



IS 206
ANN CROSS MERSEREAU MIDDLE SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: DISTRICT 10/BRONX/206,10X206
ADDRESS: 2280 AQUEDUCT AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 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: Quetcy Benitez

STUDENT REPRESENTATIVE:
(Required for high schools) Margery Paulino

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 109

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 member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
David Neering	*Principal or Designee	
Daniel Mozoub	*UFT Chapter Chairperson or Designee	
Quetcy Benitez	*PA/PTA President or Designated Co-President	
Shamecka Kirk	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tracey Moret	DC 37 Representative, if applicable	
Margery Paulino	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Quinton Irvin	CBO Representative, if applicable	
Alexia Acevedo	Member/Teacher	
Ann DiSalvo	Member/Teacher	
Tamara Smith	Member/Teacher	
Joan Kilcullen	Member/Teacher	
Estelle Deloach	Member/Parent	
Jackeline Abreu	Member/Parent	
Keniesha Jones	Member/Parent	
Rosalia Ramos	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Intermediate 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 6-7 bilingual, bridge class serves ELL students on grades 6 and 7. There are also three general education classes and 1 special education classes on grade 7. There are two general education classes, 1 bilingual 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 have remained in the same network as it became 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. Science and social studies teachers attend the ELA common prep as well as their own departmental common preps. Teachers also meet each Thursday in teaching teams during what used to be an extended day period for students. Additionally, there are two monthly, whole staff meetings, which occur after school. This school year the Data Inquiry Team will focus on ELA for special education students. There is a noticeable difference between the state test scores for ELA and math.

Professional development is ongoing for Writing Across the Curriculum with John Collins, National Reading Styles Methodology, Math in the City, the SIOP Model, and the use of smart boards for classroom instruction. Writing Across the Curriculum with John Collins and National Reading Styles Methodology are self sustaining programs, and as such, the PD is provided by staff. We are still receiving contracted PD for Math in the City and in the use of smart boards.

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 three 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. An SES Saturday instructional program has also been established for ELA and math and runs for three hours each week.

MS 206 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, periodic 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 206 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 (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Ann Cross Mersereau				
District:	10	DBN #:	10X206	School BEDS Code:	321000010206

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	X 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.6	91.9	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					90.7	90.7	TBD		
Grade 4									
Grade 5	93	75	76	Poverty Rate: % of Enrollment					
Grade 6	103	90	113	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	92	106	89		90.7	90.7	96.4		
Grade 8	124	98	107						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	35	TBD		
Grade 12									
Ungraded	2	4	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	414	373	390		20	24	14		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	63	56	59						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	6	1	TBD		
Number all others	23	19	25	Superintendent Suspensions	20	40	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	82	75	67	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	44	66	69	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	17	14	36	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	34	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	9	7	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	TBD
	4	8	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.3	Percent more than two years teaching in this school	66.7	73.5	TBD
Black or African American	17.4	16.4	15.9	Percent more than five years teaching anywhere	59.0	64.7	TBD
Hispanic or Latino	78.7	80.4	80.8				
Asian or Native Hawaiian/Other Pacific Isl.	3.4	2.9	2.6	Percent Masters Degree or higher	69.0	71.0	TBD
White	0.5	0.3	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.4	97.4	TBD
Male	54.1	54.7	52.1				
Female	45.9	45.3	47.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native		-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	√sh	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

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.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	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 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

English Language Arts

In reviewing the data for the 2009-2010 state tests, we noted that:

- The overall level of proficiency dropped from 50% on the 2008-2009 state test to 20% on the 2009-2010 state test. Fifth grade scored 31% proficient, sixth grade 22% proficient, 7th grade 22% proficient and eighth grade 11% proficient.
- Students on grade 5 scored significantly higher than students on grades 6, 7 and 8. Students on grades 6 and 7 doubled the proficiency rate of students on grade 8. Offhand this would seem to indicate that the scores step down from grades 5 through 8.
- There was a marked increase in the number of students scoring at level 1 and a significant drop in the number of students scoring at level 3. The percentage of students scoring at level 2 was stable across grades.
- There was a major achievement gap between regular education students and students with disabilities. On grade 5, general education students scored 35% proficient compared to 8% proficient for students with disabilities. The figures were 28% and 6% on grade 6, 24% and 7% on grade 7 and 14% and 0% on grade 8.
- There was a major achievement gap between English proficient students and limited English proficient students. On grade 5, English proficient students scored 42% proficient and limited English proficient students scored 0% proficient. The figures were 32% and 0% on grade 6, 23% and 15% on grade 7, and 17% and 0% on grade 8.
- There was a noticeable achievement gap between female and male students. On 5th grade, 47% of the females scored at proficient levels and 16% of the males scored at proficient levels. The figures were 28% and 16% on grade 6, 28% and 15% on grade 7, and 16% and 7% on grade 8.

What this data suggests is that:

- While we had fewer numbers of students scoring at proficient levels as a school we also have major achievement gaps that exist for students with disabilities and English Language Learners, and a noticeable achievement gap that exists for males.

