



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** ANN CROSS MERSEREAU

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X206

**PRINCIPAL:** DAVID NEERING    **EMAIL:** DNEERING@SCHOOLS.NYC.GOV

**SUPERINTENDENT;** SONIA MENENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
David Neering	*Principal or Designee	
Daniel Mozoub	*UFT Chapter Leader or Designee	
Irene Gonzalez	*PA/PTA President or Designated Co-President	
Joan Kilcullen	Member/Teaching Staff	
Tamara Smith	Member/Teaching Staff	
Quinton Ervin	CBO Representative, if applicable	
Carole Cook	Member/Parent	
Carmen Colon	Member/Parent	
Alma Benitez	Member/Parent	
Lorenza Herrera	Member/parent	
Mirna Garcia	Member/parent	
Mark Talty	Member/Teaching Staff	
Chinwe Modebe	Member/Teaching Staff	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## **ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase the number of students scoring at level 3 or better on the state test of mathematics by 15%. The percentage of students scoring proficient on the state test of mathematics for 2010-2011 was 42%. In order to meet this objective, the percentage of students scoring at levels 3 or 4 on the 2011-2012 state test of mathematics will increase to 48%. This goal will be accomplished by June of 2012.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our differentiated Accountability Status lists the school as in Good Standing in the area of mathematics. However the school has remained at the exact, same level of proficiency, 42%, for both the 2009-2010 and the 2010-2011 school years.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Math teachers will utilize three professional periods each week to meet with small groups of students (4-6) to provide additional support for students who have not mastered state standards for current or previous units of study. The groupings will be flexible and based on mastery data for performance indicators imbedded in quizzes and unit tests.
- Provide AIS support twice each week for 45 minutes for seven groups of up to ten students. This support will be provided by the math coach, IEP teacher, assistant principal, and data specialist/scheduler. The support will be directed toward specific groups of special education students and ELLs.
- The school day will be extended on Monday and Wednesday from 3:30 until 5:15, with a focus on mathematics, by placing two math teachers in the after school program, which is run by Good Shepherd services. One of the teachers will work with students on grade 5 from 3:30 until 4:15 and then work with students on grade 6 from 4:30 until 5:15. A second math teacher will do the same with grades 7 and 8. Good Shepherd Services will provide support for the program, which will keep the ratio of adults to students at 10 to 1. Direct instruction and support based on state standards will be provided by the math teacher. Guidance and support for the student work will be provided by the adult workers from the Good Shepherd Services. The program will start on September 26, and run through April 4.
- Departmentalize the math and ELA instruction for special education, and the general education 5<sup>th</sup> and 6<sup>th</sup> grades. This will allow all ELA and math teachers to focus solely on either ELA or math instruction.

- Utilize the November 8, professional development day for collaborative discussion, analysis and planning related to items on the state math test in which students scored less than 50% proficient. The purpose being to understand why students scored less than 50% proficient on the indicated items and to plan lessons to address the misunderstandings.
- Administer math sample tests in early December and March in addition to the Predictive Test in January and work in teams to analyze the data for planning the next instructional steps for classroom and AIS programs.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology during Saturday meetings to be held on January 21, and February 4, from 9:00 to 11:00 AM. The meetings will be entitled, “What you can do at home to support your child’s development in literacy,” and “What you can do at home to support your child’s development in mathematics.”
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress by providing training in the use of ARIS and in how to access the Engrade online grading system that is a part of the school’s interim reporting system for increasing communication with families about how students are doing in school.
- Providing assistance to parents in understanding City, State and Federal standards and assessments during the two parent workshops mentioned in the first bullet.
- Information about school and parent related programs, meetings and other activities related to the school will be mailed home monthly in both Spanish and English.
- The parent coordinator will host monthly parent meetings conducted by outside providers on topics of interest to parents such as cyber bullying and asthma control. Translation will be provided in Spanish for all parent meetings.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a vacancy occurs, postings are placed on the DOE’s Teacher Finder and interviews are conducted to ensure that all new hires are highly qualified for the position that they are applying for. The principal maintains close contact with the network HR person to ensure that all staff is and remains highly qualified.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All sub groups within the school including students with disabilities and ELLs will participate in and benefit from the activities listed above. The activities are school wide in nature and communicated to all stakeholders to ensure that there is buy in and alignment with all school programs and activities.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Use of professional periods three times each week for small group AIS is funded primarily with tax levy dollars as a part of the teachers' regular salary.
- The AIS support provided by out of classroom teaching personnel and the AP is funded primarily with tax levy dollars as a part of the regular salary, with the exception of the math coach who is funded with Title I dollars as a part of her regular salary.
- The school day extension for math and ELA is being funded with tax levy dollars as a per session activity.
- Both the departmentalization of math and ELA and the November 8, PD is being funded with a blend of tax levy and Title I dollars as a part of the teachers' regular salary.
- The analysis of math sample tests in December and March will be accomplished as a per session activity with the use of Title I dollars.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase the number of students scoring at level 3 or better on the state test of ELA by 30%. The percentage of students scoring proficient on the state test of ELA for 2010-2011 was 20%. In order to meet this objective, the percentage of students scoring at levels 3 or 4 on the 2011-2012 state test of ELA will increase to 26%.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our differentiated Accountability Status lists the school as in Corrective Action (year 2), comprehensive in the area of ELA. This designation encompasses all sub groups. The school has remained at the exact, same level of proficiency, 20%, for both the 2009-2010 and the 2010-2011 school years.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities,  
d) timeline for implementation.

- ELA teachers will utilize three professional periods each week to meet with small groups of students (4-6) to provide additional support for students who have not mastered state standards for current or previous units of study. The groupings will be flexible and based on performance indicators imbedded in quizzes and unit tests.
- An F Status, former literacy coach will work with six groups of targeted students twice a week for 45 minutes per session on improving reading and writing skills.
- Provide AIS support twice each week for 45 minutes for six groups of up to ten students. This support will be provided by the literacy coach, IEP teacher, and principal.
- The school day will be extended on Tuesday and Thursday from 3:30 until 5:15, with a focus on ELA, by placing two ELA teachers in the after school program, which is run by Good Shepherd services. One of the teachers will work with students on grade 5 from 3:30 until 4:15 and then work with students on grade 6 from 4:30 until 5:15. A second ELA teacher will do the same with grades 7 and 8. Good Shepherd Services will provide support for the program, which will keep the ratio of adults to students at 10 to 1. Direct instruction and support based on state standards will be provided by the ELA teachers. Guidance and support for the student work will be provided by the adult workers from the Good Shepherd Services. The program will start on September 26, and run through April 4.
- Departmentalize the math and ELA instruction for special education, and the general education 5<sup>th</sup> and 6<sup>th</sup> grades. This will allow all ELA and math teachers to focus solely on either ELA or math instruction.
- Utilize the November 8, professional development day for collaborative discussion, analysis and planning related to items on the state ELA test in which students scored less than 40% proficient. The purpose being to understand why students scored less than 40% proficient on the indicated items and to plan lessons to address the misunderstandings.
- Administer ELA sample tests in early December and March in addition to the Predictive Test in January and work in teams to analyze the data for planning the next instructional steps for classroom and AIS programs.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology during Saturday meetings to be held on January 21, and February 4, from 9:00 to 11:00 AM. The meetings will be entitled, "What you can do at home to support your child's development in literacy," and "What you can do at home to support your child's development in mathematics."
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing training in the use of ARIS and in how to access the Engrade online grading system that is a part of the school's interim reporting system for increasing communication with families about how students are doing in school.
- Providing assistance to parents in understanding City, State and Federal standards and assessments during the two parent workshops mentioned in the first

bullet.

