



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ANN CROSS MERSEREAU
DBN (i.e. 01M001): 10X206
Principal: DAVID NEERING
Principal Email: DNEERING@SCHOOLS.NYC.GOV
Superintendent: MELANIE MASHELL
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
David Neering	*Principal or Designee	
Mark Talty	*UFT Chapter Leader or Designee	
Irene Gonzalez	*PA/PTA President or Designated Co-President	
Tracey Moret	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Quinton Ervin	CBO Representative, if applicable	
Bernard Frank	Member/ Parent	
Carmen Reyes	Member/ Parent	
Carmen Colon	Member/ Parent	
Migdalia Perez	Member/ Parent	
Robin Conyers	Member/ Parent	
Mercedes Carmona	Member/ Parent	
Joan Kilcullen	Member/ UFT	
Chinwe Modebe	Member/ UFT	
Daniel Mozoub	Member/ UFT	
Tamara Smith	Member/ UFT	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 10X206

School Configuration (2013-14)			
Grade Configuration	05,06,07,08	Total Enrollment	307
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)			
# Special Classes	21	# SETSS	N/A
		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)			
# Visual Arts	5	# Music	N/A
# Foreign Language	N/A	# Dance	N/A
		# Drama	N/A
		# CTE	N/A
School Composition (2012-13)			
% Title I Population	90.8%	% Attendance Rate	90.3%
% Free Lunch	100.0%	% Reduced Lunch	0.0%
% Limited English Proficient	31.5%	% Students with Disabilities	18.9%
Racial/Ethnic Origin (2012-13)			
% American Indian or Alaska Native	N/A	% Black or African American	14.1%
% Hispanic or Latino	83.7%	% Asian or Native Hawaiian/Pacific Islander	1.9%
% White	0.3%	% Multi-Racial	N/A
Personnel (2012-13)			
Years Principal Assigned to School	7.34	# of Assistant Principals	1
# of Deans	N/A	# of Counselors/Social Workers	2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	12.5%
% Teaching with Fewer Than 3 Years of Experience	6.7%	Average Teacher Absences	7.1
Student Performance for Elementary and Middle Schools (2012-13)			
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4	7.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	26.9%
Student Performance for High Schools (2011-12)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2012-13)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2012-13)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	Yes
Economically Disadvantaged	No		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The SCEP for 12-13 established thoughtful goals, which were supported by detailed plans for reaching the targets outlined in the goal statements.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We have taken a thoughtful look at the programs supporting the goals for the 12-13 SCEP. Operating in a continuous quality improvement loop, we have improved some programs and added others in a way that should lead to greater gains in student achievement and an improved school climate.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
There was difficulty in establishing a clear goal for improvement in ELA due to the change in the state test of ELA. This year's score will actually serve as a new baseline for school wide data and individual student data. This will make the state test more viable as a measure of student growth and as a measure of the efficacy of programs that support achievement in ELA.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The school actually did everything we set out to do in support of the goals written for the 1-13 SCEP.			
Were all the goals within your school's 12-13 SCEP accomplished?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
The only goal not accomplished was, "Increase the number of students making gains on the State Test of ELA from 41% to 60%. I think it is fair to lay this shortcoming on the increase in the rigor of the State Test as it became a measure of CCLS for ELA.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
There is a clear baseline for ELA based on the results of the 2012-2013 state tests. We have created the 13-14 SCEP with consideration to how we can improve performance on these measures and how we can improve the way we work with students and parents to improve the school climate. The design of the SCEP is purposefully rigorous. We are making ourselves stretch in support of our stated goals.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Increase the number of students scoring at level 2 and scoring at proficient levels on the State Test of ELA: 24% of all students scored at level 2 and 6% of all students scored at proficient levels on the 2012-2013 State Test of ELA. Targets of 40% of all students scoring at level 2 and 15% of all students scoring at proficient levels have been established for the 2013-2014 State Test of ELA. This goal will be accomplished by the end of April of 2014.			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication with school staff and parents will take place at the School Leadership Team Meetings and at regularly scheduled meetings with both parents and staff. Staff meetings are held twice a month and parent meetings are held once a month. Communication will also take place in writing. Staff written communication occurs weekly and parent communication, by mail, occurs once each month.			
Describe your theory of action at the core of your school's SCEP.			
The theory of action at the core of the SCEP is a continuous quality improvement plan of action. The school continually looks at how it can improve on the results of the previous year for stated goals. Examination is made of the data and planning is entered into action steps that will improve outcomes.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Benchmarks are set for the school year. Results of progress toward goals are reviewed and planned adjustments to action steps are made based on progress toward goals.			
List the key elements and other unique characteristics of your school's SCEP.			
<ul style="list-style-type: none"> • An aggressive goal for progress in ELA, which is supported by a thoughtful action plan. The action plan provides key supports that extend the learning time for all students. • A revision of curriculum maps in ELA and math that considers the new text book adoptions. • Professional development for all teaching staff on questioning and discussion techniques. 			

- An operational definition for vocabulary/terms associated with College and Career Readiness.
- Evening parent meetings which focus on the Common Core Learning Standards.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We met or exceeded all goals for the previous year with the exception of the stated goal for ELA. There was difficulty in establishing a clear goal for improvement in ELA due to the change in the state test of ELA. This year's score will actually serve as a new baseline for school wide data and individual student data. This will make the state test more viable as a measure of student growth and as a measure of the efficacy of programs that support achievement in ELA.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school has focused on questioning, however units of study and lessons observed do not consistently reflect rigorous tasks with HOT and questions form L3 and L4 of Depth of Knowledge (DOK). In addition, feedback in formal and informal observations did not provide targeted, specific suggestions for incorporating question and discussion techniques.