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. Under this program, steady gains were made in the number of students scoring proficient on the state test of ELA were made through the 2008-2009 school year. These gains were eroded in the last school year.

Adequate yearly progress was not achieved for the following accountability groups in English Language Arts:

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

Mathematics

In reviewing the data for the 2009-2010 state tests, we noted that:

- The overall level of proficiency dropped from 82% on the 2008-2009 state test to 42% on the 2009-2010 state test. Fifth grade scored 58% proficient, sixth grade 45% proficient, 7th grade 46% proficient and 8th grade 26% proficient.
- Grade 5 had a significantly higher percentage of students scoring proficient than grades 6 through 8. Grades 6 and 7 had approximately 20% more students scoring proficient than grade 8.
- There was a major achievement gap between regular education students and students with disabilities with the exception of grade 8. On grade 5, general education students scored 63% proficient compared to 31% proficient for students with disabilities. The figures were 50% and 32% on grade 6, 51% and 14% on grade 7 and 22% and 38% on grade 8. It is notable that there were 16% more special education students scoring proficient than general education students on grade 8.
- There was a significant achievement gap between English proficient students and limited English proficient with the exception of grade 8. On grade 5, English proficient students scored 79% proficient and limited English proficient students scored 15% proficient. The figures were 57% and 23% on grade 6, 51% and 29% on grade 7, and 26% and 26% on grade 8.
- There only noticeable achievement gap between female and male students occurred on grade 6, where 57% of the females scored proficient compared to 23% of the male students .

What this data suggests is that as a school, our students with disabilities and our ELL students, in general, are significantly lagging behind students with no disability and the English proficient students in terms of students performing at proficient or above.

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. Under this program, steady gains were made in the number of students scoring proficient on the state test of math were made through the 2008-2009 school year. These gains were eroded in the last school year.

The school made adequate yearly progress for all accountability groups in mathematics for the second year in a row.

Science

In reviewing the data for the 2009-2010 state test for 8th grade science, we noted that:

- We did not make adequately yearly progress for all students on the state test.

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 DOE's 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.

Data Inquiry Team

Our focus on the data inquiry team was 8th grade ELA and our 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. The primary strategy was using think alouds to demonstrate how to use clues from the text to come to accurate conclusions.
- 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 2010-2011 school year the focus of the Data Inquiry Team will be on the special education sub group for ELA. This decision was made as a result of the findings in our review of data for the state ELA test. There is a noticeable discrepancy between the test scores for this group in ELA and math. We will work in the same fashion as the past year to establish best practices to strengthen identified areas of weakness with the aim of raising test scores in ELA for this sub group.

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.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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 2011.

- 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 they 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 data analysis. This goal will be accomplished by April of 2011.

- 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 their 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 2011.

- 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 situations. 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.

- Continued implementation of the NRSI reading strategies and program in bilingual and special education classrooms. Expansion of this program to regular education ELA classrooms.
- Continued schoolwide implementation of the Collins Writing Program.
- Continued training and implementation of the SIOP Model for all content areas.
- Continued implementation of Math in the City.

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, The Collins Writing Program, The SIOP Model, and Math in the City. All content areas will participate in this training and continued 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, Math in the City techniques 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 evidenced 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 all students on the State Science Exam.**

- 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.
- Establish the use of an inquiry method of instruction through the use of labs.
- Continued implementation of the Collins Writing Program
- Continued implementation of the SIOP Model
- Reduced size classroom of 12:1 or 12:1:1 for students whose IEP calls for reduced class size.

The principal, assistant 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 they 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.
5. **Target specific interventions and strategies to improve the performance of English Language Learners, Hispanic or Latino Students, Economically Disadvantaged Students and Special Education Students on the State ELA Exam. The goal of 20% of the English Language Learners, 40% of the Hispanic or Latino Students, 40 % of the Economically Disadvantaged Students, and 20% of Special Education Students who are eligible to take the State Test scoring at a proficient rate will be accomplished by the end of May of 2011.**
- 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 and monolingual classes to provide another modality for the teaching of reading.
 - Continued implementation of the Collins Writing Program
 - Continued implementation of the SIOP Model
 - Recruitment of students indicated above 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.
 - 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.

The principal, literacy coach and math coach will take responsibility for this work. Strategies will primarily be disseminated through the common teacher prep periods. Continued PD has been scheduled over the course of the year for NRSI reading and the Collins Writing Program, and The SIOP Model. All content areas will participate in this training and implementation. Conceptual consolidation funds will be used to reduce class size in bilingual classes. Saturday School is funded through SES funds. Staff will utilize the following indicators of interim progress and/or accomplishment

- Improvement on ELA unit assessments, predictive assessments, and periodic 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.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>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 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 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 • 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. • 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 on a daily basis and use the collected data to differentiate instruction (both remediation as well as enrichment). • Work collaboratively within departments to review students work and common assessments for implications that would strengthen lesson planning. • Work toward expanding this format to content areas of science and social studies.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>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.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Staff will utilize the following indicators of interim progress and/or accomplishment</p> <ul style="list-style-type: none"> • 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 they 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. • Indicators will be examined for progress toward the stated goal by the School Leadership Team on November 17, January 19, and March 16. As a part of this review, adjustments will be made to the action plan as needed.