- Information about school and parent related programs, meetings and other activities related to the school will be mailed home monthly in both Spanish and English.
- The parent coordinator will host monthly parent meetings conducted by outside providers on topics of interest to parents such as cyber bullying and asthma control. Translation will be provided in Spanish for all parent meetings.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a vacancy occurs, postings are placed on the DOE's Teacher Finder and interviews are conducted to ensure that all new hires are highly qualified for the position that they are applying for. The principal maintains close contact with the network HR person to ensure that all staff is and remains highly qualified.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All sub groups within the school including students with disabilities and ELLs will participate in and benefit from the activities listed above. The activities are school wide in nature and communicated to all stakeholders to ensure that there is buy in and alignment with all school programs and activities.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Use of professional periods three times each week for small group AIS is funded primarily with tax levy dollars as a part of the teachers' regular salary.
- The AIS support provided by out of classroom teaching personnel is funded with tax levy dollars as a part of the regular salary.
- The F Status, former literacy coach is being funded using tax levy dollars.
- The school day extension for math and ELA is being funded with tax levy dollars as a per session activity.
- Both the departmentalization of math and ELA and the November 8, PD is being funded with a blend of tax levy and Title I dollars as a part of the teachers' regular salary.
- The analysis of math sample tests in December and March will be accomplished as a per session activity with the use of Title I dollars.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Reduce the number of students scoring at level 1 on the state test of ELA by 30%. The percentage of students scoring at level 1 on the state test of ELA for 2010-2011 was 21%. In order to meet this objective, the percentage of students scoring at levels 1 on the 2011-2012 state test of ELA will decrease to 15%.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our differentiated Accountability Status lists the school as in Corrective Action (year 2), comprehensive in the area of ELA. This designation encompasses all sub groups. The school has remained at the exact, same level of proficiency, 20%, for both the 2009-2010 and the 2010-2011 school years. In the 2008-2009 school year the percentage of level 1 students was 2%. This increased to 29% in the 2009-2010 school year. For the most recent school year, 2010-2011, the percentage of students scoring at level 1 was reduced to 21%. We need to continue to work to move our level 1 students to higher levels of proficiency.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- An RTI Program with weekly RTI Team Meetings will be initiated in November. The RTI Program will be the National Reading Style Program, web based version. All level 1 students for ELA will be a part of the RTI Program. RTI Meetings will take place once each month for each grade level. Teachers will provide documentation of student progress at the RTI Team Meetings. The Gates-MacGinite will be used as a pre and post test.
- ELA teachers will utilize three professional periods each week to meet with small groups of students (4-6) to provide additional support for students who have not mastered state standards for current or previous units of study. The groupings will be flexible and based on performance indicators imbedded in quizzes and unit tests.
- An F Status, former literacy coach will work with six groups of targeted students twice a week for 45 minutes per session on improving reading and writing skills.
- Two bilingual teachers will work with ELL newcomers to the country in a Saturday School format for 18 sessions of three hours each session. The focus will be on language acquisition and reading and writing in English.
- A bilingual teacher, the librarian, will work with newcomers to the country on grades 5 and 6 during her planning time for five 45 minute periods each week.
- A language paraprofessional will be hired to provide additional support to newcomers to the country on grades 5 and 6.

- Provide AIS support twice each week for 45 minutes for six groups of up to ten students. This support will be provided by the ELA coach, IEP teacher, and principal.
- The school day will be extended on Tuesday and Thursday from 3:30 until 5:15, with a focus on ELA, by placing two ELA teachers in the after school program, which is run by Good Shepherd Services. One of the teachers will work with students on grade 5 from 3:30 until 4:15 and then work with students on grade 6 from 4:30 until 5:15. A second ELA teacher will do the same with grades 7 and 8. Good Shepherd Services will provide support for the program, which will keep the ratio of adults to students at 10 to 1. Direct instruction and support based on state standards will be provided by the ELA teachers. Guidance and support for the student work will be provided by the adult workers from the Good Shepherd Services. The program will start on September 26, and run through April 4.
- Departmentalize the math and ELA instruction for special education, and general education 5<sup>th</sup> and 6<sup>th</sup> grades. This will allow teachers to focus solely on either ELA or math instruction.
- Utilize the November 8, professional development day for collaborative discussion, analysis and planning related to items on the state ELA test in which students scored less than 40% proficient. The purpose being to understand why students scored less than 40% proficient on the indicated items and to plan lessons to address the misunderstandings.
- Administer ELA sample tests in early December and March in addition to the Predictive Test in January and work in teams to analyze the data for planning the next instructional steps for classroom and AIS programs.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology during Saturday meetings to be held on January 21, and February 4, from 9:00 to 11:00 AM. The meetings will be entitled, "What you can do at home to support your child's development in literacy," and "What you can do at home to support your child's development in mathematics."
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing training in the use of ARIS and in how to access the Engrade online grading system that is a part of the school's interim reporting system for increasing communication with families about how students are doing in school.
- Providing assistance to parents in understanding City, State and Federal standards and assessments during the two parent workshops mentioned in the first bullet.
- Information about school and parent related programs, meetings and other activities related to the school will be mailed home monthly in both Spanish and English.
- The parent coordinator will host monthly parent meetings conducted by outside providers on topics of interest to parents such as cyber bullying and asthma control. Translation will be provided in Spanish for all parent meetings.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a vacancy occurs, postings are placed on the DOE's Teacher Finder and interviews are conducted to ensure that all new hires are highly qualified for the position that they are applying for. The principal maintains close contact with the network HR person to ensure that all staff is and remains highly qualified.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All sub groups within the school including students with disabilities and ELLs will participate in and benefit from the activities listed above. The activities are school wide in nature and communicated to all stakeholders to ensure that there is buy in and alignment with all school programs and activities.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- The RTI Team meetings are held during staff professional periods and, as such, are covered by teacher salaries, which is a blend of tax levy and Title 1 funds. The site licenses for the NRSI, web based program were purchased using tax levy dollars.
- Use of professional periods three times each week for small group AIS is funded primarily with tax levy dollars as a part of the teachers' regular salary.
- The AIS support provided by out of classroom teaching personnel is funded with tax levy dollars as a part of the regular salary.
- The F Status, former literacy coach is being funded using tax levy dollars.
- The two bilingual teachers who are working with ELL newcomers to the country in a Saturday School format for 18 sessions of three hours each session will be funded with a blend of Title I and Title III dollars.
- A bilingual teacher, the librarian, working with newcomers to the country on grades 5 and 6 during her planning time for five 45 minute periods each week will be paid with Title III funds.
- A language paraprofessional will be hired to provide additional support to newcomers to the country on grades 5 and 6.
- The school day extension for math and ELA is being funded with tax levy dollars as a per session activity.

- Both the departmentalization of math and ELA and the November 8, PD is being funded with a blend of tax levy and Title I dollars as a part of the teachers' regular salary.
- The analysis of math sample tests in December and March will be accomplished as a per session activity with the use of Title I dollars.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Reduce the number of suspensions levied during the 2011-2012 school year by 40%. There were 179 student suspensions during the 2010-2011 school year. To meet this goal, student suspensions for the 2011-2012 school year will be reduced to 107 or fewer.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During the 2010-2011 school year there were 135 principal's suspensions of students and 44 superintendent's suspensions of students for a total of 179 student suspensions.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Implement the Overcoming Obstacles curriculum on grades 6 and 7 in October of 2011 through the end of June 2012. Overcoming Obstacles has been demonstrated to increase academic achievement, improve school environments and attendance rates, and decrease dropout rates. A lesson schedule will be established to ensure a common focus for this program across these two grades. The program will expand to 8<sup>th</sup> grade with a service learning component in the next school year.
- A calendar for a school climate focus area for the month will be established beginning in November and continuing through June. The focus area will be aligned with the Overcoming Obstacles curriculum and will be featured on a main floor bulletin board, in public service announcements and in school activities for the month.
- Staff contacts with parents by phone..
- Written communication with parents/documentation through Notice of Concern and Behavior Referrals.
- Strict adherence to Citywide Standards of Intervention and Discipline.

