understanding of academic standards, assessments and tests
      - Translation of reports indicating students' levels in Literacy, Math, LAB-R and NYSESLAT
      - HILS provided in two languages with assistance provided by bilingual trained staff
      - Report cards/students progress report provided with translation

2. Related to increasing parent participation in school activities:
   - Parent coordinator providing workshops/parental communications in Spanish and English.
   - We send a survey at the beginning of the school year to gather information about services needed and as to what language parents/ families prefer for information to be provided.
   - School Parental survey for new ELL's provided in Spanish and English during Parent Orientation.

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.
   - As stated above, we have adequate staff to translate orally for conferences, parent meetings and the like.
   - Translation of school communications where the DOE or the ISC does not provide translations is necessary.
   - This information was reported to the school community through the School Leadership Team, the parent coordinator, and the school newsletter. Communication was made in Spanish and English.

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.

   Written translation for all communications coming from the school and not provided by the DOE or ISC will be provided by the school. This translation will be done by school staff. The communications will be two sided. One side will be in Spanish and the other side of the communication will be in English.

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.

Oral interpretation will be provided on an as needed basis by school staff. The school provides consecutive interpretation in English/ Spanish only (with the speaker and interpreter taking turns) interpreting. The oral interpretation service in English/ Spanish continues to be provided by our school staff. However, the Translation and Interpretation Unit will provide their service and expertise when we need their help to communicate with the diverse communities we serve.

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 will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
   - The school will post, in a conspicuous location in the entrance to the school, a sign in the most prominent covered language, indicating the availability of translation services.
   - The school safety plan will ensure that parents in need of language assistance services have access to the administrative offices and have translation services provided.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	$412,491	$98,219	$510,710
2. Enter the anticipated 1% set-aside for Parent Involvement:	$4,125		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$982	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$20,624		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$4,911	
6. Enter the anticipated 10% set-aside for Professional Development:	$41,249		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$9,822	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.4%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

***Explanation**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PARENT INVOLVEMENT POLICY

1. Parent Workshops will be provided for all parents to develop knowledge of the curriculum and instructional programs, assessments used to measure student progress, assessments for state standards, the Chancellor's Promotional Policy, the Student Code of Behavior, and parenting skills.
2. Parents will be notified through letters, and flyers as to the date and time of meetings and workshops to address the implementation of instructional programs.
3. Parents and staff will share responsibility for student performance through Parent/Teachers Conferences, School Leadership Meetings, and workshops provided by the Parent Coordinator.

4/5. Parental involvement will occur through attendance at Back-To-School Orientation to present and discuss curriculum expectations, assembly programs, use of parent volunteers for classroom and lunch programs. PA fundraising events to support students' achievement.

6. Meetings are schedules at various times during and after the school day to accommodate parents.
7. Responses to parent written comments will be done through phone contact or written communication to contact appropriate supervisor.
8. Parent contact will be made through letters and phone calls to inform of school's instructional programs and performance standards, student assessments, and summer programs.
9. School is equipped with ramp for parents with disabilities. Meetings will be held on the first floor. Translation will be provided for non-English speaking parents.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must

outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

DISTRICT 10, MS206B

SCH. YR. 2007-2008

SCHOOL - PARENT COMPACT

The school and parents working cooperatively to provide for the successful education of the children agree:

The Parent/Guardian Agrees

1. To become involved in developing, implementing, evaluating and revising the school parent involvement policy.

2. To participate in or request technical assistance training that the local education authority or school offers in regards to child rearing practices as well as teaching and learning strategies.

3. To share the responsibility for his/her child's improved academic performance.

4. To make literacy development a family's focus by:
   - Encouraging his/her child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)
   - Reading at home with each child as part of the daily routine and encouraging and supervising his/her child's reading of at least twenty-five books or book equivalents each year (e.g. books, magazines, newspaper articles)
   - Utilizing local public libraries to expand and enhance his/her child's literacy experiences (e.g. library card, storytelling).

5. To make math development a family's focus by:
   - Increasing family awareness of the school's mathematics instructional program (e.g. participate in family math workshops, review math homework)
   - Encouraging his/her child to use math at home and in daily living
   - Create real math experiences (e.g. playing math games, creating household and shopping budgets, comparative shopping as math experiences).
   - Participating in Family Math Night for his/her child's grade level.
   - Monitoring student homework and ensuring that children are writing in math journals on a daily basis.

6. To regularly review his/her schoolwork at home (e.g. review notebooks, homework and special projects).

7. To be aware of and monitor his/her child's daily school attendance and punctuality.

8. To supervise and monitor his/her child's:
   - ❑ Television watching
   - ❑ Video and game playing
   - ❑ Internet use

9. To actively participate in curriculum and informational parent meetings, as well as parent-teacher conferences, at the school.

10. To become familiar with school, state, and citywide assessments (e.g. DRA, , State ELA Exam, State Math Exam, etc.) and plan to prepare his/her child for test experiences.

11. To complete surveys and provide feedback so that Title I Parent Involvement activities meet the needs, concerns and interest of parents.

12. To become familiar with and support the school dress code, discipline code, and safety plan procedures.

13. To communicate with his/her child's teacher and other school personnel, pertinent information about the child's educational needs and health conditions.

14. To communicate the type of assistance and workshops needed and desired by the parent community to assist them in supporting his/her child's educational progress.