Subject/Area (where relevant): ELA and Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>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 data analysis. This goal will be accomplished by April of 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 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 identified 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.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>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.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Staff will utilize the following indicators of interim progress and/or accomplishment</p> <ul style="list-style-type: none"> • 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

	<p>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.</p> <ul style="list-style-type: none">• 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.• Indicators will be examined for progress toward the stated goal by the School Leadership Team on November 17, January 19, and March 16. As a part of this review, adjustments will be made to the action plan as needed.
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**ELA, Math, Science and Social
Studies**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>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 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 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 situations. 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.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • 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 is being funded by conceptual consolidation funds. 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 (frequency) 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 formal observations 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 evidenced 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.
- Indicators will be examined for progress toward the stated goal by the School Leadership Team on November 17, January 19, and March 16. As a part of this review, adjustments will be made to the action plan as needed.

ELA

- **English Language Learners**
- **Hispanic or Latino students**
- **Economically Disadvantaged Students**
- **Special Education Students**

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>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 20% of the English Language Learners, 40% of the Hispanic or Latino Students, and 45 % of the Economically Disadvantaged Students, and 20% of Special Education Students who are eligible to take the State Test scoring at a proficient rate will be accomplished by the end of May of 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 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 and monolingual classes to provide another modality for the teaching of reading. • Continued implementation of the Collins Writing Program. • Continued implementation of the SIOP Model. • Recruitment of the students indicated above for Saturday School for ELA. • Application of Goals 1, 2, and 3 as indicated in this document. • 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. • Extended Day will be provided by classroom teachers and provide a focus on ELA

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Conceptual consolidation funds will be used to reduce class size in bilingual classes. • Conceptual consolidation funds will be used for professional development in the continued implementation of The SIOP Model, the National Reading Styles Program and the Collins Writing Program. • Saturday School is funded through SES funds. • Conceptual consolidation funds will be used to provide an AIS pull out program during professional periods.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Staff will utilize the following indicators of interim progress and/or accomplishment</p> <ul style="list-style-type: none"> • 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. • Indicators will be examined for progress toward the stated goal by the School Leadership Team on November 17, January 19, and March 16. As a part of this review, adjustments will be made to the action plan as needed.

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Target specific interventions and strategies to improve the performance of all students on the State Test for Science at 8th Grade. The goal of 30% of all students who are eligible to take the State Test scoring at a proficient rate will be accomplished by the end of June of 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • 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. • Establish the use of an inquiry method of instruction through the use of labs. • Continued implementation of the Collins Writing Program • Continued implementation of the SIOP Model • Reduced size classroom of 12:1 or 12:1:1 for students whose IEP calls for reduced class size.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The principal, assistant 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.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • 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,

	<ul style="list-style-type: none">• simulation tests, homework, attendance, and classroom work will all contribute 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 they 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.• Indicators will be examined for progress toward the stated goal by the School Leadership Team on November 17, January 19, and March 16. As a part of this review, adjustments will be made to the action plan as needed.
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EQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	40	35	18	40	3	0	8	7
6	56	35	21	33	14	0	16	13
7	82	70	38	68	9	0	12	12
8	71	53	32	44	22	0	6	11
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:	<ul style="list-style-type: none"> • AIS small group reading pull out: Students are exposed to 4 main strategies (questioning, clarifying, summarizing, and predicting) and to the NRSI Reading Program. The school librarian, 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 adjunct to the regular classroom in bilingual, special education, and regular education monolingual 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. • Professional Periods: 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:	<ul style="list-style-type: none"> • 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

	<p>difficulty. Students work in small groups with a teacher.</p> <ul style="list-style-type: none"> Professional Periods: 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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 (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level 5, 6, 7, 8 Number of Students to be Served: 126 LEP 0 Non-LEP

Number of Teachers 10 Other Staff (Specify) 1 Bilingual Para

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Title III Funds will be used to add a second teacher to the ESL Program for periods 7 and 8 on Monday, Tuesday, Wednesday and Thursday of each week of instruction. These periods will be team taught to reduce the teacher to student ratio. Over the two periods each day, the number of students served will be 42.

Title III Funds will also be used to provide an after school tutoring program for ELLS, which will run from November through May. The program will focus on instruction in ELA and math. The aim is to provide service for as many of the 126 ELL students who can be recruited to participate.

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.

The school will continue the practice of delivering content area PD during common preps. This PD will be delivered by the math and literacy coaches. PD in the continued implementation of the NRSI Reading Program, Collins Writing Across the Content Areas, the SIOP Model, use of smart boards, and Math in the City will be differentiated with new staff receiving the initial training and experienced staff receiving support as needed to improve outcomes for students.

Section III. Title III Budget

School: 10X206 Ann Cross Mersereau BEDS Code: 321000010206 Conceptual Consolidation of Funds-Budget Not Required

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	431,040	104,660	535,700
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,310	1,046	5,365
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,552	*	
4. Enter the anticipated 10% set-aside for Professional Development:	43,104	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 92%
6. 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.
 - There were two teachers who were not highly qualified in core academic subjects during the last school year. Both teachers have left the building and been replaced by highly qualified teachers.