- Recognition of academic achievement, positive behaviors, and attendance on a school wide and classroom level on a monthly basis.
- Attention to the school and classroom environment..
- An overriding focus on increased academic achievement for each student as evidenced by the first three goals and action plans contained in this document...
- Improved communication with students and parents on academics through the use of the Engrade online grading system.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology during Saturday meetings to be held on January 21, and February 4, from 9:00 to 11:00 AM. The meetings will be entitled, "What you can do at home to support your child's development in literacy," and "What you can do at home to support your child's development in mathematics."
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing training in the use of ARIS and in how to access the Engrade online grading system that is a part of the school's interim reporting system for increasing communication with families about how students are doing in school.
- Providing assistance to parents in understanding City, State and Federal standards and assessments during the two parent workshops mentioned in the first bullet.
- Information about school and parent related programs, meetings and other activities related to the school will be mailed home monthly in both Spanish and English.
- The parent coordinator will host monthly parent meetings conducted by outside providers on topics of interest to parents such as cyber bullying and asthma control. Translation will be provided in Spanish for all parent meetings.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

When a vacancy occurs, postings are placed on the DOE's Teacher Finder and interviews are conducted to ensure that all new hires are highly qualified for the position that they are applying for. The principal maintains close contact with the network HR person to ensure that all staff is and remains highly qualified.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All sub groups within the school including students with disabilities and ELLs will participate in and benefit from the activities listed above. The activities are school wide in nature and communicated to all stakeholders to ensure that there is buy in and alignment with all school programs and activities.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- The school received a grant for the Overcoming Obstacles curriculum. The program will be delivered one day a week during the SSR period by classroom teachers, making the implementation budget neutral.
- Other budget neutral items listed under activities include phone calls to parents, the school climate focus area for the month, strict adherence to Citywide Standards of Intervention and Discipline, attention to the school and classroom environment, and improved communication with students and parents on academics through the use of the Engrade online grading system.
- Recognition of academic achievement, attendance and positive behaviors are funded by tax levy dollars and a donation from a supporter of the school, Peter Lehrer.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

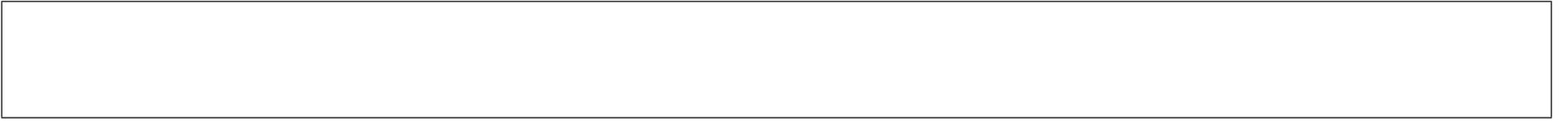
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.



**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>	33	33	<b>33</b>	<b>33</b>	10		2	
<b>6</b>	60	60	60	60	8		2	
<b>7</b>	57	57	57	57	8		3	
<b>8</b>	61	61	61	61	8		3	
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> <li>• <b>extended day: 37.5 minutes of literacy instruction for 3 days per week, every other week in groups of 10-1 for general education students and 5-1 for special education</b></li> <li>• <b>NRSI, web based version, 45 minutes per day, a minimum of three days per week during the school day</b></li> <li>• <b>Small group guided reading with an F-status literacy coach for 45 minutes twice a week during the school day</b></li> <li>• <b>Small group guided reading with an the literacy coach or IEP teacher literacy coach for 45 minutes twice a week during the school day</b></li> <li>• <b>Guided reading and written response to text lead by an ELA teacher as a part of an extended day program in the Good Shepherd After School Program. Reading group sizes are supported at 10-1. This occurs twice a week for 45b minutes for groups on 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade.</b></li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• <b>extended day: 37.5 minutes of math instruction for 3 days per week, every other week in groups of 10-1 for general education students and 5-1 for special education</b></li> <li>• <b>Small group guided math for 45 minutes twice a week provided by the literacy coach, scheduler, assistant principal, and IEP teacher twice a week during the school day.</b></li> </ul>
Science	<ul style="list-style-type: none"> <li>• <b>extended day: 37.5 minutes of literacy instruction for 3 days per week, every other week in groups of 10-1 for general education students and 5-1 for special education</b></li> <li>• <b>NRSI, web based version, 45 minutes per day, a minimum of three days per week during the school day</b></li> <li>• <b>Small group guided reading with an F-status literacy coach for 45 minutes twice a week during the school day</b></li> <li>• <b>Small group guided reading with an the literacy coach or IEP teacher literacy coach for 45 minutes twice a week during the school day.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Guided reading and written response to text lead by an ELA teacher as a part of an extended day program in the Good Shepherd After School Program. Reading group sizes are supported at 10-1. This occurs twice a week for 45b minutes for groups on 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade.</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• <b>extended day: 37.5 minutes of literacy instruction for 3 days per week, every other week in groups of 10-1 for general education students and 5-1 for special education</b></li> <li>• <b>NRSI, web based version, 45 minutes per day, a minimum of three days per week during the school day</b></li> <li>• <b>Small group guided reading with an F-status literacy coach for 45 minutes twice a week during the school day</b></li> <li>• <b>Small group guided reading with an the literacy coach or IEP teacher literacy coach for 45 minutes twice a week during the school day</b></li> <li>• <b>Guided reading and written response to text lead by an ELA teacher as a part of an extended day program in the Good Shepherd After School Program. Reading group sizes are supported at 10-1. This occurs twice a week for 45b minutes for groups on 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade.</b></li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• <b>Small group guided reading with the counselor twice a week for 45 minutes during the school day</b></li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>• <b>Small group guided reading with the social worker twice a week for 45 minutes During the school day</b></li> </ul>
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 10X206

**School Name:** Ann Cross Mersereau

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The school has been identified as in need of improvement in ELA for all students/all sub groups. The critical key findings from an ESCA report dated August of 2011 are as follows.

- Rigorous instruction is not consistent across classrooms.
  - Data analysis is not being used in a standardized way for planning.
  - Academic support services are in place to address students who are struggling in reading, writing and mathematics, but there is no system for monitoring the effectiveness of the implementation.
  - The majority of the students are passively engaged.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
    - An RTI Program with weekly RTI Team Meetings will be initiated in November. The RTI Program will be the National Reading Style Program, web based version. All level 1 students for ELA will be a part of the RTI Program. RTI Meetings will take place once each month for each grade level. Teachers will provide documentation of student progress at the RTI Team Meetings. The Gates-MacGinitie will be used as a pre and post test.
    - ELA teachers will utilize three professional periods each week to meet with small groups of students (4-6) to provide additional support for students who have not mastered state standards for current or previous units of study. The groupings will be flexible and based on performance indicators imbedded in quizzes and unit tests.
    - An F Status, former literacy coach will work with six groups of targeted students twice a week for 45 minutes per session on improving reading and writing skills
    - Two bilingual teachers will work with ELL newcomers to the country in a Saturday School format for 18 sessions of three hours each session. The focus will be on language acquisition and reading and writing in English.
    - A bilingual teacher, the librarian, will work with newcomers to the country on grades 5 and 6 during her planning time for five 45 minute periods each week.
    - A language paraprofessional will be hired to provide additional support to newcomers to the country on grades 5 and 6.
    - Provide AIS support twice each week for 45 minutes for six groups of up to ten students. This support will be provided by the ELA coach, IEP teacher, and principal.
    - The school day will be extended on Tuesday and Thursday from 3:30 until 5:15, with a focus on ELA, by placing two ELA teachers in the after school program, which is run by Good Shepherd Services. One of the teachers will work with students on grade 5 from 3:30 until 4:15 and then work with students on grade 6 from 4:30 until 5:15. A second ELA teacher will do the same with grades 7 and 8. Good Shepherd Services will provide support for the program, which will keep the ratio of adults to students at 10 to 1. Direct instruction and support based on state standards will

be provided by the ELA teachers. Guidance and support for the student work will be provided by the adult workers from the Good Shepherd Services. The program will start on September 26, and run through April 4.

- Departmentalize the math and ELA instruction for special education, and general education 5<sup>th</sup> and 6<sup>th</sup> grades. This will allow teachers to focus solely on either ELA or math instruction.
- Utilize the November 8, professional development day for collaborative discussion, analysis and planning related to items on the state ELA test in which students scored less than 40% proficient. The purpose being to understand why students scored less than 40% proficient on the indicated items and to plan lessons to address the misunderstandings.
- Administer ELA sample tests in early December and March in addition to the Predictive Test in January and work in teams to analyze the data for planning the next instructional steps for classroom and AIS programs.