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Effective
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Over the course of the school year, provide PD and conduct frequent formative classroom observations, three informal and one formal, and provide teachers with formative feedback and professional development to support improved practice in identified competencies, in particular questioning and discussion techniques. This goal will begin the first of September of 2013 and be accomplished by the end of June of 2014. This will be accomplished with an effective rating in component 3b of over 70% of the staff during the final observation and feedback cycle.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. September 2013 through December 2013
 - Provide PD which focuses on understanding the Danielson *Framework* with particular attention to using questioning and discussion techniques (3b). PD will be provided by the principal and the literacy and math coaches on the first Monday of the month during Faculty Conferences, during Thursday, Extended Day Meetings, Common ELA and Math Prep Periods, and Departmental/Grade Level Meetings.
 - Begin regular cycles of formative observations and feedback aligned to Danielson's *Framework* by the principal and assistant principal.
 - Provide a half day of PD for all staff on Saturday, October 26, with a staff developer from Aussie on the topic of questioning and discussion techniques. Funding for the staff developer was provided by Title III funds. Funding to pay staff to be in attendance for staff was provided by tax levy dollars.
2. January 2014 through June 2014
 - Continue to deepen the understanding the Danielson *Framework* with particular attention to using questioning and discussion techniques (3b). PD will be provided by the principal and the literacy and math coaches on the first and third Mondays of the month during Faculty Conferences, Extended day Meetings, Common ELA and Math Prep Periods, and Departmental/Grade Level Meetings.
 - Continuer regular cycles of formative observations and feedback aligned to Danielson's *Framework* by the principal and assistant principal.
 - Schedule a second Saturday of PD with the same staff developer from Aussie, Eleanor Nicholson. The PD will be a follow up on questioning and discussion techniques and focus on higher order questioning and expanding classroom discussions to be inclusive of all students. The PD will take place on Saturday, February 1. Funding for the PD will be provided by PF Set Aside Dollars. Funding to pay staff to be in attendance will be provided by Title 1 dollars.

2. Key personnel and other resources used to implement each strategy/activity

School bases personnel providing PD on the Danielson Framework include the principal, assistant principal, the literacy coach and the math coach. Additional PD will be provided by a staff developer from Aussie, Eleanor Nicholson. This applies to both sets of activities listed in #1 above.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Targets used to evaluate the effectiveness of the professional development are the informal and formal observations that are being done over the course of the year. The feedback being given after each observation is formative in nature and should serve to align classroom practice with the rubric. Additionally, the professional development should provide strategies that can be employed and deepen the understanding of what teaching staff is being asked to do. This applies to both sets of activities listed in #1 above.

4. Timeline for implementation and completion including start and end dates

The timeline for implementation began on the first day staff returned for the new school year, September 3. The work of deepening the understanding of the Danielson framework, with particular attention to using questioning and discussion techniques will continue through the last formative observation and/or staff meeting in June of 2014. This applies to both sets of activities listed in #1 above.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The primary consideration for the PD is time. School based PD will take place at Monday, Faculty Conferences, on Thursdays at Extended Day Meetings, and during common prep periods, which occur as a part of the Circular 6 prep period commitments for staff. The Saturday PD sessions are funded in part by Title III, PF Set Aside, Tax Levy, and Title 1 dollars. This applies to both sets of activities listed in #1 above. Funding will be set aside for secretary and teacher per session .

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to work on customizing curriculum maps aligned to the Common Core Learning Standards to close the achievement gap and promote college and career readiness for all students, especially students with disabilities and English Language Learners.

Review Type:	DQR	Year:	2012-2013	Page Number:	3	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Revise the curriculum maps and pacing calendars for ELA and math, giving consideration to the new text adoptions for those areas and attending in particular to meeting the needs of students with disabilities and English Language Learners. This goal will begin in September of 2013 and be fully accomplished by the end of June of 2014. The clarity provided by the text adoption and its inclusion in the curriculum maps with added attention to the indicated sub groups will increase the number of students from the sub groups gaining growth of a year or more by 10%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. From September 2013 through January of 2014, in teacher teams led by the math and literacy coaches:
 - Continue revising the scope and sequence in math and ELA to teach fewer topics and allow for more time to focus on the work of the grade.
 - Begin integration of text adoptions for ELA and math into the curriculum maps
 - Prepare and deliver the first three units of the curriculum in both ELA and math
 - Continue planning formative, benchmark and unit assessments that align to key standards and the curriculum.
 - Provide support for the work of implementing Common Core-aligned units.
 - Implement two to three rounds of Common Core-aligned units.
 - Analyze the resulting student work to inform planning.
 - Identify aspects of teacher practice and professional development that could help address gaps in student knowledge with particular attendance to the needs of students with disabilities and English Language Learners.
 - This work is to be done during common teacher preps, Thursday extended day team meetings, and as needed per session funding from ARRT RTTT Citywide Instructional Expectations and Title 1 Priority/Focus School dollars.
2. From February through June of 2014, in teacher teams led by the math and literacy coaches:
 - Continue to provide support for the work of implementing the remaining rounds of Common Core-aligned units.
 - Continue integration of text adoptions for ELA and math into the curriculum maps
 - Continue planning formative, benchmark and unit assessments that align to key standards and the curriculum.
 - Provide support for the work of implementing Common Core-aligned units.
 - Analyze the resulting student work to inform planning.
 - Identify aspects of teacher practice and professional development that could help address gaps in student knowledge with particular attendance to the needs of students with disabilities and English Language Learners.
 - This work is to be done during common teacher preps, Thursday extended day team meetings, and as needed per session funding from ARRA RTTT Citywide Instructional Expectations and Title 1 Priority/Focus School dollars.
- Copies of revisions to curriculum maps, formative assessments and unit assessments will document that this work has taken place.
- Agendas and notes for common preps, extended day meetings and per session activities will document teacher support, analysis of student work and the resultant planning.
- Tracking sheets kept in assessment binders and the actual tasks kept in Student Work Sample Systems will document that all students participated in two units of study in math, ELA, science and social studies, which are aligned to the Common Core and engage students in a rigorous and complex task as a unit assessment.