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

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

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

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 scheduled 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.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

DISTRICT 10, MS206
SCH. YR. 2010--2011
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

Section I: Schoolwide Program (SWP) Required Components

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

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

Curriculum

ELA

MS 206 is focused on establishing a standards based educational program in all content areas inclusive of curriculum maps. The maps are revised and improved yearly. 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 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 the work of 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 indicators 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 updated yearly. 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 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 Math 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 the work of 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 indicators 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 maps and unit assessments are 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 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. In an effort to strengthen literacy skills, the science department members are 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 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 maps and unit assessments are 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 are 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

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 trained in National Reading Styles methodologies. 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-MacGinitie, 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
- Continued implementation of the SIOP Model
- Participation in a “homework house” which is run every day after school by our CBO, The Good Shepherd.
- Small group AIS instruction during teacher professional periods
- After school tutoring
- 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 Gates-MacGinitie, 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

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 two bilingual classes... a 6/7 bridge class and an 8th grade class. The 6/7 bridge class is supported by an additional teacher in order to provide more effective instruction for the two grade levels of students. 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 ESL pullout program is supported by an additional teacher during periods 7 and 8 to reduce the student to teacher ratio and provide more effective instruction.

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 sixth and seventh grade the ratio is currently 26 to 1. At 8th grade the ratio is 23 to 1.
 - An additional teacher (team teaching) for the 6/7 bridge class
 - An additional teacher for periods 7 and 8 of the ESL program (team teaching)
 - Continued implementation of the National Reading Styles Program
 - Continued implementation of the Collins writing Program
 - Continued implementation of Math in the City
 - Continued 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.
 - Small group AIS instruction during teacher professional periods
 - After school tutoring
-
- 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-MacGinitie, 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

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
- Continued implementation of the SIOP Model
- An Extended Day Program, which will focus on ELA and math from September through June .
- Small group AIS instruction during teacher professional periods
- After school tutoring
- 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 Gates-MacGinite, 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
- Continued implementation of the SIOP Model
- Small group AIS instruction during teacher professional periods
- After school tutoring
- 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 gates-macGinite, 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. All staff teaching core area subjects are currently highly qualified.

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. Teachers 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 paraprofessionals fill out goal sheets with indications of requisite professional development support that is needed. Currently professional development is ongoing for NRSI Reading, Collins Writing, the SIOP Model, math in the City and smart boards.

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

Over the past five 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. They 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 two additional AIS pull-out programs 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 and media specialist.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used
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	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			431,040	X	pp. 44-54
Title I, Part A (ARRA)	Federal	X			104,660	X	pp. 44-54
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			22,000	X	pp. 44-49 pp. 51-52
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	X			2,371,082	X	pp. 44-54

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.

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
 - **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.

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2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

- **Please see pages 44-55**

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

The 10% of the Title 1 funds for professional development is going toward funding for a position for a literacy coach. Over the school years 2007-2008 through 2008-2009, the number of students scoring in the proficient range on state tests of ELA rose to 50%. This was 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. While scores dropped for the 2009-2010 school year, we are confident that current information on the change in the test format and rigor will help us to make the necessary instructional adjustments to restart the upward trend in the area of literacy.

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 to 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.)
 - **Coaches:** The building has one mathematics coach and one literacy coach. These coaches provide a range of support to 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 stated 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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - 23
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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 206 Ann Mersereau					
District:	10	DBN:	10X206	School		321000010206

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.6	91.9	91.2
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.1	90.7	89.9
Grade 4	0	0	0				
Grade 5	75	76	64	Poverty Rate - % of Enrollment:			
Grade 6	90	113	106	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	106	89	121		90.7	96.4	96.4
Grade 8	98	107	98				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	35	36
Grade 12	0	0	0				
Ungraded	4	5	4	Recent Immigrants - Total Number:			
Total	373	390	393	(As of October 31)	2007-08	2008-09	2009-10
					20	24	14

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	56	59	43	Principal Suspensions	6	1	104
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	20	40	50
Number all others	19	25	34				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	75	67	TBD	Number of Teachers	39	34	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	7	5
# receiving ESL services only	66	69	TBD				
# ELLs with IEPs	14	36	TBD	Number of Educational Paraprofessionals	2	2	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	8	26	% fully licensed & permanently assigned to this school	100.0	100.0	96.4
				% more than 2 years teaching in this school	66.7	73.5	84.8
				% more than 5 years teaching anywhere	59.0	64.7	69.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.0	0.3	0.0	% core classes taught by "highly qualified" teachers	90.4	97.4	95.5
Black or African American	16.4	15.9	15.5				
Hispanic or Latino	80.4	80.8	81.2				
Asian or Native Hawaiian/Other Pacific	2.9	2.6	2.8				
White	0.3	0.3	0.5				
Male	54.7	52.1	51.4				
Female	45.3	47.9	48.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native		-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	54.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	33.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.8					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 10	School Number 206	School Name MS206
Principal David Neering	Assistant Principal Rafael Cabral		
Coach Magaly DeLa Cruz	Coach Ann Disalvo		
Teacher/Subject Area Alexia Acevevo	Guidance Counselor Sydney Ali		
Teacher/Subject Area	Parent Quetcy Benitez		
Teacher/Subject Area	Parent Coordinator Tracey Moret		
Related Service Provider	Other		
Network Leader Maria Quail	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	393	Total Number of ELLs	126	ELLs as Share of Total Student Population (%)	32.06%
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Part II: ELL Identification Process