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## **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

Ten percent of the funding for Title 1 is being spent to provide literacy and math coaches who lead teams of teachers in the analysis of student data and subsequent planning of lessons to address identified areas of weakness in literacy and math. Additionally, the coaches ensure that the curriculum is being delivered in a timely fashion and that planning goals for the implementation of the CCSS are being met.

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

We actually have no teachers who are new to the profession this year. We do, however, provide support from coaches in the area of literacy and mathematics who meet with teachers in those subject areas a minimum of one period each week to provide curriculum support and professional development. Additionally, administrative support and teacher support is provided as needed to ensure that all staff members' needs in the areas of management and curriculum are being met. This support is inclusive of intervisitations, as needed, to demonstrate techniques and strategies in action.

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.

Parent notification letters will be mailed home in mid January in both Spanish and English. In order to ensure that the information contained in the letters is understood by all parents, an invitation to a parent meeting, designed for this purpose, will be included as a part of the letter.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Ms. Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>206</b>
School Name <b>Ann Cross Mersereau MS 206</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mr. Dave Neering</b>	Assistant Principal <b>Mr. Rafael Cabral</b>
Coach <b>Ms. Magaly DeLa Cruz</b>	Coach <b>Ms. Debra-Ann Ashman</b>
ESL Teacher <b>Ms. Josephine Collado</b>	Guidance Counselor <b>Ms. Sydney Ali</b>
Teacher/Subject Area <b>Ms. Alexia Acevedo-ELA</b>	Parent <b>Ms. Irene Gonzalez</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Tracey Moret</b>
Related Service Provider <b>Ms. Regina Shin</b>	Other <b>Ms. Joan Kilcullen -Librarian</b>
Network Leader <b>Ms. Maria Quail</b>	Other

### C. 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	<b>0</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>2</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>390</b>	Total Number of ELLs	<b>125</b>	ELLs as share of total student population (%)	<b>32.05%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

Paste response to questions 1-6 here

#### Part II-ELL Identification Process

The identification process to identify possible ELL students starts at registration. Our trained Pupil Accounting Secretary Irene Gonzalez provides parents with a registration packet according to the native language of the parent or guardian registering their child. The screening process begins with the administration of The Home Language Identification Survey (HLIS). The HLIS is provided to parents in their native language. Mr. Rafel Cabral, our assistant principal assists our ESL teacher, Ms. Josephine Collado in the administration process of the HLIS. This identification process includes an informal oral interview in English and in the native language of the parent. Based on the answers from the HLIS and the informal interview, the Language Assessment Battery-Revised is administered when the student's eligibility is determined. In addition, the assistant principal, Rafael Cabral, and Ms. Collado, are responsible for reviewing the HLIS, administering the informal interview and administering 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 for testing, they are given the LAB-R within 10 school days of initial enrollment as per CR Part 154. The LAB-R is administered and hand scored by our ESL teacher. If the child's native language is Spanish and the child is determined by the LAB-R assessment not to be English proficient, the Spanish LAB is then administered by our ESL teacher, Ms. Collado or by Mr. Cabral, the assistant principal. The Spanish Lab is given only once to the ELL students. Once a student's eligibility for ESL services is determined, the parents are contacted by the ESL teacher, parent coordinator or the assistant principal. Parents are then invited to the school for an orientation meeting where a video in their native language is shown. This video outlines the three different programs available for ELLs. Transitional Bilingual, Freestanding ESL and Dual Language Programs are the three choices offered in New York State. Parents are then provided with a parent choice document in their native language from which parents select their preferences from the three choices available. Parents' choices are granted according to the availability of the programs in our school. Currently, our school offers an ESL pull-out program in grades 5<sup>th</sup> through 8<sup>th</sup>, and a TBE program on grades 7<sup>th</sup> and 8<sup>th</sup>. If the parents' program request is different from the one we offer in our school, the parents are informed of their rights to get the proper placement for the child in a nearby community school. The parents are advised that our school will open the selected program if fifteen parents of students in two or more consecutive grades request the same TBE program. In addition, parents and students are informed that the NYSESLAT is the annual assessment utilized by New York state to measure students' performance levels (Beginning, Intermediate, Advanced or Proficient). This information is provided in the parents' native language. The NYSESLAT assessment is given to the student every year until the student attains proficiency. Our school sends parents their student's progress report on the NYSESLAT annually. The report is sent in their native language. This report helps parents understand the scores on their child's report. In addition, the report helps parents understand the purpose of the NYSESLAT, the child's scores and each proficiency level as well as the child's overall proficiency level.

2) After the student's eligibility for services is determined for new ELLs, our parent coordinator, our assistant principal or the ESL teacher then calls or sends invitation letters to parents of newly identified ELLs. Parents are invited to come to our school to review the

Parent Orientation Video in their native language. All invitations are made in the parent's native language. All documentations are provided in both English and their native language. This process is completed within ten days after determining the student's eligibility for services. At these meetings, parents are informed by our ESL teacher, Ms. Collado and the assistant principal, Mr. Cabral about the programs offered at our school. The programs offered at 206 are TBE and Free Standing ESL. This information is available in several languages (Spanish, English, Arabic, French, et cetera). At the orientation meetings, parents are provided information about the ESL and TBE programs, the NYSESLAT, the LAB-R and other information pertaining to ELLs. This information is provided at the point that students are determined to qualify for ESL services. Orientation meetings for newly identified ELLs are scheduled periodically to ensure the delivery of appropriate information regarding instructional programs and eligibility. After parents have received the entitlement letter in both English and their native language and have chosen the program they want for their children, we inform them immediately if the program they have selected is available. MS206 makes contact with parents in their native language to make sure that they are given the program choice that they have selected. If the parents have selected the TBE program, we ensure the child's

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

placement in the program is not available, we call or send a letter and invite the parents to come to the school and inform them of the TBE program. Also, we inform the parents that they have the right to keep the students at 206. ELL students who have chosen TBE in two consecutive grades, a bilingual class will be formed. We contact them through phone calls or letters. The programs we offer are Transitional Bilingual and ESL via a Pull-out program. We explain to the parents the option they have to place their children in either program based on their understanding of each program and the needs of their child. Our school complies with parents' requests. In addition, parents are informed of the status of their child's ELL program eligibility. An Entitlement Letter, Continued Entitlement Letter, Non Entitlement Letter, Placement Letter and Transitional Letter are provided to the parents in different languages as needed. In addition, parents are informed that if the entitlement letters are not returned, the default program of service is TBE.

All meetings are conducted by the assistant principal and the ESL teacher who are both fluent in Spanish and English. Interpretations and translations in other languages are provided, if needed. Additionally, other informational meetings for parents are held the third Saturday in October and the third Saturday in January. Phone calls and letters in the parent's native language are made to inform parents of these meetings which inform parents of available programs and services for our ELL students.

3) The ESL teacher takes responsibility for ensuring that entitlement letters are explained, distributed, signed and returned to our school. Parent Surveys and program Selection forms are collected at the orientation meetings. If parents take them home, we make sure we call them to ensure the forms are returned in a timely manner. The programs we offer are Transitional Bilingual and ESL via a pull-out program. We explain to the parents the options they have to place their children in either program based on the needs of their child as well as on their understanding of each program. Our school complies with all parents' requests. In addition, parents are informed of the status of their child's ELL program eligibility. Entitlement Letters, Continued Entitlement Letters, Non Entitlement Letters, Placement Letters and Transitional Letters are provided to the parents as needed in different languages. In addition, parents are informed that if the entitlement letters are not returned, the program of service would be TBE.