B. Key personnel and other resources used to implement each strategy/activity

1. The work of modifying the curriculum maps and pacing calendars, creating unit and benchmark assessments, and data inquiry will be done by teacher teams led by the math and literacy coaches. This applies to both series of activities indicated in part A.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Unit tests and benchmark tests will be used to evaluate the effectiveness and impact of the strategies. Unit tests will be given as the units are completed. Benchmark tests for ELA will be given on December 10 and the week of February 3. Benchmark tests for math will be given on December 12 and the week of March 10. This applies to both series of activities indicated in part A.

D. Timeline for implementation and completion including start and end dates

1. Implementation of the curriculum maps, pacing guides, unit assessments and benchmark tests will begin in September of 2013 and conclude in June of 2014. Implementation of the Inquiry Teams for ELA and math will begin the week of October 7, 2013 and run through the week of April 7, 2014. This applies to both series of activities indicated in part A.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time is the major resource to be considered for the listed activities. The activities will take place during common prep periods, which are scheduled as a part of the

circular 6 responsibilities for teaching staff. Other activities will be scheduled as per session activities, outside of the regular school day These per session activities will call for supervisor per session and as well as for per session for teaching staff.. This applies to both series of activities indicated in part A.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Expand the extensive structures of instructional expectations and career pathways to prepare students to be college and career ready.											
Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	4.2 Instructional practices and strategies				X	4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture					4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
Increase the number of students scoring at level 2 and scoring at proficient levels on the State Test of ELA: 24% of all students scored at level 2 and 6% of all students scored at proficient levels on the 2012-2013 State Test of ELA. Targets of 40% of all students scoring at level 2 and 15% of all students scoring at proficient levels have been established for the 2013-2014 State Test of ELA. This goal will be accomplished by the end of April 2014.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
1. An RTI Program was initiated on September 23, and will run throughout the school year. The program uses National Reading Styles web based, audio program. All mid to low level 1 students for ELA, self contained special education students, and English language learners with no test data will use the program a minimum of 4 periods each week. Progress will be tracked online using a system that is a part of the program. Additionally, the Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. The site licenses were purchased with tax levy dollars.											
2. An F status, former literacy coach, Ann DiSalvo, will work with six groups of targeted, high level 1 students twice a week for 45 minutes each session using the <i>Soar to Success Program</i> . This position is funded with Title 1 Priority/Focus School dollars. The Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and unit assessments that are a part of the CCLS Units for ELA.											
3. The literacy coach, Debbie Ashman, will work with class 805 five times a week in 90 minute blocks using the Code X materials from Scholastic. The Gates-MacGinite											

Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and unit assessments that are a part of the CCLS Units for ELA.

4. The school day will be extended on Tuesday and Thursday from 3:30 until 5:30, with a focus on literacy, by placing five ELA teachers in the after school program, which is run by Good Shepherd Services. The teachers will be working with groups of 15 or less students. Direct instruction and support based on CCLS will be provided by each ELA teacher. Consideration will be given to ensure that special education students work with a special educator and that ELL students work with certified bilingual staff. Additional guidance and support for the student work will be provided by the adult workers from Good Shepherd Services. The program, which will run from September 30 through May 19. The teachers are being paid with Title 1 Priority/Focus School dollars and TL Achieve Now dollars. The Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and unit assessments that are a part of the CCLS Units for ELA.
5. A Saturday School will run for 16, 2.25 hour sessions from November 16, through April 5, from 9:00 AM until 11:15 AM. Students will have an hour of math instruction and an hour of literacy instruction based on CCLS with a 15 minute snack break in between. The program is being funded with a blend of Title III and Title 1 Priority/Focus School dollars. The Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and teacher unit assessments that are a part of the CCLS Units for ELA.



B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers are implementing the RTI program during a Sustained Silent Reading/Vocabulary Development period for bilingual and special education classes. The implementation is being done for monolingual general education students by classroom teachers during a prep period, which is devoted to AIS. The program uses National Reading Styles web based, audio program.
2. An F status, former literacy coach, Ann DiSalvo, will work with six groups of targeted, high level 1 students twice a week for 45 minutes each session using the *Soar to Success Program*.
3. The literacy coach, Debbie Ashman, will work with class 805 five times a week in 90 minute blocks using the Code X materials from Scholastic.
4. Five ELA teachers are imbedded in the after school program, which is run by Good Shepherd Services. Direct instruction and support based on CCLS will be provided by each ELA teacher.
5. Four literacy teachers will be working as a part of the Saturday School Program. Direct instruction and support based on CCLS will be provided by each ELA teacher.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Progress will be tracked online using a system that is a part of the program. Additionally, the Gates-MacGinite Reading Test will be used a pre and post test measure of student growth.
2. The Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and unit assessments that are a part of the CCLS Units for ELA.
3. The Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and unit assessments that are a part of the CCLS Units for ELA.
4. The Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and unit assessments that are a part of the CCLS Units for ELA.
5. The Gates-MacGinite Reading Test will be used a pre and post test measure of student growth. Interim checks of progress will be made by comparing teacher designed benchmark assessments and teacher unit assessments that are a part of the CCLS Units for ELA.

D. Timeline for implementation and completion including start and end dates

1. An RTI Program was initiated on September 23, and will run throughout the school year. The sessions will be 45 minutes in length and take place a minimum of four times each week.
2. An F status, former literacy coach, Ann DiSalvo, will work with six groups of targeted, high level 1 students twice a week for 45 minutes each session. The program will begin October 8, and run through May 29.
3. The literacy coach, Debbie Ashman, will work with class 805 five times a week in 90 minute blocks. This support will run throughout the entire school year.