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

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

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

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

PArt II-ELL Identification Process

1) 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 126. This is roughly 32% of the school population. The identification process of students starts during registration. At registration our Pupil Accounting Secretary Irene Gonzalez alongside our Bilingual/ESL Coordinator, Milton Evertz provide parents with a registration packet according to the native language of the parent or guardian. The Home Language Identification Survey which parents must complete is included in this packet. The screening process begins 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 when the student's eligibility is determined. The assistant principal, Rafael Cabral, and the Bilingual/ESL Teacher, Milton Evertz, are responsible for revising the HLIS, administering the informal interview and if necessary, the LAB-R. This process is done within the first ten days of admitting a student to MS206. If the students are determined to be eligible, they are given the LAB-R within 10 school days of initial enrollment as per CR Part 154. The LAB-R is administered by our certified our certified ESL teacher, depending on the language. If the child is not English proficient, The Spanish LAB is administered by our ESL teacher, Milton Evertz.

2)The parents are informed about the two ELL programs we offer at our school. This information is available in several languages. This is done by either the assistant principal or ESL teacher at the point that students are determined to qualify for services. Both the assistant principal and the ESL teacher are fluent in Spanish and English. Additionally, informational meetings for parents are held the third Saturday in October and the third Saturday in January. For these orientation meetings translators are available and materials are available in all languages.

3)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 in different languages.

4)We have adopted a Bilingual Transitional Educational model and ESL instruction by way of a pullout model with the expectation that there will be one bilingual 6th/7th bridge class and one 8th grade bilingual class. Once the student eligibility for testing has been determined for new admit, the LAB-R is administered immediately. The proficiency results will aid us in determining students' placement based on parent's program selections, if available. Additionally, The New York State English as a Second Language Test (NYSESLAT) is administered each spring and used to evaluate students proficiency level 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.

5) After reviewing the Parent Surveys and Program Selection Forms with our Parent coordinator from this and previous years, we have found that parents of Hispanic students mostly select out Bilingual Programs for their children. For this school year, we have noticed that in the Fifth grade level parents are choosing our pull out ESL program as their first option.

6) The program models offered at MS 206 are aligned with most parents' request. Our Transitional Bilingual Program and our ESL Program meet the needs of our ELL's population. We comply with most parents' request.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							9	17	15					41
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	0					24	27	24	9					84
Total	0	0	0	0	0	24	36	41	24	0	0	0	0	125

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	125	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	30
SIFE	25	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	26

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	31	10	1	5	2		5			41
Dual Language										0
ESL	29	13	5	35		10	20			84
Total	60	23	6	40	2	10	25	0	0	125

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	17	15					41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	9	17	15	0	0	0	0	41

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						24	26	23	9					82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							0	1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	24	27	24	9	0	0	0	0	84

Part IV: ELL Programming

A. Programming and Scheduling Information

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

ELL Programming

1) We have adopted a Bilingual Transitional Educational model and an ESL pullout model with the expectation that there will be one 6th/7th bridge 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.

2) Explicit instructional minutes delivered in each program model as per CR Part 154

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 science.

Explicit TBA- In our Transitional Bilingual Program the students will receive one unit of NLA instruction daily. Beginner and intermediate students receive two units of ESL, a total of 360 minutes per week. Advanced students receive four units of ESL instruction, a total of 180 minutes. Social Studies is taught four times a week for a total of 180 minutes in English and receive instruction using both Spanish and English. Science instruction will be conducted in English using ESL methodologies with native language support. NLA instruction and ESL instruction are provided by our certified bilingual teachers.

Explicit ESL Pull out Model= ELL students with the same proficiency levels from different classrooms are grouped and instructed on separate location where they receive instruction in English Language instruction including content area instruction through ESL methodologies and strategies. The beginning and intermediate ELLs receive two periods ESL instruction four times a week(360 minutes). Advanced students receive one unit of instruction four times a week(180 minutes). In our pull out program, ELS instruction and strategies are provided by our certified ESL teacher, Milton Evertz.

ESL instructional minutes provided as per Part 154 requirements:

Beginners/ Intermediates	Advanced
8 units per week 360 minutes per week	4 units or 180 minutes per week

Explicit ELA

The Balanced Literacy instructional approaches are implemented on a daily basis. 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.

3)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 previously, 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.