15. To participate, when possible, on advisory or decision making committees within the school, school district.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

   - At the beginning of the 2009-2010 school year, teachers will be given data on their individual class and students. This data will summarize state performance for their class as well as itemized performance for each student they will be teaching. Teachers will then analyze their data individually and as a grade to set goals based on the individual and group needs of their class. In common planning session and departmental meetings, teachers will receive time to plan lessons and to receive professional development on how to analyze data, to collect current data, and to differentiate instruction based on timely needs.
   - AIS Programs are set up based on an analysis of student needs. The data from state tests for each student in the building is reviewed when making assignments for additional math and reading AIS Programs. The same format is followed in making assignments to the Extended day Program.
   - Saturday School is open to all students, but students with scores below the proficient range on state tests are encouraged to attend and their parents are contacted to reinforce attendance.

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

The following information in answer to 2. a. and 2. b. is inclusive of the following sub groups:

- ELA-all students
- ELA-Students with Disabilities
- ELA: Limited English Proficient Students
- ELA: Hispanic or Latino Students
- ELA: Economically Disadvantaged Students
- Math: Students with Disabilities
- Students in Temporary Housing

Curriculum

ELA

MS 206 is focused on establishing a standards based educational program in all content areas inclusive of curriculum maps. The maps are being revised and improved this year. The curriculum maps are aligned to the state standards. Common assessments based on performance indicators for state standards have been developed, as well. The assessments are accompanied by tracking sheets for recording student mastery of performance indicators and state standards. The tracking sheets assist in identifying students or groups of students in need of reteaching. This calls for differentiation of instruction and detailed planning for groups of students with varying instructional needs. The tracking sheets also are useful in guiding discussion of student work and collaborative planning within the language arts department. The work on curriculum maps, common assessments and recording student mastery on tracking sheets will continue during common preps after school and on Saturdays over the course of this school year.

Analysis of data from common assessments, predictive assessments, and periodic assessments along with state assessments, as a department, will serve as measurements for success and inform instructional adjustments. Analysis of results and adjustments will take place as soon as data is available.

The delivery system for instruction in ELA consists of a balanced literacy approach which consists of independent reading, paired/shared reading, guided reading, literature circles, a writer's workshop including guided writing, interactive read alouds by the teacher, word study and teacher/student conferencing in both reading and writing. The conferencing component will be a focus area across the school this year as will the guided reading component. Grouping for instruction with specific feedback will allow us to target the needs of individual students and provide direct, personalized instruction. Students are scheduled for a total of 90 minutes of instruction in the area of ELA each day. Where possible, this has been scheduled as a continuous block of time. This is supplemented by an additional 45 minute block devoted to sustained silent reading of self -selected material and use of a vocabulary text.

We have established a common baseline of understanding for the use of the principles of learning on a schoolwide basis with veteran staff. This will be an area of professional development for new staff. This is accomplished through a study of the *Principles of Learning for Effort-based Education* by Lauren Resnick and Megan Williams Hall. This was done in a jigsaw fashion with groups of teachers reporting out after discussion of their pieces of the text. This section helped with understanding the concepts of metacognition, human capability being open ended, learning oriented goals, the role of classroom environment, socializing intelligence, the need for consistent employment of the same research based problem solving strategies, and the idea that students can be taught to be smart.

This learning has established the basis for the use of clear expectations, academic rigor in a thinking curriculum and accountable talk. This work has aided in an understanding of the environmental indicators that we are looking for within the ELA classrooms. These include:

- Flow of the Day
- Literacy Bulletin Board
- Literacy Word Wall
- Classroom library with one third leveled and check out system in place
- Work sample systems for each student in each content area
- Literacy Standards prominently displayed
- Accountable Talk Stems prominently posted
- Strategy Charts prominently posted
- Routine/Procedure Charts prominently posted
- Criteria Charts for specific writing genres
- Desks arranged in groups to promote cooperative learning
- Reading and writing journals for each student
- Guided Reading Groups posted
- Standards Based Writing Rubric posted prominently

Specific curriculum goals within the area of ELA for this school year fall within five areas and will repeat as a common, schoolwide theme throughout the content areas. They are as follows:

1. Continue to work toward becoming a standards based educational organization

- Ensure that all members of the language arts department have an understanding of the state standards and performance indicators for the ELA curriculum
- Refine common units of study, on grade level, which are based on the state standards and performance indicators
- Refine common assessments, on grade level, which are based on the state standards and performance indicators
- Refine tracking sheets to record mastery of state standards and performance indictors after assessment for the unit of study
- Work collaboratively within the language arts department to review student work, common assessments state and DOE assessments for implications that would strengthen lesson planning, grouping and instruction

2. Establish strategies/best practices for reading and writing that will be taught consistently across content areas and grade levels
   - Students need to have strategies that become ingrained/automatic when faced with problems of a similar nature
   - This type of response becomes possible only through sustained and systematic exposure to sound reading and writing strategies.

Mathematics

The math department began meeting in the spring of 2006 to develop curriculum maps for the 2006-2007 school year. The curriculum maps are being updated this year. The curriculum maps are aligned to the state standards. Common assessments based on performance indicators for state standards have been developed, as well. The assessments are accompanied by tracking sheets for recording student mastery of performance indicators and state standards. The tracking sheets assist in identifying students in need of reteaching. This calls for differentiation of instruction and detailed planning for groups of students with varying instructional needs. The tracking sheets also are useful in guiding discussion of student work and collaborative planning within the math department. The work on curriculum maps, common assessments and recording student mastery on tracking sheets will continue during common preps, after school and on Saturdays over the course of this school year.

Analysis of data from common assessments, predictive assessments, and periodic assessments along with state assessments, as a department, will serve as measurements for success and inform instructional adjustments. Analysis of results and adjustments will take place as soon as data is available.