4. The Saturday School will run for 16, 2.25 hour sessions from November 16, through April 5, from 9:00 AM until 11:15 AM.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The program uses National Reading Styles web based, audio program.
 2. The *Soar to Success Program* materials and strategies will be used for instruction.
 3. The Code X materials from Scholastic will be used for instruction.
 4. Direct instruction and support based on CCLS will be provided by each ELA teacher.
 5. Direct instruction and support based on CCLS will be provided by each ELA teacher.
 6. Funding will be used for two F-status teachers, teacher per session and supplies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Expand the extensive structures of instructional expectations and career pathways to prepare students to be college and career ready.

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Operationally define the vocabulary/terms associated with College and Career Readiness in terms of behavioral expectations for the word/vocabulary at 10X206. Teach the operational definitions for the vocabulary/terms associated with College and career Readiness to students. Build in a system of positive reinforcement for students who approximate the operational definitions of the vocabulary/terms associated with College and Career Readiness. The number of students who approximate the operational definitions for College and Career Readiness will from September through June will grow to reach 33% of the student population.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. January of 2013 through June of 2013
 - A College and Career Readiness Committee met to operationally define the terms work habits and organization, communication and collaboration, persistence, engagement, self regulation and respect in terms of behaviors that are associated with those terms at 10X206. For instance, work habits and organization are operationally defined as: backpacks in use to carry work and materials from home to school and school to home; come to class prepared with pencils and paper;

on time to class and seated by the second bell; working on the Do Now once seated for class; homework completed, organized and accessible on a daily basis; class notes organized and accessible in a composition notebook or binder; class handouts organized and accessible on a daily basis; start tasks when given and stay on task; a demonstration of engagement as called for by the lesson; realizing that there is a time and a place for everything; considering your class goals for the marking period as you start each day.

2. September of 2013 through June of 2014

- Create posters for the vocabulary/terms for College and Career Readiness that give the operational definitions in terms of behavioral expectations for the vocabulary/terms at 10X206.
- Teach the behavioral expectations for the vocabulary/terms to students in blocks of six weeks for each of the vocabulary/terms.
- Take individual pictures of students from each class who approximate the behaviors being taught over each six week block.
- Post the pictures on "The Wall of Fame" in the lobby of the school surrounding the poster with the terms being taught for the six week block.

B. Key personnel and other resources used to implement each strategy/activity

1. The members of the committee that did the work of creating operational definitions for the vocabulary/terms for College and career Readiness were the primary force in moving this initiative forward. The posters, vocabulary/terms, and process of teaching the terms and reinforcing the behaviors were then explained to staff at a faculty conference. The individual pictures are then taken by a school aide who posts them on "The Wall of Fame." This is true for both rounds of activities indicated in part A above.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The progress and effectiveness of the program will be evaluated based on the number of students who approximate the desired behaviors as operationally defined. However, it is hoped that the impact will be more far reaching and actually impact school climate, student achievement, and suspension rates. This is true for both rounds of activities indicated in part A above.

D. Timeline for implementation and completion including start and end dates

1. The planning for the program took place from January of 2013 through June of 2013. Program implementation will take place in 6 week blocks from September of 2013 through June of 2014. This is true for both rounds of activities indicated in part A above.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The program implementation requires that staff receive PD on the overall program implementation in terms of the operational definitions for each set of terms and an understanding of how the incentive part of the program will work. The overview was given when the first six week rotation began in late September. PD will follow for new set of operational definitions every six weeks. Resources needed include paper for the posters, and having photographs of the individual students developed. These items are being funded by Tax Levy dollars. This is true for both rounds of activities indicated in part A above.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	XX	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs			PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Both staff and principal communicate frequently to parents via letters, calls, newsletter, and interim reports of progress as well as on line grading system, Engrade. However, parents are unclear how their students' classroom performance compares to benchmark grade expectations across the city and state.

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Conduct four evening parent meetings to discuss the rigor of the CCLS and how it is changing what students are being asked to do in core subjects. Meetings will be held from October 23, through March 19. The increased communication with parents will be indicated by a growth in this subtopic of the school survey of .2. The 2012-2013 school survey was at 8.8 for this subtopic. The projected increase would place the subtopic at 9.0.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. The parent meetings will be held at 6:00 PM and be held in concert with our CBO, the Good Shepherd Services, with whom we are building an extended school day program. The good shepherd/MS 206 Extended School Day Program runs until 6:00 PM. The meetings will have an ELA or a math theme on alternating months. Dates and topics for the meetings are: October 23-Common Core Learning Standards for ELA...How is the common core changing instruction in literacy?; December 18-Common Core Learning Standards for Math...How is the common core changing instruction in mathematics?; January 22-Common core Learning Standards for ELA...How can parents help their children at with these new learning standards?; March 19- Common core Learning Standards for Math...How can parents help their children at with these new learning standards?

B. Key personnel and other resources used to implement each strategy/activity

1. Key personnel will be the math coach, literacy coach and other teachers who will collaborate to put on the meetings. Per session pay and pay for the actual presentation will be paid for with Title 1 dollars. The coffee and cookies for the meetings will be paid for with PF Set Aside parent Activity funds.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. A sign in sheet along with the agenda for each meeting will be kept as demonstration of the effectiveness and impact of each meeting.

D. Timeline for implementation and completion including start and end dates

1. Dates and topics for the meetings are: October 23-Common Core Learning Standards for ELA...How is the common core changing instruction in literacy?; December 18-Common Core Learning Standards for Math...How is the common core changing instruction in mathematics?; January 22-Common core Learning Standards for ELA...How can parents help their children at with these new learning standards?; March 19- Common core Learning Standards for Math...How can parents help their children at with these new learning standards?