4) In order to ensure parents are informed and ensure proper placement for the students, we explain to parents the programs we are currently offering at our school. We offer a Bilingual Transitional Educational model and an ESL program by way of a pull-out model. Currently our school offers a bilingual 7th/8th bridge class and ESL pull-out model for grades 5th through 8th. Once the students' eligibility for testing have been determined, the LAB-R is administered. The proficiency results are used to determine the student's placement based on the parent's program selections, if available. Parents are informed that if the program they have selected is not offered in our school, they have the right to look for schools in our community which offer such programs. Additionally, parents are informed that The New York State English as a Second Language Test (NYSESLAT) is administered annually. The NYSESLAT is administered until the student has reached proficiency level. Furthermore, the data is used to evaluate the student's progress in English. Parents are also informed that 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.

5) After reviewing the Parent Surveys and Program Selection Forms from this and previous years, we have found that last year 60% of parents selected the Bilingual Program and 40% selected the ESL Program for their children. For this school year, we have noticed that in the fifth and six grade levels 30% of the parents are choosing our pull out ESL program and 70% are choosing TBE program as their first option. We have honored most of their choices. Parents whose choices were not honored were explained of their rights to attend other schools which offer the programs they have selected. They are advised that if they choose to keep their child at our school, the student will remain in the available program unless fifteen parents with students in two or more consecutive grades who speak the same

language, have selected the same program. At that point the program will be made available.

6) The program models offered at MS 206 are aligned with most parents' requests. Our 7th/8th grade Transitional Bilingual and our ESL programs meet the needs of our ELLs.

## 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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish/English
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	125	Newcomers (ELLs receiving service 0-3 years)	58
SIFE	31	ELLs receiving service 4-6 years	39
		Special Education	19
		Long-Term (completed 6 years)	27

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. [i](#)

ELLs by Subgroups										
	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	Total

ELLs by Subgroups										
	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	Total
TBE	18	10	1	9	5		1			28
Dual Language										0
ESL	39	16	5	34	2	10	24			97
Total	57	26	6	43	7	10	25	0	0	125
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								13	15					28
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
<b>TOTAL</b>	<b>0</b>	<b>13</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>						

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

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						15	31	22	20					88
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1	1	0	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2	1	1	2					6
<b>TOTAL</b>	0	0	0	0	0	18	33	23	23	0	0	0	0	97

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

### ELL Programming

1) We have adopted a Bilingual Transitional Educational model with the expectation that there will be a 7th/8th bridged bilingual class and an ESL pull-out model in grades 5th through 8th. 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, a bilingual bridge 7/8 class was formed to meet the needs of these levels.

Our TBE program follows the state mandated minutes for ESL, NLA and ELA. Students who fall in the beginning and intermediate levels receive 360 minutes of ESL instruction and 180 minutes of NLA. Advanced ELLs receive a total of 180 minutes of ESL weekly. In addition, advanced ELLs receive 180 minutes of ELA.

Our advanced ELLs who are part of the pull-out program are provided with 180 minutes of ESL instruction and 360 minutes for both beginner and intermediate students. The students are pulled out during their SSR and Science classes.

2) MS206B ensures that mandated instructional minutes are delivered in each program model as per CR Part 154. Our staff members working with ELLs are continuously trained through network workshops, in house workshops and BETAC workshops. Our staff members meet regularly to plan and review the mandated minutes of instruction for NLA as well as for ESL/ELA in the bilingual program.

We offer a TBE program for students in grades 7th and 8th. Our certified bilingual teachers provide the students with the mandated number of minutes according to proficiency levels. In the ESL program, ELLs are provided with ESL instruction by way of a pull-out model. Both the ESL pull-out 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. Part of our 5<sup>th</sup> and 6<sup>th</sup> grades receive ESL pull-out instruction by a certified bilingual teacher, Ms. Kilcullen and by Ms. Collado, a former provisional ESL licensed teacher. Ms. Collado held a provisional ESL license up to August 31, 2011. Ms. Collado's ESL certification was revoked because of failure to get one credit she was missing to complete her certification. We have looked to fill our vacancy for the ESL position by a certified educator and have not succeeded. We have strongly encouraged Ms. Collado to take the necessary steps to attain and achieve her certification.

The ESL pull-out program takes place during Social Studies and Science. Our 7<sup>th</sup> and 8<sup>th</sup> grade ELLs in the Free Standing ESL pull-out program also receive their instruction from Ms. Collado.

TBA- In our Transitional Bilingual Program the students 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.

## A. Programming and Scheduling Information

Social Studies is taught four times a week for a total of 180 minutes in English with native language support. Science instruction is conducted in English using ESL methodologies with native language support. NLA instruction and ESL instruction in the TBE program 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 in separate locations where they receive instruction in English Language including content area instruction through ESL methodologies and strategies. The beginning and intermediate ELLs receive two periods of 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, ESL instruction and strategies are provided by our ESL teacher, Ms.Collado for grades 5<sup>th</sup> through 8<sup>th</sup>. In addition, Ms. Kilcullen, provides ESL pull-out instruction for ELLs in grades 5<sup>th</sup> and 6<sup>th</sup>.

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

In our Free Standing ESL pull-out program the following periods are provided per grade level:

Grade 5- Monday through Thursday –Period 7, Tuesday through Friday- Period 8

Grade 6- Monday, Wednesday, Thursday, Friday, Period 1

Monday through Thursday – Period 7

Tuesday through Friday –Period 7

Grade 7- Monday, Wednesday, Thursday, Friday, Period 1

Monday through Thursday – Period 7

Tuesday through Friday –Period 7

Grade 8- Monday through Wednesday and Friday, Period 4

Monday through Wednesday and Friday –Period 5

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. All above-mentioned components are the focus areas across the school this year. The focus for instruction using these components is the state standards and performance indicators. Grouping for instruction with specific feedback allows 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 for 90 minutes each day. Again, where possible, this has been scheduled as a continuous block of time. 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. There will be a focus on the development of the academic language in math. Many of our students struggle with the language of mathematics. The work must focus on the development of the academic vocabulary and language in order 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 data from other forms of assessments throughout the year to identify areas of weakness and inform teacher planning, to improve students’ performance on interim assessments and predictive assessments. These will be analyzed and

## A. Programming and Scheduling Information

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, 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.

Science and Social Studies are delivered in English. All staff, inclusive of content area teachers were trained with the SIOP model program. The SIOP model program places emphasis on content and language objectives. All MS 206 teachers are trained in the SIOP model program for English Language Learners. Content objectives that identify what students should know and be able to do must guide teaching and learning. In both Social Studies and Science classes, the bottom line for ELLs is that content objectives are written in terms of what students will learn to do, are stated simply, orally and in writing and tied to specific grade level content standards. The second feature of the SIOP model for ELLs is that language objectives are clearly defined, displayed and reviewed with students. As with content objectives, language objectives are stated clearly and simply and students are informed of them, both orally and in writing. The 3<sup>rd</sup> feature of the SIOP model is that content concepts are appropriate for age and educational background. In Social Studies and Science classrooms, teachers ensure that although materials may be adapted to meet the needs of ELLs, the content is not diminished. This model uses supplementary materials to a high degree. Examples of supplementary materials that support Science and Social Studies Content include hands-on manipulatives, realia, pictures, visuals, multimedia, demonstrations, related literature and adapted texts. This model provides meaningful activities that incorporate lesson concepts in Social Studies and Science with language practice opportunities.

One Science certified teacher, Mr. Mozoub, is also certified in Bilingual education. One Social Studies teacher, Ms. Tavarez, is also certified in Bilingual education. They both provide native language support. Bilingual dictionaries, glossaries and materials in the native language are available for additional support of language development. We also have available Social Studies and Science textbooks in their native language. Trade books in the students' native language are available in classrooms and in the library. In addition, the ESL teacher, provides Social Studies and Science content area support to the ELLs through the SIOP model. Social Studies and Science teachers meet during their professional periods to plan and discuss instructional needs of the ELLs.

4) Students are assessed in their native language through the ELE, the Spanish version of the Gates MacGinitie vocabulary and comprehension assessment, baseline writing in Spanish, as well as teacher-made formative and summative assessments. Newly-identified ELLs are given a one-time assessment in the LAB-R Spanish.