The delivery system for instruction in mathematics is the workshop model of instruction. The fifth grade text is Every Day Math. The 6th, 7th and 8th grades use Impact Math as their text. As indicated in the previous paragraph, the focus for instruction is the standards and performance indicators provided by the state. These texts will be supplemented, as needed, to ensure that this focus is maintained and that all students have the opportunity to master grade level state standards. Students are scheduled for 90 minutes of math each day. Where possible, this has been scheduled as a continuous block of time.

We have established a common baseline of understanding for the use of the principles of learning on a schoolwide basis with veteran staff. This will be an area of professional development for new staff. This is accomplished through a study of the *Principles of Learning for Effort-based Education* by Lauren Resnick and Megan Williams Hall. This was done in a jigsaw fashion with groups of teachers reporting out after discussion of their pieces of the text. This section helped with understanding the concepts of metacognition, human capability being open ended, learning oriented goals, the role of classroom environment, socializing intelligence, the need for consistent employment of the same research based problem solving strategies, and the idea that students can be taught to be smart.

This learning has established the basis for the use of clear expectations, academic rigor in a thinking curriculum and accountable talk. This work has aided in an understanding of the environmental indicators that we are looking for within the Social Studies classrooms. These include:

- Daily Calendar
- Flow of the Day
- Number Line Math Bulletin Board
- Math Word Wall
- Manipulatives displayed in labeled bins
- Portfolios for each student with demonstrations of writing in the area of math
- Math standards prominently displayed
- Accountable Talk Stems prominently posted
- Strategy Charts prominently posted
- Routine/Procedure Charts prominently posted
- Guided math groups posted
- Desks arranged in groups to promote cooperative learning

Specific curriculum goals within the area of mathematics for this school year fall within five areas and as stated earlier repeat as a common, schoolwide theme throughout the content areas. They are as follows:

1. Continue to work toward becoming a standards based educational organization
   - Refine common units of study, on grade level, which are based on the state standards and performance indicators
   - Refine common assessments, on grade level, which are based on the state standards and performance indicators
   - Refine tracking sheets to record mastery of state standards and performance indictors after assessment for the unit of study
   - Work collaboratively within the math department to review student work, common assessments, state and DOE assessments for implications that would strengthen lesson planning, instruction, and inform grouping of students
2. Establish strategies/best practices for mathematics that will be taught consistently across content areas and grade levels
   - Students need to have strategies that become ingrained/automatic when faced with problems of a similar nature
   - This type of response becomes possible only through sustained and systematic exposure to sound mathematics strategies

Science

The curriculum is aligned to the state standards and performance indicators. The scope and sequence that is being followed on grades 6-8 was developed by the DOE. Unit assesments are aligned to state standards and performance indicators, as well. An additional science lab has been put in place to service students on grades 5 and 6. As part of the assessment process, student work sample systems will be maintained in the area

of science. The delivery system for science instruction is the workshop model, inclusive of the scientific method. Students are scheduled for 45 minutes of science instruction per day.

We have established a common baseline of understanding for the use of the principles of learning on a schoolwide basis with veteran staff. This will be an area of professional development for new staff. This is accomplished through a study of the *Principles of Learning for Effort-based Education* by Lauren Resnick and Megan Williams Hall. This was done in a jigsaw fashion with groups of teachers reporting out after discussion of their pieces of the text. This section helped with understanding the concepts of metacognition, human capability being open ended, learning oriented goals, the role of classroom environment, socializing intelligence, the need for consistent employment of the same research based problem solving strategies, and the idea that students can be taught to be smart.

This learning has established the basis for the use of clear expectations, academic rigor in a thinking curriculum and accountable talk. This work has aided in an understanding of the environmental indicators that we are looking for within the science classrooms. These include:

- Daily Calendar
- Flow of the Day
- Science Bulletin Board
- Science Word Wall
- Classroom library
- Portfolios for each student with demonstrations of writing in the area of science
- Science Standards prominently displayed
- Accountable Talk Stems prominently posted
- Strategy Charts prominently posted
- Routine/Procedure Charts prominently posted
- Metacognitive Charts prominently posted
- Desks arranged in groups to promote cooperative learning
- Task Specific Rubric posted prominently

Social Studies

The curriculum is aligned to the state standards. Unit assessments are aligned to state standards, as well. As part of the assessment process, student work sample systems will be maintained in the area of social studies. The delivery system for social studies instruction will be the workshop model. Students are scheduled for 45 minutes of social studies instruction per day. In an effort to strengthen literacy skills, the social studies department members will become a part of the ELA common preps and employ the reading and writing strategies from the ELA curriculum maps as a part of classroom instruction.

We have established a common baseline of understanding for the use of the principles of learning on a schoolwide basis with veteran staff. This will be an area of professional development for new staff. This is accomplished through a study of the *Principles of Learning for Effort-based*

Education by Lauren Resnick and Megan Williams Hall. This was done in a jigsaw fashion with groups of teachers reporting out after discussion of their pieces of the text. This section helped with understanding the concepts of metacognition, human capability being open ended, learning oriented goals, the role of classroom environment, socializing intelligence, the need for consistent employment of the same research based problem solving strategies, and the idea that students can be taught to be smart.