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Key personnel will be the math coach, literacy coach and other teachers who will collaborate to put on the meetings. Per session pay and pay for the actual presentation will be paid for with Title 1 dollars. The coffee and cookies for the meetings will be paid for with PF Set Aside parent Activity funds. Meetings will be announced in the monthly *School Notes* that is mailed home to parents, a flier will be carried home by students as a reminder, and the meeting will be posted of the entrance door to the school two weeks in advance of each meeting.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. RTI-NRSI online recorded books 2. Extended Day 2. Soar to Success-reading/writing response to text 3. Review of concepts/strategies taught in class 4. Extended School Day-reading/writing response using eReaders 5. Saturday School-reading/writing response and review of strategies/concepts taught during the week 	<ul style="list-style-type: none"> • Small group-general ed • Whole class-self contained special ed and bilingual general ed • Small group extension of the regular school day • Small group-pullout with an F-status literacy coach • Small group pull out by the classroom teacher during prep periods • Small group-tutoring with regular day school teachers and additional support from the after school personnel • Reduced class size-tutoring with regular day school teachers 	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the after school program run by our CBO-The Good Shepherd from 3:15-5:15</p> <p>Saturdays from 9:00-11:15</p>
Mathematics	<ol style="list-style-type: none"> 1. Review of/tutoring on CCLS taught on grade level with scaffolding as Needed 6. Review of concepts/strategies taught in class 2. Extended Day 3. Review of concepts/strategies 	<ul style="list-style-type: none"> • Small group pull out by the math coach, testing coordinator and IEP teacher • Small group-pullout with an F-status Math teacher • Small group extension of the regular school day • Small group pull out by the 	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p>

	<p>taught in class</p> <p>4. Extended School Day- Hands on review and preview of CCLS taught during the regular school day</p> <p>5. Saturday School- review of strategies/concepts taught during the week</p>	<p>classroom teacher during prep periods</p> <ul style="list-style-type: none"> • Small group-tutoring with regular day school teachers and additional support from the after school personnel • Reduced class size-tutoring with regular days school teachers 	<p>During the school day</p> <p>During the after school program run by our CBO-The Good Shepherd from 3:15-5:15</p> <p>Saturdays from 9:00-12:00</p>
Science	<p>1. Extended Day-review/tutoring on concepts taught during regular class time</p> <p>2. Saturday School-review/tutoring on concepts taught during regular class time</p>	<p>Reduced class size</p> <p>Reduced class size</p>	<p>Part of the regular school day</p> <p>Part of the regular school day</p>
Social Studies	<p>1. Extended Day-review/tutoring on concepts taught during regular class time.</p>	<p>Reduced class size</p>	<p>Part of the regular school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>1. Counseling services</p>	<ul style="list-style-type: none"> • 1 to 1 • Small group 	<p>Part of the regular school day</p> <p>Part of the regular school day</p>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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.

In order to retain staff, attention is taken to ensure that teachers have the necessary materials and support to do their job. Care is taken to keep communication open and to encourage a school climate that makes working in teams a comfortable way to accomplish tasks.

Teachers are assigned for the year based on their area of certification. All teachers in the building are working within their areas of certification.

The entire school, with the exception of two new teachers, has been trained in the SIOP Model of making content comprehensible for English language learners. The two new teachers will be taking the online training during the months of February and March. 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." Training for new staff and a refresher course for veteran staff is offered to ensure that the use of the process is remaining true to the original training. The training took place during two one hour sessions on October 21, and 30. The training was provided by Debbie Ashman, our literacy coach.

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 gives us reports on student progress to more easily track student growth over time. All staff has been trained in the program and it is a part of what we currently do. The program is sustained by continuing support from NRSI and "in house" support provided by staff member Regina Shin, who has worked with NRSI and school staff on the transition to the web based program.

The school has contracted with Aussie to provide training for all staff in the use of questioning and discussion techniques in all content areas. The CCLS require an increased emphasis on discourse and argument in both literacy and math, which has significant implications for the ways teachers engage students in discussion and the kinds of questions about which they ask students to think. The initial training took place on Saturday, October 26. There is a follow up half day of training in the same topic on Saturday, February 1.

The school has also contracted with Aussie for a day of PD for all teachers on November 5, doing an introduction to the Universal Design for Learning. The training gave teachers the tools to get started with a means to provide multiple access points to the CCLS for all students. A follow up session is being scheduled for June 5.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The entire school, with the exception of two new teachers, has been trained in the SIOP Model of making content comprehensible for

English language learners. The two new teachers will be taking the online training during the months of February and March. 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." Training for new staff and a refresher course for veteran staff is offered to ensure that the use of the process is remaining true to the original training. The training took place during two one hour sessions on October 21, and 30. The training was provided by Debbie Ashman, our literacy coach.

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 gives us reports on student progress to more easily track student growth over time. All staff has been trained in the program and it is a part of what we currently do. The program is sustained by continuing support from NRSI and "in house" support provided by staff member Regina Shin, who has worked with NRSI and school staff on the transition to the web based program.

The school has contracted with Aussie to provide training for all staff in the use of questioning and discussion techniques in all content areas. The CCLS require an increased emphasis on discourse and argument in both literacy and math, which has significant implications for the ways teachers engage students in discussion and the kinds of questions about which they ask students to think. The initial training took place on Saturday, October 26. There is a follow up half day of training in the same topic on Saturday, February 1.

The school has also contracted with Aussie for a day of PD for all teachers on November 5, doing an introduction to the Universal Design for Learning. The training gave teachers the tools to get started with a means to provide multiple access points to the CCLS for all students. A follow up session is being scheduled for June 5.

In addition to the above, a team has been trained on Positive Behavior Intervention and Supports. A school program employing the methods learned will be planned from January 2014 through June of 2014 for implementation in the next school year.