5) Instruction is differentiated and scaffolded for our ELLs according to their proficiency levels and their individual needs. 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 and Saturday school programs will provide our ELLs with opportunities to continue their English language development.

a) Newly-admitted SIFE students are identified through an oral interview, teacher assessments and teacher referral. All these probe previous education and reveal the structure and content of the school day in the native country. To service the unique needs of SIFE students, groupings will be based on their skills to receive interventions during after school and Saturday programs. During these times students will work with certified Bilingual teachers to learn and refine their basic, ESL, 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. Students' 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 ESL class where an intensive ESL program has been implemented and is being taught by two bilingual teachers who will focus on the language needs and language

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Program in conjunction with Good Shepherd, a community-based after-school program, where in two bilingual teachers and two general education teachers participate alongside the Good Shepherd staff providing instruction to students in both ELA and Math from grades 5 through 8. Our teachers also provide supplementary instruction and test preparation/sophistication strategies in the core content areas.
75%	
50%	
25%	
0%	
Dual Language	
100%	library, an arts program, a drama program, robotics, a chess club, and more. Our main goal is to develop academic language in all content areas. The after school program will help students improve their proficiency levels in the NYSESLAT, Math, Science and ELA exams. In
75%	
50%	
25%	
0%	
Freestanding ESL	
100%	

## A. Programming and Scheduling Information

addition, 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 instruction at their appropriate language level which aid them in achieving a higher

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8) All our students including our ELL population are targeted with specific intervention programs and strategies to improve the performance of English Language Learners in ELA, Math and other content areas. Our TBE, our ESL and our general population students get the following interventions:

- In our TBE program we provide reduced class size; the transitional bilingual class maintain a target of 20:1 students to teacher ratio. Certified bilingual teachers teach this class.
- Teachers use of common preps to provide small group/AIS instruction with a teacher to student ratio of 5:1
- Provide ESL pull-out for ELL students in monolingual classes. The ESL teacher teaches students in grade, 5, 6, 7 and 8. A certified bilingual teacher teaches ELLs in grades 5 and 6.
- Continued implementation of NRSI Reading strategies in all classes to provide another modality for the teaching of reading.
- Continued implementation of the Collins Writing Program. All our teachers were trained in the Collins Writing program. This 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.
- Implementation of the SIOP Model. This research based program demonstrated to improve language acquisition of ELLs. Pearson Education was contracted and provided staff development for implementation of this model on a school wide basis.
- Recruitment of English Language Learners for Saturday School for ESL.
- 37.5 minutes of Extended Day instruction in small groups of 10:1 is provided by classroom teachers and provide a focus on ELA and Math.
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Teachers certified in Bilingual education participate in the intervention programs specific for the needs of the ELLs.

Specific data from the NYSESLAT, LAB-R, Gates Macginities, Periodic assessments, and Predictive tests is analyzed. AIS teachers address specific needs of ELLs in English and in their native language.

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17. What language electives are offered to ELLs?

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## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

Paste response to questions 1-5 here

Science:	English			
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### 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.

Paste response to questions 1-3 here

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 ELLs 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.

H. All staff received professional development in support of implementation of the John Collins Writing program, "Writing Across the Curriculum".

I. Professional development in support of Math in the City and provided by The Delta Institute.

J. LAP and other ELL Staff development will be provided by our Network.

K. 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 Styles Program and Math in the City.

2. The support provided to our staff to assist ELLs as they transition from elementary to middle to high school.

The support provided to our staff to assist ELLs 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, 8<sup>th</sup> grade students 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 ELLs from middle school to high school. In addition, our assistant principal, parent coordinator and bilingual coordinator will help our staff working with ELLs in understanding federal, state and local mandates on ELLs' related issues. Parent coordinator and school staff can be more responsive to the questions and concerns of parents of ELLs if they know about the direct services, programs and initiatives that are offered

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

**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?

Paste response to questions 1-4 here

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, Tracey Moret, and a PA president, Irene Gonzalez. 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 to provide parents with information related to the academic programs 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 or Community Based Organizations to provide workshops or services to all parents. The Community Based Organizations which the school partners with are: Advocate For Children, South Bronx Asthma Partnership, The Bronx Health Link and the Safe Surfing Foundation. The parent coordinator will host monthly parents' meetings conducted by these outside providers on topics of interest to parents such as cyber bullying and asthma control, lead poisoning control and safety, parenting education, etc. Translation will be provided in Spanish for all parents' meetings.

3. The needs of parents is evaluated through utilizing different assessment methods. Parent surveys, Learning Environment Survey, communication system (phone calls and monthly newsletters, conversation with parents, parents' attendance to workshops). Also, feedback from parent and teacher conferences is used to evaluate parents' needs. Parents are provided with translation services in their native language.

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

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology during Saturday meetings to be held on January 21, and February 4, from 9:00 to 11:00 AM. The meetings will be entitled, "What you can do at home to support your child's development in literacy," and "What you can do at home to support your child's development in mathematics." The materials and training will be provided in English and Spanish.

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing training in the use of ARIS and in how to access the Engrade online grading system that is a part of the school's interim reporting system for increasing communication with families about how students are doing in school.

- Providing assistance to parents in understanding City, State and Federal standards and assessments during the two parent workshops mentioned in the first bullet. Translation in Spanish will be provided.

- Information about school and parent related programs, meetings and other activities related to the school will be mailed home monthly in both Spanish and English.

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Parents of ELLs are involved in our school because of the support offered in the students' native language.

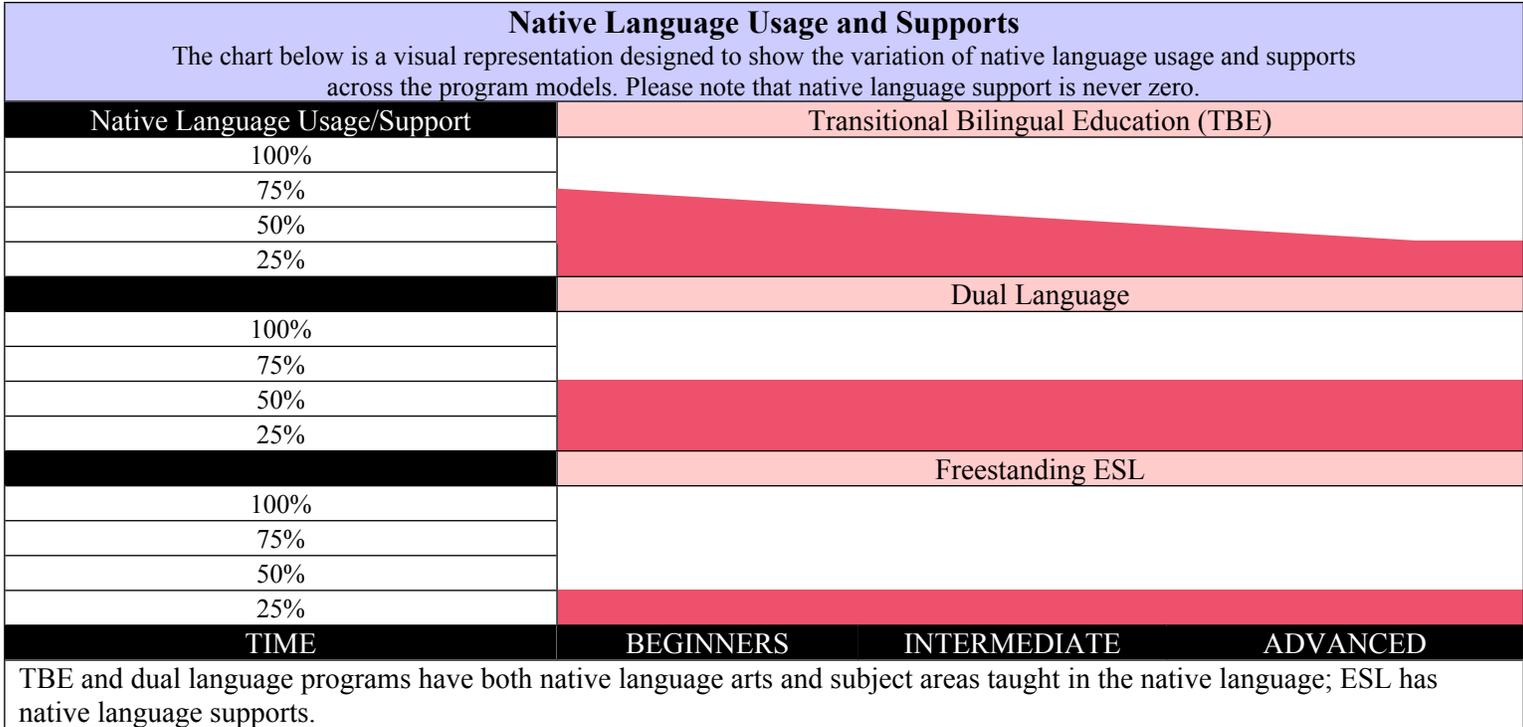
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