This learning has established the basis for the use of clear expectations, academic rigor in a thinking curriculum and accountable talk. This work has aided in an understanding of the environmental indicators that we are looking for within the Mathematics classrooms. These include:

- Daily Calendar
- Flow of the Day
- Portfolios for each student with demonstrations of writing in the area of social studies
- Work in Progress folders for each student
- Accountable Talk Stems prominently posted
- Strategy Charts prominently posted
- Routine/Procedure Charts prominently posted
- Metacognitive Charts prominently posted
- Desks arranged in groups to promote cooperative learning
- Reading and writing journals for each student
- Task Specific Rubric posted prominently

Services for At-Risk Students
Inclusive of sub groups:
ELA: Students with Disabilities
Math: Students with Disabilities
Students with IEPs
Students with IEPs fall into two groups in terms of services. We have students who are mainstreamed and receive additional small group instruction in literacy or math, depending on the area of disability, in a SETSS Room (resource room). We also have five self-contained classrooms that service a maximum of 13 students each.

We also have an IEP teacher who functions as a pull out literacy and math teacher when she is not releasing staff for IEPs. The IEP teacher is trained in the Wilson Program and will be using that program in working with students. In addition she is receiving training in the Make a Difference Program, which is similar to reading recovery. She will be using this program for one period a day with at risk, general education students.

Special education staff is being held to the same standards in terms of educating students as the regular education teachers. The primary accommodation to accomplish learning goals is the small class size and an educational paraprofessional in classrooms if required by the

student's IEP. Student work will be IEP driven and related to state standards and performance indicators. The staff will still be responsible for instruction in ELA consisting of a balanced literacy approach, using a reader's and writer's workshop model, which comprised of independent reading, paired/shared reading, guided reading, literature circles, a writer's workshop, interactive read alouds by the teacher, word study and teacher/student conferencing in both reading and writing. Students are scheduled for a total of 90-minutes of instruction in the area of ELA each day. Where possible, this has been scheduled as a continuous block of time. This is supplemented by an additional 45 minute block devoted to sustained silent reading and the use of a vocabulary text. The same expectations for mastery of standards and test performance are held out for special education students.

Instruction in mathematics is the workshop model. The fifth grade text is Every Day Math. The 6th, 7th and 8th grades use Impact Math as their text. As indicated in the previous paragraph, the focus for instruction is the standards and performance objectives provided by the state. These texts will be supplemented, as needed, to ensure that this focus is maintained and that all students have the opportunity to master grade level standards. Students are scheduled for 90 minutes of math each day. Where possible, this has been scheduled as a continuous block of time. The same expectations for mastery of standards and test performance are held out for special education students.

Additional services available to students with IEPs include:

- Related services provided by the social worker and speech therapist
- Access to occupational and physical therapy, as needed
- Access to the School Based Support Team
- Access to a health care or crises paraprofessional, as needed

Success for IEP students will be measured with the same tools available for all students. These include pre and post measures using the Gates-MacGinite, interim assessments, state assessments, and summative assessments at the end of units for mastery of state standards and performance indicators, conference notes, student work sample systems and anecdotal records.

In order to help students with IEPs achieve higher standards, the following is in place for this year for this school year:

- An Extended Day Program, which will focus on ELA and math from September through June.
- Continued implementation of the National Reading Styles Program
- Continued implementation of the Collins Writing Program
- Continued implementation of Math in the City
- Implementation of the SIOP Model
- Participation in a "homework house" which is run every day after school by our CBO, The Good Shepherd.
- Participation in the reading AIS pullout program
- Small group AIS instruction during teacher professional periods
- Use of smart board technology to increase student engagement and learning
- Saturday school for students in grades 5 through 8 will run from October 24 through May 8, from 9:00 AM to 12:00 PM.

- We have an incentive program in place that recognizes students, on a monthly basis for 100% attendance, 100% homework completion and 100% classwork completion.
- Participation in a monthly math fact club, which recognizes memorization of math facts with an incentive.
- Participation in a monthly reading responses club, which recognizes reading outside of school with an incentive.
- Differentiation of instruction is a curriculum initiative that will target instruction to groups of students with the same needs. Lesson plans will be checked to ensure that this practice is employed.
- An AIDP worker has been hired to track attendance, make phone calls and when necessary, follow up with home visits to ensure that students are in attendance at a rate that surpasses 92%.
- Success for special education students will be measured with the same tools available for all students. These include pre and post measures using the DRA, interim assessments, state assessments, and summative assessments at the end of units for mastery of state standards, conference notes, portfolios/student work and anecdotal records.
- Parent breakfasts, orientation and update sessions.
- Increased parental involvement in academic areas by way of DOE Parent Coordinator.
- Increased parental involvement through participation in monthly parent meetings focused on academic achievement.
- Additionally, staff will be responsible for the same curriculum goals as indicated above in the section on curriculum.

Teaching staff will be a part of the same common preps as other staff and receive the indicated PD. Monitoring for implementation will take the same form as indicated in the curriculum areas above.

Services for English Language Learners (ELLs)

Inclusive of sub groups for:
ELA: English Language Learners

In order to meet the varying needs of our ELLs, the majority of whom are Spanish speaking and perform at varying levels, we will employ the Transitional Bilingual Program which will include an English as second language component. There will be three bilingual classes…a 5/6 bridge class, a 6/7 bridge class and an 8th grade class. Students who have performed below the state designated proficiency level on the NYSESLAT will be assigned by grade to the bilingual classes. In each class, students will be grouped beginning, intermediate or advanced according to their level of proficiency. The students will be provided with content area instruction in their native language as well as a native language arts component. The ratio of Spanish to English use within the classroom will vary from 60:40 to 40:60 according to the proficiency levels of the students. We have adopted this model to ensure that the students receive the appropriate linguistic support as per CR Part 154 as well as the appropriate academic support. In addition, students whose parents have chosen to opt them out of the regular TBE program would be provided with ESL instruction by way of a pull out model.