Additionally, the principal is taking part in a year-long Institute focused on literacy for English Language Learners. The program is being delivered by the Harvard School of Education.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Teachers of all sub groups and all students within the school, including students with disabilities, ELLs, and STH 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.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA. We are a middle school.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As it relates to accountability, a committee made up primarily of teachers and the principal made the decision on which assessments would be used as local measures of student progress. As it relates to assessment of progress and adjustment to instruction over the course of the year: Teachers design and give formative assessments within the units of study so that there is a measure of how students are doing and adjustments to instruction during the unit. Common unit assessments are given at the end of units so that teachers can discuss performance and how to improve instruction based on the same assessment instrument. Benchmark tests are given twice a year. In conjunction with the math and literacy coach, these are teacher designed instruments that are common for subject and grade level.

Professional development regarding the use of assessment results to improve instruction occurs during common prep periods for math and ELA. These sessions are run by the literacy and math coach. They consist of an examination of student data that has been laid out by individual student on a tracking sheet by standard. It is easy to see at a glance where the issues are by class and by individual student. The areas of concern are then addressed instructionally,

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 1st 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 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 in June 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:

- 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for 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 designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 1st 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 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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 10	Borough Bronx	School Number 206
School Name Ann Cross Mersereau		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal David Neering	Assistant Principal Rafael Cabral
Coach Debra-Ann Ashman	Coach
ESL Teacher Ingrid Estevez	Guidance Counselor Ms. Sidney Ali
Teacher/Subject Area Elin Nunez	Parent Irine Gonzalez
Teacher/Subject Area	Parent Coordinator Tracey Moret
Related Service Provider Regina Shin	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	306	Total number of ELLs	101	ELLs as share of total student population (%)	33.01%
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Part II: 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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							1	1	1					3
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	22
SIFE	26	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	16

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	48	19	1	0						48
Dual Language										0
ESL	10	4	3	27	2	13	16			53
Total	58	23	4	27	2	13	16	0	0	101

Number of ELLs who have an alternate placement paraprofessional: 3

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							20	11	17					48
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	20	11	17	0	0	0	0	48

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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							18	9	22					49
Chinese														0
Russian									1					1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	19	11	24	0	0	0	0	54

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							14	10	16					40

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							10	5	14					29
Advanced (A)							15	8	9	0				32
Total	0	0	0	0	0	0	39	23	39	0	0	0	0	101

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	2			30
7	14				14
8	29	1			30
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		18							18
7	8	4	2	1					15
8	20	15							35
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6	7	14	9	2	2			40
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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)	7	16	15					
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools for early literacy skills of our ELLs, the LAB-R in English/Spanish is administered to all first time admits to our school. Subsequently, the NYSESLAT is given annually. In addition to these state tests, students are administered 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 assessments of English Language Learners (ELLs) are also scheduled to be used this year. All ELLs produce a baseline writing piece which indicates 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. This will consequently allows 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 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, works with newly-arrived ELLs on grades 6th , 7th and 8th during her planning time for five 45 minutes period each week. A language paraprofessional provides additional support to newcomers to the country on grade 6. The focus will be on language acquisition and reading and writing in English.

The class size for instruction has been reduced in the bilingual classes. Class 601 has 20 students and class 701/801 has 26 students. A bilingual retired teacher, Ms. Jorle was hired to work with class 701/801 three days a week and will provide additional support to ELLs in all three grades. The focus will be on language acquisition and reading and writing in English and Mathematics. In addition,

there will be a continuation of the implementation of the National Reading Styles Program and the Collins Writing Program throughout all content areas. We will continue to implement the strategies of Math in the City as well as the SIOP model Program. Efficient use and expansion of the extended day programming for ELL students with grouping of 10 to 1 teacher student ratio.. Expansion of the Saturday program aimed at ELL students and an extended day after school program for ELLs in conjunction with the Good Shepherd after school program aimed to develop language acquisition in both ELA and Math. Ten teachers were hired to work with small groups of students two days in ELA and Two days in math.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data our ELL students are almost equally distributed among all three levels of the NYSESLAT across the grades. In our analysis of the NYSESLAT and LAB-R data we found that 40% of the students performed at the beginner level across the grades, 29% performed at the intermediate level and 30% students scored at the advanced level across the grades. The LAB-R data reveals that new admits students are able to minimally respond to the listening portion. However, in the Reading portion of the assessment they are unable to express comprehension and in Writing the trend follows that of the Reading. Their Speaking and Listening, on the other hand, is limited to their conversation mode. The New York State English as a Second Language Assessment(NYSESLAT) is another tool we use to determine student instructional levels. From the results in all four modalities we could observe that the area most in need of improvement is the reading and writing.

Observing the patterns the same number of students reach the intermediate (29%) and advanced(30%) level by the end of their third or fourth year in the country . This year we had an increase in the number of students who scored at theProficiency level in grade six through eight. While many students scored within the intermediate and advanced level, many ELLs are still scoring at the beginner level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The spring 2013 NYSESLAT results are not available on the RNMR at this time; NYSESLAT modalities will not be reported at this time.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a- ELLs in their 0 to 3 years of English language acquisition are in need of scaffolded support in the foundations of listening and speaking. ELLs receiving services for 3 or more years have needs more related to reading and writing skills. The performance of ELLs where the delivery of the content and instruction was presented in their native language faired better on the translated tests. Where instruction was provided in English, translated tests failed to make a significant difference in student performance. There was a major achievement gap between English proficient students and limited English proficient students. On grade 6th , out of 30 Limited English proficient students 0 student scored at a level 3(0%), 8 General Education Students scored at level 3. On grade 7, no ELLs scored at a level 3 (0%), General Education 1 student scored level 3 and 1 scored at level 4 . On 8th grade, 0 ELL students scored a level 3 (0%), 4 General education students scored at level 3. Overall in ELA General Education Students scored at 6% proficient in 6th grade, 0.01% in grade 7th and 4% in grade 8th. No ELLs scored proficient. What this data suggests is that: While we had fewer numbers of students scoring at proficient levels as a school we also have major achievement gaps that exist for general education students and English Language Learners. Adequate yearly progress was not achieved for the following accountability groups in English Language Arts: Hispanic or Latino Students, Limited English Proficient Students.