4a) SIFE students are identified through oral intake questionnaire, teacher assessments 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 AIS support in their content classes. Student progress will be assessed periodically during each marking period in order to evaluate interventions.

b) Newly arrived 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 language development of ELL students. In addition, MS 206 supplemental programs will aid in meeting the needs of newly arrived ELL's, as well as those ELL's who are scoring at the lowest levels in English proficiency and are at level one or two in mathematics and ELA. These students will be provided with extra help in language acquisition as well as to develop mathematical concepts that will go from the concrete to the pictorial to the abstract. The After-School Bilingual and ESL Program Model provide supplementary instruction and test preparation/sophistication strategies in the core content areas. This program is designed to help students obtain academic language and to improve their language skills in math, science and reading, writing, speaking and listening. Our main goal is to develop academic language in all content areas. The after school program will help students improve the students proficiency levels in the NYSESLAT, Math, Science and ELA exams.

In addition, we will continue English Language Learners recruitment for Saturday School for ELA and Math.

Extended Day will be provided by classroom teachers and will provide a focus on ELA using ESL methodologies.

c) ELLs receiving service for 4 to 6 years will receive the following services:

- 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 and monolingual classes to provide another modality for the teaching of reading.
- Continued implementation of the Collins Writing Program
- Continued implementation of the SIOP Model
- Recruitment of students indicated above for Saturday School for ELA and Math
- Extended Day will be provided by classroom teachers and provide a focus on ESL strategies
- 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.

For long term ELLs who completed 6 years we will:

d) • 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 and monolingual classes to provide another modality for the

teaching of reading.

- Continued implementation of the Collins Writing Program
- Continued implementation of the SIOP Model
- Recruitment of students indicated above for Saturday School for ELA
- Extended Day will be provided by classroom teachers and provide a focus on ELA
- 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.
- Social, psychological, and speech services provided by in school social workers, psychologists, and speech teacher.

e)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.

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

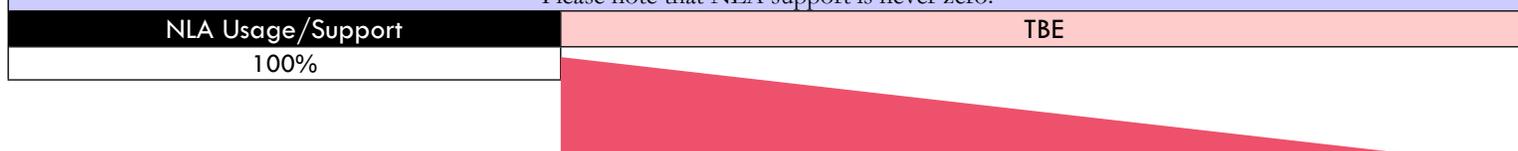
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

B. Programming and Scheduling Information--Continued

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

5)These are specific targeted interventions programs and strategies to improve the performance of English Language Learners in ELA, Math and other content areas:

- 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 and Math
- Extended Day will be provided by classroom teachers and provide a focus on ELA and Math
- Analyze data from standardized and formative assessments to drive instruction and grouping
- Have teachers write smart goals that will improve the quality of instruction for ELL's
- Provide a minimum of three cross grade meetings where teachers and staff developers can share best practices for instruction of ELL students. Continued PD has been scheduled over the course of the year for NRSI reading and the Collins Writing Program, and The SIOP Model. All content areas will participate in this training and implementation. Staff will utilize the following indicators of interim progress and/or accomplishment
- Improvement on ELA unit assessments, predictive assessments, and periodic 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.

6) Our plan for the ELL students who reached the Proficient Level on the NYSESLAT is to continue providing additional support in the form of AIS by the ESL teacher to ensure a successful transition in the new program. In addition, the students will be invited to participate in the Saturday and after school programs. We will continue providing testing accommodations for two years after our former ELL students had achieved the proficient level. In addition,

- Continued implementation of NRSI Reading strategies with bilingual and monolingual classes to provide another modality for the teaching of reading.
- Continued implementation of the Collins Writing Program
- Continued implementation of the SIOP Model
- Recruitment of students indicated above for Saturday School for ELA and Math
- Extended Day will be provided by classroom teachers and provide a focus on ELA and Math

7) MS 206 will continue improving our current school programs for this upcoming school year to ensure students success.

- 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 and Math comprehension skills. 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.

8) No programs or services for ELLs will be discontinued this year.

9)ELL's are afforded with a vast variety of support services and activities. These include a reduced class size, small group instruction by teaching staff during common preps. An Extended Day program as well as a Saturday School program is provided for all ELL's who wish to participate. 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 CHAMPS fitness and recreation program is encouraged. Participation in the Student Council is also encouraged.

10)In order to advance students' levels in all content areas, we instruct students with rigorous lessons that increase their academic language abilities in the four language 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. In addition, our Media center is equipped with a new computer lab where sophisticated programs to develop language development were installed.

11)This ELLs population is serviced by a certified ESL teacher and Spanish bilingual certified teachers. There are two Spanish bilingual math teachers, a bilingual special education teacher and two bilingual common branch teachers. Our certified teaching staff both in the Bilingual and the ESL programs will work incollaboration to meet the requirements minutes as mandated.