The delivery system for instruction in ELA consists of a balanced literacy approach which consists of independent reading, paired/shared reading, guided reading, literature circles, a writer's workshop including guided writing, interactive read alouds by the teacher, word study and

teacher/student conferencing in both reading and writing. The conferencing component will be a focus area across the school this year as will the guided reading component. Grouping for instruction with specific feedback will allow us to target the needs of individual students and provide direct, personalized instruction. Students are scheduled for a total of 90 minutes of instruction in the area of ELA each day. Where possible, this has been scheduled as a continuous block of time. This is supplemented by an additional 45 minute block devoted to sustained silent reading of self -selected material and the use of a vocabulary text.

Instruction in mathematics is the workshop model. The fifth grade text is Every Day Math. The 6th, 7th and 8th grades use Impact Math as their text. As indicated in the previous paragraph, the focus for instruction is the standards and performance objectives provided by the state. These texts will be supplemented, as needed, to ensure that this focus is maintained and that all students have the opportunity to master grade level standards. Students are scheduled for 90 minutes of math each day. Where possible, this has been scheduled as a continuous block of time. The same expectations for mastery of standards and test performance are held out for ELL students.

In order to help ELL students to achieve higher standards in English, the following is in place for this year for this school year:

- Reduced class size for instruction. At fifth and sixth grade the ratio is currently 23 to 1. At 7th and 8th grade the ration is 22 to 1 and 27 to 1 respectively.
- Continued implementation of the National Reading Styles Program
- Continued implementation of the Collins writing Program
- Continued implementation of Math in the City
- Implementation of the SIOP Model
- An Extended Day Program, which will focus on ELA and math from September through June
- Participation in a “homework house” which is run every day after school by our CBO, The Good Shepherd.
- Participation in the reading AIS pullout program
- Small group AIS instruction during teacher professional periods
- Use of smart board technology to increase student engagement and learning
- Saturday school for students in grades 5 through 8 will run from October 24 through May 8, from 9:00 AM to 12:00 PM.
- We have an incentive program in place that recognizes students, on a monthly basis for 100% attendance, 100% homework completion and 100% classwork completion.
- Participation in a monthly math fact club, which recognizes memorization of math facts with an incentive.
- Participation in a monthly reading responses club, which recognizes reading outside of school with an incentive.
- Differentiation of instruction is a curriculum initiative that will target instruction to groups of students with the same needs. Lesson plans will be checked to ensure that this practice is employed.
- An AIDP worker has been hired to track attendance, make phone calls and when necessary, follow up with home visits to ensure that students are in attendance at a rate that surpasses 92%.

- Success for ELL students will be measured with the same tools available for all students. These include pre and post measures using the Gates-MacGinite, interim assessments, state assessments, and summative assessments at the end of units for mastery of state standards, conference notes, student work sample systems, and anecdotal records.
- Primary focus is to be given to language transition.
- Parent breakfasts, orientation and update sessions.
- Increased parental involvement in academic areas by way of DOE Parent Coordinator.
- Increased parental involvement through participation in monthly parent meetings focused on academic achievement.

Teaching staff will be a part of the same common preps as other staff and receive the indicated PD. Monitoring for implementation will take the same form as indicated in the curriculum areas above.

Level 1, Level 2 and Holdover Students

Inclusive of sub groups for:
ELA: Hispanic or Latino Students
ELA: Economically Disadvantaged Students

Services provided to accelerate learning for level 1, low level two and holdover students include the following:

- Participation in a "homework house" which is run every day after school by our CBO, The Good Shepherd

- Continued implementation of the National Reading Styles Program
- Continued implementation of the Collins writing Program
- Continued implementation of Math in the City
- Implementation of the SIOP Model
- An Extended Day Program, which will focus on ELA and math from September through June .

- Participation in the AIS literacy pullout program

- Small group AIS instruction during teacher professional periods

- Use of smart board technology to increase student engagement and learning
- Saturday school for students in grades 5 through 8 will run from October 24 through May 8, from 9:00 AM to 12:00 PM.
- One staff member has been trained in the Make a Difference Program and will work one on one with individual students for one period a day in a program, which is similar to Reading Recovery.
- We have an incentive program in place that recognizes students, on a monthly basis for 100% attendance, 100% homework completion and 100% classwork completion.
- Participation in a monthly math fact club, which recognizes memorization of math facts with an incentive.
- Participation in a monthly reading responses club, which recognizes reading outside of school with an incentive.
- Differentiation of instruction is a curriculum initiative that will target instruction to groups of students with the same needs. Lesson plans will be checked to ensure that this practice is employed.

- An AIDP worker has been hired to track attendance, make phone calls and when necessary, follow up with home visits to ensure that students are in attendance at a rate that surpasses 92%.
- The IST Team meets on a referral basis to bring parents, teachers, administrators, service providers, the school based support team and the counselor together to make recommendations for support of students.
- Success for level 1, low level 2 and holdover students will be measured with the same tools available for all students. These include pre and post measures using the DRA, interim assessments, state assessments, and summative assessments at the end of units for mastery of state standards, conference notes, portfolios/student work and anecdotal records.

Teaching staff will be a part of the same common preps as other staff and receive the indicated PD. Monitoring for implementation will take the same form as indicated in the curriculum areas above.

Services for Students Meeting Proficiency

Services for students meeting proficiency include those services indicated in the section on curriculum with the addition of the following:

- Participation in a "homework house" which is run every day after school by our CBO, The Good Shepherd.