Mathematics: In reviewing the data for the Math state tests, we noted that :The overall level of proficiency dropped in Mathematics from 42% on 2011-2012 State Test to 19 % in 2012-13. Sixth grade General Education students scored 4% proficient , ELLs scored 0% proficient, 7th grade scored 5% proficient, ELLs scored 0 % and 8th grade scored 3.5% proficient, ELLs scored 0%. There was a significant achievement gap between English proficient students and limited English proficient. What this data suggests is that as a school, our ELL students, in general, are significantly lagging behind English proficient students in terms of students performing at proficient or above in both ELA and Math.

4b. Periodic, diagnostic, and summative assessments: quizzes, tests, interim assessments, simulation tests, homework, attendance, and

classroom will all demonstrate concrete data to support student growth over time. The school leadership and teachers will use the results of the periodic assessment to review data as departmental and grade level team to determine what it is telling us about instructional needs of students. We will continue to work as a team to construct lesson plans based on the instructional needs of students and to examine how students can be grouped to effectively address deficits and provide extensions for students who are proficient.

4c. What the school is learning about ELLs from the periodic assessment is the need to use the data to support growth over time. The peridic assessment data demonstrates the needs to target specific interventions and strategies to improve the performance of English Language Learners on all state exams. In addition, it indicates a need to continue to work in a collaborative fashion around the analysis of data and the subsequent lesson planning and differentiation of instruction required to drive student achievement. Formal writing must be taught as a process that involves several stages, including multiple drafts and revisions. Students across the grades can refine their writing from invented or phonetic spelling to higher order text development as they make progress in their language competence.

How is the Native language used? In order to meet the varying needs of our ELLs, the majority of which are Spanish speaking and perform at varying levels, we employ the Transitional Bilingual Program which includes an English as second language component. There is one 6th grade bilingual class and a bridge bilingual class for grade 7th / 8th. Students who have performed below the state designated proficiency level of proficiency on the NYSESLAT are assigned by grade to the 7th/ 8th grade bilingual class based on their parents selection. In each grade level class, students are grouped beginning, intermediate or advanced according to their level of proficiency. The students are provided with content area instruction in their native language as well as a native language arts component. The ratio of

Spanish to English use within the classroom will vary from 60:40 to 40:60 according to the proficiency levels of the students. We have adopted this model to ensure that the students receive the appropriate linguistic support as well as the appropriate academic support.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Not Applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?

To make sure that a child's second language development is considered in instructional decisions MS 206 conducts assessments to analyze performance in the student's use of native language(L1) when appropriate. In addition, assessment are conducted in English and in L1 to analyze performance in all four language modalities and to analyze academic performance in the bilingual program. Data is then used to identify gaps in content skills, knowledge and proficiencies. Progress in L2 is assessed separate from progress in content areas. Curriculum based assessments (instructional observations, learning inventories, work samples are conducted. Portfolios are maintained to document student progress in academic instruction in both L1 and L2. English language learners, like all students, are more successful when they are provided with instruction that closely monitors their learning. We use an ongoing inquiry-based approach in which teachers assess student learning, examines the assessment findings in light of the instruction provided, and differentiates re-teaching and practice oportunities to promote student learning.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our ELL programs is evaluated through student performance as reflected in program end products, the school progress report, Acuity, post running records (TCRWP), midline and end line writing samples, progression along the writing continuum and the

following standardized tests: NYSESLAT, NYS ELA test, NYS Mathematics test, NYS Science, NYS PET and the ELE:

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
1-The identification process used at MS 206 to identify possible ELL students starts at enrollment. Irene Gonzalez, our Pupil Accounting Secretary provides parents or guardians with a registration packet in the appropriate home language. This is inclusive of the Home Language Identification Survey(HLIS). The HLIS is then administered with parents in their native language. Mr. Cabral, our assistant principal assists Ms. Estevez, the ESL teacher in the administration process of the HLIS. This process includes an informal oral interview of the parents and the student in their native language. According to the answers of the questions in that survey a brief interview is conducted by the ESL teacher, Ms. Estevez or ELL's supervisor, Mr. Cabral. If necessary, DOE translators are used or staff members or parents that speak the native language of the student being registered. If the home language survey and or informal interview indicate that the student should be tested(LAB-R) by the ESL teacher, then the student is administered the Language Assessment Battery-Revised (LAB – R) within the student's first 10 days of initial enrollment as per CR Part 154. The LAB-R is administered and hand scored by our ESL teacher. The results of this assessment determine if the child is in need of required ELL services. If the child's native language is Spanish and the student is determined not to be English proficient, the Spanish LAB is then administered by our ESL teacher. The Spanish Lab is given only once in the