Teachers in the Bilingual classes will provide our ELLs with the academic preparation and language development that our ELLs need to meet all NYC and NYS standards in all content areas. ESL methodologies and the use of Native Language Arts will help scaffold the students' learning. Supplement resources such as our bilingual libraries, and Native Language books with high interest reading books in both in English and Spanish will be utilized during our instructional school day.

12)All required serrvices support, and resources delivered in each program correspond to ELL's ages and grade levels.

13)A series of open house invitations to parents and newly enrolled students are scheduled for the Spring and for the Summer. Newly arrived students, whose English is limited, are invited to participate in a series of parents and students orientation that are scheduled periodically prior to the school year beginning.

14) Does not apply to MS206 since we serve a middle school population.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1) Professional development opportunities are offered to all staff members, including paraprofessionals, guidance counselor, special education teachers, psychologists, speech therapists, secretaries and parent coordinator at MS206. The following professional development will be put in place in order to support staff in improving their own curriculum and practices in the classrooms and in our school community to meet the needs of our ELL population as well as our wider student population:

- A. 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.
- B. Professional Development in support of the SIOP model program for all teachers and staff working with ELL's scheduled for October and November.
- C. Continued professional development in the principals of learning during Monday, faculty conferences.
- D. Continued professional development in balanced literacy and comprehension strategies inclusive of guided reading during weekly common preps.
- E. 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.
- F. 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.
- G. Professional Development in support of implementation of the National Reading Styles Program in October.
- H. All staff will receive Professional Development in support of implementation of the John Collins Writing program, "Writing Across the Curriculum" in September.
- I. Professional development in support of Math in the City and provided by The Delta Institute.
- J. Professional Development provided by the ISC and Support Organizations as it becomes available.
- K. LAP training will be provided by our Network.
- L. The assistant principal, Mr. Cabral will train our parent coordinator, our school secretaries, paraprofessionals and other staff members on the Language Allocation Policy. Other professional development for paraprofessionals will include training on the SIOP Model program, use of Smart-board, Classroom management techniques, Differentiation of Instruction, The National Reading Style and Math in the City.

2. The support provided to our staff to assist ELL's as they transition from elementary to middle to high school. The support provided to our staff to assist ELL's as they transition from one school level to another in our school is extensive. The staff will be able to explain to the children the differences in program scheduling between elementary, middle and high school. For example, eight graders will be aware of all the programs offered by different high schools. The teachers will be trained to understand the physical needs, social needs and academic needs in the different age brackets of the students. Our guidance counselor, Ms. Ali and our parent coordinator, Ms. Moret, will be trained and will ensure that our students have continuity of services by maintaining contact with our feeder elementary schools. Our parent coordinator and our guidance counselor will be trained to help families with the high school application process. They will provide on going support and conduct meetings to explain high school choice to facilitate the transition of ELL from middle school to high school. In addition, our Assistant Principal, Parent and bilingual coordinators will help our staff working with ELL's in understanding federal, state and local mandates on ELL-related issues. Parent coordinator and school staff can be more responsive to the questions and concerns of ELL parents if they know about the direct services, programs and initiatives that are offered to meet the specialized needs of ELLs.

3. All new teachers and all teachers of ELLs will receive the 7.5 hours Jose P. Training by our certified ESL teacher Milton Evertz on designated school days. Professional development and training will be facilitated in house by staff that specializes in language acquisition. Other trainings 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. Additionally, teachers will also have the opportunity to attend ESL / ELL professional institutes and workshops such as the Quality Teaching for English Language Learners (QTTEL). Sign-in sheets and agendas record of this training are kept on file in the assistant principal's office.

E. Parental Involvement

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

1. At MS 206 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. Our Parent Coordinator provides many parent workshops and coordinates activities and fairs for parents and students to attend at school. 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. In addition, parents are encouraged to volunteer in school. We will have special events organized for parents involvement (parents / students math nights, Health providers to educate parents on how to get or renew health plans. CPR training, ELLs parental orientations and workshops, Parent appreciation day and a Parents and teacher website.

2.The school partners with other agencies to provide or Community Based Organizations to provide workshops or services to ELL parents

3.The needs of parents is evaluated through utilizing different assessment methods. Parent surveys, Learning Environment Survey, communication system(phone calls and monthly newsletter, conversation with parents, parents attendance to workshops .Also, feedback from parents and teachers conferences is used to evaluate parents' needs.

4. All parental involvement activities are designed to address the needs of the parents. Professional development in different areas to improve parent participation in their children education will be in place. Parental involvement activities means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including that parents play an integral role in assisting their child's learning.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						10	10	14	6					40
Intermediate(I)						5	14	16	8					43
Advanced (A)						9	14	11	8					42
Total	0	0	0	0	0	24	38	41	22	0	0	0	0	125

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B						7	8	11	3				
	I						4	5	8	5				

	A						5	17	21	7				
	P						7	4	2	8				
READING/ WRITING	B						10	7	12	5				
	I						4	14	16	5				
	A						7	14	11	6				
	P						1		1	6				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4	5	2		11
6	18	8	0		26
7	22	9	0		31
8	5	13	3		21
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	4	6	8	5	3	1			27
6	4	5	12	5	5	1			32
7	3	8	11	6	7	1		0	36
8	2	2	7	4	2	2	1	1	21
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	3	1	3		1		10
8	4	14	11	10	2	1		1	43
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	9	5		2	1			24

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	14	22	1	3	2	1			43
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	23	9	7	1				
Chinese Reading Test								

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

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

1- To assess the early literacy skills of our ELLs, 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. A baseline writing piece is also used.