- Continued implementation of the National Reading Styles Program
- Continued implementation of the Collins writing Program
- Continued implementation of Math in the City
- Implementation of the SIOP Model
- Participation in the reading AIS pullout program
- Small group AIS instruction during teacher professional periods

- Use of smart board technology to increase student engagement and learning

- An Extended Day Program, which will focus on ELA and math from September through June

- Saturday school for students in grades 5 through 8 will run from October 24 through May 8, from 9:00 AM to 12:00 PM.
- We have an incentive program in place that recognizes students, on a monthly basis for 100% attendance, 100% homework completion and 100% classwork completion.
- Participation in a monthly math fact club, which recognizes memorization of math facts with an incentive.
- Participation in a monthly reading responses club, which recognizes reading outside of school with an incentive.
- An incentive program has been put in place that recognizes one student from each class as student of the month. The criteria are 100% attendance and 100% homework and classwork at an exemplary level.
- Differentiation of instruction is a curriculum initiative that will target instruction to groups of students with the same needs. Lesson plans will be checked to ensure that this practice is employed.
- An AIDP worker has been hired to track attendance, make phone calls and when necessary, follow up with home visits to ensure that students are in attendance at a rate that surpasses 92%.

- Students meeting proficiency will be measured with the same tools available for all students. These include pre and post measures using the DRA, interim assessments, state assessments, and summative assessments at the end of units for mastery of state standards, conference notes, portfolios/student work and anecdotal records. A schedule has been set for supervisors to meet with staff on a monthly basis to review the progress of individual students.

3. Instruction by highly qualified staff.

All staff will be assigned to their certification area. Procedures were put in place at the end of the 2008 – 2009 school year to ensure documentation of certification for all staff and then seniority by certification area was applied as the criterion where excessing became necessary.

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.

   The school has two full time coaches, one for literacy and one for math. Teaches are scheduled into 2 weekly common planning sessions where they receive training and professional development from the coaches. Along with coaching support, administrators visit classes daily and provide written feedback to teachers on expectations around classroom environment, lesson plans, use of the workshop model, and the academic rigor of their lessons. These feedback sheets clearly articulate expectations and are used to identify individual teacher strengths and areas that need development. These concrete feedback forms also serve as a basis for identifying patterns in teachers who are exceeding expectations or who are demonstrating an inability to meet expectations consistently. Where this is the case, teachers exceeding expectations are invited to open their rooms for the benefit of their colleagues and struggling teachers are provided with additional support. Along with in-school professional development, outside consultants have been hired to train the staff in various literacy and mathematics instructional philosophies and approaches. See Appendix 5 for more details on these programs. Teachers and paraprofessional fill out goal sheets with indications of requisite professional development support that is needed. Currently professional development is ongoing for NRSI Reading, Collins Writing and the SIOP Model. We will be starting PD in the use of smart board technology in December of this year.

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

   Over the past four years, our school has hired a number of teachers from Teach For America and from the Teaching Fellows programs. These programs are designed to assist hard-to-staff schools with their staffing needs. They also provide the funding needed for each new hire to receive master's level instruction and to complete requirements for certification within a 2 year period in the certification area for which they have been hired. New teachers are also hired by internal referrals from colleagues as well as from interviews resulting from referral services provided by the DOE..

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

Our Parent Coordinator provides many parent workshops and coordinates activities and fairs for parents and students to attend at school. She also assists the administration and leadership of various departments to coordinate events such as the required meetings for parents of ELLs as well as voluntary celebrations such as family math night.

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.

   This question is not applicable as we are a middle school.

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.

   Teachers work collaboratively on teams. The follow a common curriculum map by grade and administer common assessments at the end of each unit of study. Through placing a focus on continuity and review of student work on common assessments, teachers become the front-line voice in gathering current data on student performance and are active contributors to recommending strategies for implementation in the classroom. Once strategies have been identified for use in the classrooms, teachers bring samples of student work to the next common planning session to review the success or deficits of the strategy. They then help to revise the application of the instructional strategy and revisit it in their classroom instruction. This same process is in place and used on our Data Inquiry Team and in small group AIS that teachers provide during three professional periods.

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.

   Along with the data gathering and instructional strategy implementation process described in the preceding paragraph, students who demonstrate that they are having difficulty with a particular skill or who are under-performing for a variety of reasons are selected to be a part of the small group AIS pull-out program that is in place during teachers professional periods. These are flexible groupings for both ELA and math. Students rotate in and out of the groupings as mastery of performance indicators is accomplished.. There are three additional AIS pull-out programs are designed to provide additional time and attention for students who are struggling to achieve at proficient levels in ELA. These are staffed by our IEP teacher, media specialist and F status former literacy coach.

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.

MS 206 receives the following federal, state, and local resources: Title I, Tax Levy, and Title III. All resources and programs are coordinated and integrated as a function of the School Leadership Team.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: SINI (year 2) Basic **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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

   For the academic year 2008-2009, we made AYP in all areas. However, since during that same year, we were SINI year 2, we remain SINI year 2 and the following findings continue to be true regarding the academic issues that caused the school to be identified.

   - **ELA:** ELLs: We found that our ELLS did not have the language proficiency to successfully read the passages or understand the questions. We need to do a better job of identifying individual strengths and weaknesses of students and grouping according to need to deliver targeted instruction to improve academic achievement for this group of students. This process needs to be in place and continued over time to ensure that we are maximizing student learning.
   - **ELA:** Economically Disadvantaged Students: We need to do a better job of identifying individual strengths and weaknesses of students and grouping according to need to deliver targeted instruction to improve academic achievement for this group of students. This process needs to be in place and continued over time to ensure that we are maximizing student learning.
   - **ELA:** Latino or Hispanic Students: We need to do a better job of identifying individual strengths and weaknesses of students and grouping according to need to deliver targeted instruction to improve academic achievement for this group of students. This process needs to be in place and continued over time to ensure that we are maximizing student learning.
   - **ELA:** Special Education Students: We need to do a better job of identifying individual strengths and weaknesses of students and grouping according to need to deliver targeted instruction to improve academic achievement for this group of students. This process needs to be in place and continued over time to ensure that we are maximizing student learning.
   - **Math:** Special Education Students: We need to do a better job of identifying individual strengths and weaknesses of students and grouping according to need to deliver targeted instruction to improve academic achievement for this group of students. This process needs to be in place and continued over time to ensure that we are maximizing student learning.