**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
<b>FOR TBE/DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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- 37.5 minutes of Extended Day instruction in small groups of 10:1 is provided by classroom teachers and provide a focus on ELA and Math.
- We analyze data from standardized and formative assessments to drive instruction and grouping.
- Have teachers write smart goals that will improve the quality instruction for ELLs.
- 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, the Collins Writing Program, and The SIOP Model. All content areas teachers have participated in these trainings. 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.

Teachers certified in Bilingual education participate in the intervention programs specific for the needs of the ELLs.

Specific data from the NYSESLAT, LAB-R, Gates Macginities, Periodic assessments, and Predictive tests is analyzed. AIS teachers address specific needs of ELLs in English and in their native language.

9) 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

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8) All our students including our ELL population are targeted with specific intervention programs and strategies to improve the performance of English Language Learners in ELA, Math and other content areas. Our TBE, our ESL and our general population students get the following interventions:

- In our TBE program we provide reduced class size; the transitional bilingual class maintain a target of 20:1 students to teacher ratio. Certified bilingual teachers teach this class.
- Teachers use of common preps to provide small group/AIS instruction with a teacher to student ratio of 5:1
- Provide ESL pull-out for ELL students in monolingual classes. The ESL teacher teaches students in grade, 5, 6, 7 and 8. A certified bilingual teacher teaches ELLs in grades 5 and 6.
- Continued implementation of NRSI Reading strategies in all classes to provide another modality for the teaching of reading.
- Continued implementation of the Collins Writing Program. All our teachers were trained in the Collins Writing program. This 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.
- Implementation of the SIOP Model. This research based program demonstrated to improve language acquisition of ELLs. Pearson Education was contracted and provided staff development for implementation of this model on a school wide basis.
- Recruitment of English Language Learners for Saturday School for ESL.
- 37.5 minutes of Extended Day instruction in small groups of 10:1 is provided by classroom teachers and provide a focus on ELA and Math.
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  - 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.
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  - 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.

Teachers certified in Bilingual education participate in the intervention programs specific for the needs of the ELLs.

Specific data from the NYSESLAT, LAB-R, Gates Macginities, Periodic assessments, and Predictive tests is analyzed. AIS teachers address specific needs of ELLs in English and in their native language.

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## Additional Information

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

Paste additional information here

## 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)?

Paste response to questions 1-5 here

## 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.

Paste response to questions 1-3 here

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 ELLs 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.
- H. All staff received professional development in support of implementation of the John Collins Writing program, "Writing Across the Curriculum".
- I. Professional development in support of Math in the City and provided by The Delta Institute.
- J. LAP and other ELL Staff development will be provided by our Network.
- K. 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 Styles Program and Math in the City.

2. The support provided to our staff to assist ELLs as they transition from elementary to middle to high school.

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2. The support provided to our staff to assist ELLs as they transition from elementary to middle to high school.

The support provided to our staff to assist ELLs 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, 8<sup>th</sup> grade students 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 ELLs from middle school to high school. In addition, our assistant principal, parent coordinator and bilingual coordinator will help our staff working with ELLs in understanding federal, state and local mandates on ELLs' related issues. Parent coordinator and school staff can be more responsive to the questions and concerns of parents of ELLs if they know about the direct services, programs and initiatives that are offered to meet the specialized needs of ELLs.

3. All new teachers will receive the SIOP Model training, Collins Writing Program training and the National Reading Styles Institute training. Furthermore, all teachers of ELLs will receive the 7.5 hours Jose P. Training 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 process of ELLs and other State's 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 (QTEL). Sign-in sheets and agendas record of this training are kept on file in the assistant principal's office.

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## 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?

Paste response to questions 1-4 here

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, Tracey Moret, and a PA president, Irene Gonzalez. 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 to provide parents with information related to the academic programs 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 or Community Based Organizations to provide workshops or services to all parents. The Community Based Organizations which the school partners with are: Advocate For Children, South Bronx Asthma Partnership, The Bronx Health Link and the Safe Surfing Foundation. The parent coordinator will host monthly parents' meetings conducted by these outside providers on topics of interest to parents such as cyber bullying and asthma control, lead poisoning control and safety, parenting education, etc. Translation will be provided in Spanish for all parents' meetings.

3. The needs of parents is evaluated through utilizing different assessment methods. Parent surveys, Learning Environment Survey, communication system (phone calls and monthly newsletters, conversation with parents, parents' attendance to workshops). Also, feedback from parent and teacher conferences is used to evaluate parents' needs. Parents are provided with translation services in their native language.

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

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology during Saturday meetings to be held on January 21, and February 4, from 9:00 to 11:00 AM. The meetings will be entitled, "What you can do at home to support your child's development in literacy," and "What you can do at home to support your child's development in mathematics." The materials and training will be provided in English and Spanish.

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing training in the use of ARIS and in how to access the Engrade online grading system that is a part of the school's interim reporting system for increasing communication with families about how students are doing in school.

- Providing assistance to parents in understanding City, State and Federal standards and assessments during the two parent workshops mentioned in the first bullet. Translation in Spanish will be provided.

- Information about school and parent related programs, meetings and other activities related to the school will be mailed home monthly in both Spanish and English.

- The parent coordinator will host monthly parent meetings conducted by outside providers on topics of interest to parents such as cyber bullying and asthma control. Translation will be provided in Spanish for all parent meetings.

Parents of ELLs are involved in our school because of the support offered in the students' native language.

## 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)						3	12	10	8					33
Intermediate(I)						4	7	12	15					38
Advanced (A)						10	12	16	15					53
Total	0	0	0	0	0	17	31	38	38	0	0	0	0	124

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						3	9	5	3				
	I						3	9	4	4				
	A						4	14	24	24				
	P						8	1	1	6				
READING/ WRITING	B						2	11	5	6				
	I						3	6	10	13				
	A						11	9	10	13				
	P						0	5	5	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3	7	1		11
6	10	13			23
7	18	9	1		28
8	19	16			35
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	1	0	10	1	0	0	1	0	13
6	11	0	15	0	15	0	0	0	41

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	3	6	10	2	8	0	0	0	29
8	3	5	15	7	3	5	0	0	38
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1	8	3	2	2	0	0	0	16
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)	15	7	8	2				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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's 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 STARS test is the most applicable test that simulates the school wide diagnostic (Gates-MacQinite) particularly for the comprehension piece. This Spanish diagnostic test is at a 6th grade level and contains an equal amount of comprehension questions as the 6th Grade school diagnostic; therefore, the key used to level student performance is based on the number of questions answered correctly and that comprehension total gives our school an insight as to how much of their native language is understood, particularly, at an approximate grade level in their L1. The periodic assessment of English Language Learners (ELLs) is also scheduled to be used this year. All ELLs produce a baseline writing piece which indicate grammatical and expressive abilities. This baseline piece is corrected by the ESL/Bilingual teacher to assess particular elements of written expression such as, but not limited to: preplanning, writing process, sentence variation, voice, lead sentence, audience, structure of piece, revision strategies, editing strategies, paragraphing, sentence structure, elaboration, spelling, vocabulary variation, setting, transitioning, handwriting legibility, and any other skill the teacher may choose to examine such as verb agreement or punctuation.