This information is utilized to inform our school's instructional plan. 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

Efficient use of extended day programming for ELL students

Expansion of the Saturday program aimed at ELL students

Implementation of effective ELL strategies for students in monolingual classrooms

Intensive professional development for teachers working with ELL students using the SIOP model

2- According to the data our ELL students are almost equally distributed among all three levels of the NYSESLAT across the grades. In our analysis of the NYSESLAT and LAB-R data we found that students 41 students performed at the beginner level across the grades, 43 were intermediate and 42 students scored at the advanced level across the grades.

3- The data analysis of the four modalities of the NYSESLAT/LAB-R show 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 some areas of concerns. The data indicates a need to provide our ELLs with multiple opportunities for language development in all areas. In both our Freestanding ESL Program as well as in the Transitional Bilingual Program, teachers of all subjects will use ESL methodologies to ensure optimal learning. Writing must become an integral part in all subjects in order to promote proficiency and English language competency. To aid our ELLs performed well in four modalities and to provide ELLs with multiple opportunities for language development the following programs were put in place:

- National Reading Styles Methodologies. All of our teachers including Bilingual/ESL teachers have been trained The National Reading Styles Institute a research-based educational organization dedicated to improving literacy. This program is employs individualized instruction, recorded books, and conferencing to improve student academic language, reading comprehension and fluency. Staff development for the current school year will be in an observation and feedback format on October and November.

-Writing Across the Curriculum: The Collins Writing Program presents a model for writing-across-the-curriculum that requires students to engage in curriculum content as they improve writing, thinking, listening, and speaking skills. Staff development for this current school year will be in a demonstration and debriefing format on October.

-SIOP Model: The SIOP Model is a research based program demonstrated to improve language acquisition of ELLs. Pearson Education had provided staff development for implementation of this model on a school wide basis. All staff has been trained in the SIOP Model this school year over three sessions . Ongoing staff development on December is scheduled for December, 2010.

4a. ELA

There was a major achievement gap between English proficient students and limited English proficient students. On grade 5, English proficient students scored 42% proficient and limited English proficient students scored 0% proficient. The figures were 32% and 0% on

grade 6, 23% and 15% on grade 7, and 17% and 0% on grade 8. What this data suggests is that: While we had fewer numbers of students scoring at proficient levels as a school we also have major achievement gaps that exist for students with disabilities and English Language Learners. Adequate yearly progress was not achieved for the following accountability groups in English Language Arts: Hispanic or Latino Students, Limited English Proficient Students.

Mathematics

In reviewing the data for the 2009-2010 state tests, we noted that:

The overall level of proficiency dropped from 82% on the 2008-2009 state test to 42% on the 2009-2010 state test. Fifth grade scored 58% proficient, sixth grade 45% proficient, 7th grade 46% proficient and 8th grade 26% proficient. There was a significant achievement gap between English proficient students and limited English proficient with the exception of grade 8. On grade 5, English proficient students scored 79% proficient and limited English proficient students scored 15% proficient. The figures were 57% and 23% on grade 6, 51% and 29% on grade 7, and 26% and 26% on grade 8. What this data suggests is that as a school, our ELL students, in general, are significantly lagging behind English proficient students in terms of students performing at proficient or above.

4b. 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. The school leadership and teachers will use the results of the periodic assessment to review data as departmental and grade level team to determine what it is telling us about instructional needs of students. To work as a team to construct lesson plans based on the instructional needs of students and to examine how students can be grouped to effectively address deficits and provide extensions for students who are proficient.

4c. What the school is learning about ELLs from the periodic assessment is the need to use the data to support growth over time. The periodic assessment data demonstrates the needs to target specific interventions and strategies to improve the performance of English Language Learners on all state exams. In addition, it indicates a need to 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.

How is the Native language used? In order to meet the varying needs of our ELLs, the majority of which are Spanish speaking and perform at varying levels, we employ the Transitional Bilingual Program which includes an English as second language component. There are two bilingual classes...one bridge class for grade 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 are assigned by grade to the 6th / 7th or 8th grade bilingual class. In each grade level class, students are grouped beginning, intermediate or advanced according to their level of proficiency. The students are 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.

5. Does not apply to us.

6. The success of our programs for ELLs will be evaluated by using Program Evaluation Procedures or data which indicate that our programs are tailored to meet the needs of individual students. By utilizing student assessments (formal and informal), teacher observations, parent communication and report card grades. By adapting instruction and programs goals and objectives to improve student achievement when necessary. Finally, when students are designated as fluent English, Reading and Writing as indicated by the State assessments. When students are doing well in all content area courses and are becoming proficient in all skills identified in the ESL/ELA, Math/Science and SS standards.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		