[1] School Under Registration Review (SURR)

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.

   - **Please see pages 34 through 45**

Part B: For Title I Schools Identified for Improvement

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

   The 10% of the Title 1 funds for professional development is going toward funding for a position for a literacy coach. Over the last two years, the number of students scoring in the proficient range on state tests of ELA have risen to 50%. This has been due in large measure to the professional development provided by the literacy coach. The coach is responsible for working with teaching staff to create curriculum maps for reading and writing. These maps are inclusive of common assessments and tracking sheets to record mastery on performance indicators for state standards in ELA. The results of these assessments, as well as predictive tests and state sample tests are analyzed for next instructional steps under the guidance of the literacy coach. Additionally, the literacy coach individualized classroom, instructional coaching and demonstrations for members of the ELA department.

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

   - **Teacher Mentors:** Each new teacher will be assigned a mentor teacher who has had experience teaching in our school. Matches will be made based on common student populations that the new teacher and mentor teacher service. Mentor teachers will also be chosen based on their demonstrated ability top adhere to school initiatives such as school-wide curriculum maps, use of the workshop model, print rich environments, lesson plans that demonstrate differentiation of instruction, etc.)
   - **Mentor Consultant:** Our school works with a mentor consultant who visits the school one to two times a month and meets with the school mentors. This consultant works with the mentors to ensure that there is continuity in how new staff is being supported and to ensure that teacher mentors are also supported.
   - **Coaches:** The building has one mathematics coach and one literacy coach. These coaches provide a range of support to9 all teachers, especially to new teachers at the beginning of the year. These supports involve assisting with classroom management, environmental set up, accessing materials, modeling instruction, co-teaching, and providing feedback.
   - **Staff development:** Along with the above mentions supports provided by coaches, all teachers attend one literacy and one math common planning each month which are facilitated by the coaches. These common planning sessions are discussed in the

leadership cabinet meetings and then delivered by the coaches. Coaches and administration follow up with staff to ensure expectations are being followed.

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.

   A letter will be sent home explaining the school status and a translated version of this letter will be printed on the back side. The description of why we are in need of improvement will be stately simply and plainly along with contact information for the school if parents have further questions or concerns.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
We examine our curriculum maps on a yearly basis, operating on a continuous quality improvement model. The literacy coach takes the lead in this, working with the ELA department. We do have in place a structure that assesses students for mastery of grade level performance indicators and tracks mastery of indicators for use in reteaching. Our curriculum maps also get to the level of skills to be mastered and strategies to be used.

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

X Applicable ☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Certainly these findings are relevant to our school. While we have been working on operating out of a standards based model for the past four years, we cannot say that our work is done. Any information that sheds light on the work is useful to us.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We will continue to examine our standards based approach in an effort to more closely align materials, teaching and assessment to the state standards and performance indicators. Additional support from central would be welcomed. A critical friend would be helpful in assessing the work that we are doing.

1B. Mathematics

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

Specific Math Alignment Issues:

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

<u>Please respond to the following questions for Key Finding 1B:</u>

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
We examine our curriculum maps on a yearly basis, operating on a continuous quality improvement model. The math coach takes the lead in this, working with the math department. We do have in place a structure that assesses students for mastery of grade level performance indicators and tracks mastery of indicators for use in reteaching.

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

X Applicable ☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Certainly these findings are relevant to our school. While we have been working on operating out of a standards based model for the past four years, we cannot say that our work is done. In particular we will take a close look at the depth at which the standards are being taught though I would think that the performance indicators would be the greatest indication of depth. Any information that sheds light on the work is useful to us.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We will continue to examine our standards based approach in an effort to more closely align materials, teaching and assessment to the state standards and performance indicators. Additional support from central would be welcomed. A critical friend will help in assessing the work that we are doing.

KEY FINDING 2: INSTRUCTION
Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction
Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
Administration conducts regular walkthroughs and observations where instruction is the focus. Formal feedback is given and saved in both cases. These feedback sheets provide information to teachers and administrators on differentiation of instruction and engagement practices observed or found to be lacking in a given classroom.

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

X Applicable ☐ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The information on the feedback sheets for classroom walkthroughs and found in observations of classroom practice indicate that this is and should be a concern for the school's educational program. While this is not true in all classrooms or in any given classroom at all times, it is still a concern for us as a school.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We are working to build capacity among staff by providing professional development in the area of differentiated instruction and in content area best practices including National Reading Styles and the Collins Writing Program, Math in the City and the SIOP Model. Direct feedback is provided to teaching staff on differentiation of instruction and student engagement. Lesson plans are required to have differentiation included. Development in cooperative learning would be beneficial. We would welcome additional support from central.

2B – Mathematics Instruction
Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories:

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
Administration conducts regular walkthroughs and observations where instruction is the focus. Formal feedback is given and saved in both cases. These feedback sheets provide information to teachers and administrators on differentiation of instruction and engagement practices observed or found to be lacking in a given classroom.