This information is utilized to develop our school's instructional plan. These assessments are tabulated, studied, compared, and tracked to help group the students according to their proficiency in their L1 which will allow us to place the students in various leveled ESL programs we have in the school ranging from beginning literary where they would use the development of BICS(Basic Interpersonal Communication Skills) in their L1 and allow us to achieve CALPS (Comprehension Academic Language Proficiency Skills) in L1 as they are provided instruction in the Native Language. Students that show developed CALPS in L1 are transferred to intermediate ESL classes in addition to their ELA class period where the use of their L1 is further developed and transitioned to L2 as they advance the language proficiency.

ELLs' language development is reinforced through Native Language instruction in reading and writing and once they transition to CALPS in L2 are expected to perform in the L2.

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

A bilingual teacher, Ms. Kilcullen, the librarian, work with newcomers to the country on grades 5 and 6 during her planning time for five 45 minute periods each week. A language paraprofessional was hired to provide additional support to newcomers to the country on grades 5 and 6. The focus will be on language acquisition and reading and writing in English.

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.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Neering	Principal		1/1/01
Rafael Cabral	Assistant Principal		1/1/01
Tracey Moret	Parent Coordinator		1/1/01
Josphine Collado	ESL Teacher		1/1/01
Iren Gonzalez	Parent		1/1/01
Alexia Acevedo	Teacher/Subject Area		1/1/01
Joan Kilcullen	Teacher/Subject Area		1/1/01
Magaly DeLa Cruz	Coach		1/1/01
Debra-Ann Ashman	Coach		1/1/01
Sydney Ali	Guidance Counselor		1/1/01
Maria Quail	Network Leader		1/1/01
Tracey Moret	Other		1/1/01
Irene Gonzalez	Other		1/1/01
Regina Shin	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10x206      **School Name:** Ann Cross Mersereau Middle School

**Cluster:** 1      **Network:** CFN-109

**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**

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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.

Based on our findings from the RHLA, our school parents' community is predominantly a non-English speaking community. Based on the Home Language Report, 63% of our parents speak Spanish(248), 33% English(132), 4% speak other languages (Vietnamese(4), French(3), Arabic(1),Laotian(1), Fulani(1), Afrikaans(1) and Khmer(1). This information is shared with our staff at the beginning of the school year. In addition, a welcome and translation poster in all languages represented in our school is placed in the entrance area of the school. A Language Interpretation Guide with a telephone number is presented to non-English speaking parents, so that they may identify their language for over the phone interpretation services. We have posted a sign from the DOE's Translation and Interpretation Unit next to the school safety agent's desk that will assist parents with a limited-non-English-proficiency when having difficulties communicating.

- As stated above, we have adequate staff to translate orally for conferences, parent meetings, school calendars, monthly newsletters and the like.

- 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**

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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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Ann Cross Mersereau	DBN: 10X206
Cluster Leader: Corinne Rello-Anselmo	Network Leader: Maria Quail
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school            ●After school            ✱Saturday academy            ✱Other: during teacher prep periods
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ✱5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Saturday Academy will focus on beginners on grades 5/6 and 7/8. Two bilingual, common branch teachers will work on English language development with groups of 10-15 students each. Programming will include the use of the National Reading Styles, web based program, Educator's Publishing phonics workbooks and readers, Scholastic phonics booster books and chapter books, Steck Vaughn spelling workbooks, Thompson-Heinle Visions books and workbooks, and targeted skill based instruction, ex. contractions and sentence structure. The program will begin on November 19, and run for 18 weeks from 9:00 AM to 12:00 PM through May 5.

A bilingual, common branch teacher will work during her prep period, four days per week with beginners from grades 5 and 6 on English language development with groups of 3 to 9 students. Programming will include the use of the National Reading Styles, web based program, Educator's publishing phonics workbooks and readers, Scholastic phonics booster books and chapter books, Stech vaughn spelling workbooks, Thompson-Heinle Visions books and workbooks, and targeted skill based instruction, ex. contractions and sentence structure. The program has started and will run through the end of the school year.

The same materials are being used for both programs out of an understanding that good instruction and curriculum materials on Monday through Friday are also good instruction and curriculum materials for use in an extended week program, such as a Saturday School. The broad range of curriculum materials allows for flexibility in planning for both the school week program and the extended week program.

## Part C: Professional Development

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

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

Begin description here: The entire school with the exception of two new teachers has been trained in the SIOP Model of making content comprehensible for English learners. These two, Jeremy Blynn and Debbie Ashman, will take the online training between November 31 and December 23. The training will help them support the English language learners that they work with. The training is provided by Pearson Education.

The entire staff has been trained in the Collins Writing Program, "Improving Student Performance Through Writing and Thinking Across the Curriculum." Refresher courses will be offered to staff to ensure that the use of the process is remaining true to the original training. The professional

### Part C: Professional Development

development will be broken into three, 1 hour sessions taking place on December 7, January 11, and January 25. the December training will focus on type 1 and Type 2 writing, which are quick writes. The Type 1 writing accesses prior knowledge. The Type 2 writing can be used as an assessment at the end of a class to check for understanding. The January 11, session will focus on Type 3 writing, which is a first draft. The program uses focus correction areas for Type 3 writing, which limits the number of areas a student must concentrate on within the draft to 4 or 5 items. These might include vocabulary, supporting details, an item of grammar, and an item of punctuation. The third session will focus on Type 4 and Type 5 writing, which takes the Type 3 writing to a publishable piece by interacting with a student partner and then having input from the teacher. The process is clear and structured and supports English language learners through the writing process. The quick writes build writing fluency while accessing prior knowledge and assessing for understanding. The Type 3 limits the number of factors being considered in the draft and makes the process comprehensible and "doable." The Type 4 and 5 writing provide additional support in the second and third draft from peers and the teacher. The training will be provided by Debbie Ashman, our literacy coach. The program is essentially self sustaining at this point in that the training is being provided "in house." However, even though all staff have been trained, continued PD such as that indicated is necessary to ensure that the program is being properly implemented.

Training in the web based version of the National Reading Styles Program. The National Reading Styles program uses recorded readings as a means to increase comprehension, vocabulary development and fluency for struggling readers. The web based version will give us reports on student progress to more easily track student growth over time. All literacy teachers who work with English language learners will receive the training. The training will be provided by Marie Carbo, the director of the National Reading Styles program. We have already started with the program, but would like to have the developer look at how we are using the program and make suggestions to improve the implementation. The date for the training is not set, but we are looking at a date in January. All staff have been trained in the program and it is a part of what we currently do, however, the additional training is viewed as necessary as we move to the web based version. The program will be sustained by continuing support from NRSI and "in house" support provided by staff member Regina Shin, who is working with NRSI on the the transition to the web based program.

### Part D: Parental Engagement Activities

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

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

Begin description here: On Saturday, January 21, our literacy coach, Debbie Ashman will present a two hour workshop for parents entitled, "What you can do at home to support your child's development in literacy." Our assistant principal, Rafael Cabral will serve as the translator for the session. A second, two hour workshop is scheduled for Saturday, February 4. It is entitled, "What you can do at home to support your child's development in mathematics." Our math coach, Magaly Delacruz, will be the presenter. She is capable of providing the training in English and Spanish. The rationale for both sessions is to engage the parents in working with the school on moving students to higher levels of

**Part D: Parental Engagement Activities**

academic achievement by giving them tools and methods that they can use at home to reinforce the work that is being done in school. Parents will be notified by mail and reminders will be sent home with students. Additionally, our parent coordinator holds monthly, informational meetings for parents. to date, these have included the following topics:  
 October 12, 9:00 AM: Bullying and Discipline-Part 1  
 October 19, 9:00 AM: Bullying and Discipline-Part 2  
 November 14, 9:00 AM: Internet Safety  
 December 14, 9:00 AM: Asthma Triggers  
 January 18, 9:00 AM: Cyberbullying and Sexting  
 February 1, 9:00 AM: Healthcare Coverage Options  
 Each of these meetings is translated to provide the information for both Spanish speaking and English speaking parents. Translation services are also provided for all parent meetings with staff, as needed, and for parent and teacher conferences.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		