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

X Applicable ☐ Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The information on the feedback sheets for classroom walkthroughs and found in observations of classroom practice indicate that this is and should be a concern for the school's educational program. While this is not true in all classrooms or in any given classroom at all times, it is still a concern for us as a school.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
We are working to build capacity among staff by providing professional development in the area of differentiated instruction and in content area best practices including National Reading Styles and the Collins Writing Program, Math in the City and the SIOP Model. Direct feedback is provided to teaching staff on differentiation of instruction and student engagement. Lesson plans are required to have differentiation included. Development in cooperative learning and hands on learning would be beneficial. We would welcome additional support from central.

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(1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
This is a relatively small school. It is easy enough to use recall to determine whether this finding is relevant to the school's educational program. We hired one new teacher this year for a social studies position. The teacher had been placed in excess and has 7 years of teaching service in New York.

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

X Applicable ☐ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
While there does not appear to be a high degree of applicability for the current school year, this is the principal's fifth year at this school. The first three years, the turnover was what could be considered high. This has slowed over the last two years. We have worked to increase the stability of the building and keep quality teachers in place.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
The general climate/environment of the building has improved and continues to improve. This is evidenced by improvement over three years in our score on the environmental survey. This, in and of itself, is a way to decrease teacher turnover. Teachers are more inclined to want to stay in a building with a positive school climate and where positive behaviors are the norm. Another way that we are working to keep teachers in place is by consciously hiring staff who live in or have grown up in the Bronx. They have a better understanding of the diverse population of students with which we work and are better able to establish positive relationships with them. I have found that this is not the case with recruits from Teach for America. I don't feel that we need support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS
Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this

program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
The school is small enough that it is an easy process to determine whether this finding is relevant to the educational program. The principal is responsible for approving any professional development that would take place during the time that school is in session. A questionnaire will be used to determine if any professional development in this area is taking place outside of the school day.

As a school, we conducted professional in the National Reading Styles Program, Math in the City, and Writing across the Curriculum. For the 2009-2010 school year, we have contracted with Pearson Education to provide training and teacher coaching in the implementation of the SIOP Model. This is in addition to continued professional development on the three initiatives mentioned earlier.

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

X Applicable ☐ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
All DOE professional development opportunities are presented to staff in a written format as they become available in the Principal's Weekly. Seldom is there a response from staff seeking to attend. Additionally, notices from colleges and universities are given to staff. Again, it is seldom that these opportunities are taken advantage of, but we work to provide strong, in house PD.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
The school will continue to address the issue with in house PD. Additional support from central will not be needed to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION
Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
This is a relatively small school and it is a simple process to determine if data regarding academic progress or English language development regarding ELLs is shared with teachers. All teaching staff in this school are required to maintain assessment binders which contains up to date data on all of the students with whom they work. This includes NYSESLAT Test data, New York State Test data, data from tracking sheets relative to common assessments indicating mastery of performance indicators for recent tests in math and ELA, New York State Sample Test Data, and relevant data from other sources such as Buckle Down and predictive assessments. Additionally, teachers work in collaborative teams to analyze the data and group students for instructional purposes.

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

X Applicable ☐ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
I feel that the finding is relevant to all schools. While we are working in this area, we continue to strive to do better at working with data to improve instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
Again, I am going to restate that all teaching staff in this school are required to maintain assessment binders which contains up to date data on all of the students with whom they work. This includes NYSESLAT Test data, New York State Test data, data from tracking sheets relative to common assessments indicating mastery of performance indicators for recent tests in math and ELA, New York State Sample Test Data, and relevant data from other sources such as Buckle Down and predictive assessments. Additionally, teachers work in collaborative teams to analyze the data and group students for instructional purposes. While we are working in this area, we continue to strive to do better at working with data to improve instruction.

One way that central could help with this is to look at building time into the teacher day or the school calendar for this work. If there was a contractual obligation to stay for an hour two or three times a month on Monday and work with data or curriculum issues, it would make this easier.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION
While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
We have been operating under the assumption that this information is relevant to us. We have been working with a special education support team and wrote an action plan to deal with the issues outlined above. We have continued the partnership with this team for the current school year. Support has been provided for a mainstreaming committee and staff development provided for differentiation of instruction and using an IEP to plan for instruction. We have a long way to go in making staff familiar with accommodations for special education students who are included in general education classes, but we have begun the process. All teachers are currently provided with the IEPs for the students that they are working with.

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

X Applicable ☐ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
The evidence that supports our assumption is the low number of self contained special education students who are mainstreamed into general education classes. We have just begun to focus on this as an issue during the last and current school year. We have moved three self contained special education students into general education classes this year and look to increase that number. We have also formed a mainstreaming committee to ensure support for mainstreamed students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
I think that 6.1 and 6.2 indicate how we are currently addressing this issue. We are currently receiving support in this area.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
We will survey our special education teachers, the IEP teacher and our testing team to determine the degree to which accommodations to the classroom environment are indicated in IEPs. Further, we will do the same to determine alignment between goals on IEPs and their level of alignment with grade level state tests. Lastly, we will survey the same audience to determine whether behavioral goals are included in IEPs.

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

X Applicable ☐ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
At this point, I have to assume that it is relevant based on a lack of knowledge of the current state related to the issues raised about IEPs. Our IEP teacher is attending trainings on these topics and working to ensure that they are included as a part of the IEP process.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
If the findings prove to be applicable in this school, we will direct special education teachers, the IEP teacher and the testing team to begin addressing these concerns in IEPs as they are written. Our IEP teacher is attending trainings on these topics and working to ensure that they are included as a part of the IEP process. Support will not be needed from central.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

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

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

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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.)

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2. Please describe the services you are planning to provide to the STH population.
   - Please see Appendix 4, Part C

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.