student's academic experience. Once a student's eligibility for ESL services is determined, parents are contacted by Ms. Estevez, the ESL teacher, Ms. Moret, parent coordinator or Mr. Cabral, the assistant principal. Parents are invited to attend an orientation meeting. A video outlining the three language programs offered in New York State is shown in the parent's native language. The three different language program choices available and offered are Transitional Bilingual, Freestanding ESL and Dual Language. Parents are then provided a parent choice document where the parents enter their preference of a Transitional Bilingual Program, Dual Language Program or an ESL Program. Parents are informed that their choices are granted according to the programs availability in our school. Currently, our school offers the ESL pull-out program in grades 6th through 8th, and the Transitional Bilingual program on grades 6th, 7th and 8th. If the parents request a program different from the ones offered in our school building then the parents are informed of their rights to select such program in a nearby community school. Parents are advised that if fifteen or more parents request the same TBE program in one or two consecutive grades, a bilingual class will be formed. Parents and students are also informed that the NYSESLAT is the annual assessment tool utilized by New York State to measure students' performance levels (Beginning, Intermediate, Advanced or Proficient). This information is provided in the parents' native language. Parents are also informed that the NYSESLAT assessment is given to the student every year until the student attains proficiency. Our school sends out NYSESLAT student's progress report to parents annually. The report is sent in the appropriate home language of the parent. The NYSESLAT progress report helps parents understand the scores, the purpose of the NYSESLAT and each child's proficiency level. MS 206 ensures that all ELLs are evaluated by the annual NYSESLAT assessment. The ELL students are prepared prior to the actual assessment using predictive and simulated exams that are administered during the school year. Students, teachers and parents are informed of NYSESLAT assessment dates. All teachers receive a testing schedule prepared by the Testing coordinator, Dr. Jagarnath outlining all eligible students, testing dates and times. In order to determine the NYSESLAT eligibility of all our ELLs, we retrieved the Home Language Aggregation report (RHLA) from the ATS menu. We also retrieved the school wide RPOB report which includes the home language code for all active students. In addition, we retrieved other reports from the ATS menus (BESIS, RLAT, RLER, RBEX, RHSP, RLAB, RLL and RYOS). All these reports were read thoroughly by the ESL teacher, Ms. Estevez, in collaboration with Mr. Cabral, Assistant Principal, Dr. Jagarnath, testing coordinator and Ms. Gonzalez, pupil accounting secretary. In addition, the cumulative records of the new entrants were examined to accurately report the OTELE code for students new to our school community.

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.
 - 2) After a student's eligibility for ELL services is determined through the HILS and the oral interview as possible new ELLs, a parent orientation is done at enrollment. If parents are not able to stay for the orientation, the orientation is scheduled for a later time. They are contacted in future days via mail or by phone calls by Ms. Estevez, ESL teacher, Ms. Moret, parent coordinator, Mr. Cabral, assistant principal. Parents are then invited to attend a parent Orientation meeting at our school. During the orientation meeting a video outlining the three different programs offered in New York State is shown in their native language. The orientation meetings are held in library/ media center or in the ESL classroom. The two locations are spacious and are equipped with multiple computers and smart-boards where parents can watch the video at different times. During the orientation meetings, Ms. Estevez informs parents and providing the parents/guardians with information relating to the three different programs offered in New York City. Parents are informed that out of the three programs, TBE, Dual Language and Freestanding ESL only TBE and Freestanding ESL are currently offered at MS 206. This information is available in several Languages (Spanish, English, Arabic, French, etc.) This information is provided at the point that students are determined to qualify for ELLs services. Orientation meetings for newly identified ELLs are scheduled periodically and at the moment eligibility is determined. This is to ensure instant delivery of appropriate information regarding instructional programs and eligibility. To accommodate parents, Ms. Estevez schedules weekly parent orientation meetings during the school day and on Saturday. At the orientation meetings, parents are also provided information about the NYSESLAT, the LAB-R and other information pertaining to ELLs. When parents have viewed the orientation video in their native language and have an understanding of the three program choices, their questions are then answered. Parents are then advised of their rights to choose a program of their preference, parents are also informed of the programs offered at our school. At the orientation parents filled out the parent survey and the program selection letter. Parents are informed that students are placed accordingly when the program selected is offered and available in our school. When a program is not available at our school the parent is advised of their right to request and look for the program of their choice at another community school. At Ms.206, we make sure parents receive their program of choice. If a parent's choice is not available, we inform the parent as to whether or not the placement becomes available. MS206 makes contact with parents in their native language and makes sure they are given the program choice they have selected. If the parents have selected the TBE program or the Freestanding ESL, we ensure the child's placement in one of the two programs available in our school. If the TBE program is not available, we call or send letters and invite the parents to come to the school and inform them of other schools

which offer a TBE program. Also, we inform parents that they have the right to keep the students at 206 and once we have 15 or more parents of ELL students who have chosen TBE in one or two consecutive grades, a bilingual class will be formed. We then contact the parents/guardians through phone calls and letters.

Our school complies with parents' requests. 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 of each month. Phone calls, letters and newsletters in the parent's native language are used as means to inform ELL parents of these meetings. This process is completed within ten days after determining the student's eligibility for services.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Ms. Estevez, 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 to ensure the forms are returned in a timely manner. If forms are not returned, we inform parents that the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The programs offered at MS206 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, each year 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. These letters and forms are stored in the assistant Principal office where they are properly filed and secured.

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.

In order to ensure parents are informed and to ensure proper placement for ELL students, we explain to parents the three programs currently offered at our school. We provide parent orientation in their native language. We also send Entitlement Letter, Continued Entitlement Letter, Non Entitlement Letter, and Placement Letters. The letters are provided to the parents in different languages as needed. In addition, parents are informed that if the entitlements letters are not returned, the default program of service is TBE. We offer a Bilingual Transitional Educational model and an ESL program by way of a pull-out model.

Once the student's eligibility for testing has been determined, the LAB-R is administered. The student's proficiency level results from the LAB-R is used to determine the student's placement in the TBE or Freestanding ESL program. We also take into consideration the parent's program selection, if available. If the program is not available, we place the students in an alternate program until the program they have selected becomes available. Parents are also informed of their right to look for schools in our community which offer such programs, if the program they have selected is not available in our school. Additionally, parents are informed that The New York State English as a Second Language Test (NYSESLAT) is administered annually. The NYSESLAT is administered every year until the student has reached proficiency level. The data obtained from the NYSESLAT assessment is used to evaluate student's progress in the ESL and in the Bilingual programs. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs who are identified through the ATS reports as eligible for testing are administered the New York State English Language as a Second Language Test (NYSESLAT) yearly during the spring. The test coordinator, Dr. Jagarnath, the ESL teacher Ms. Estevez, and the assistant principal Mr. Cabral, meet on a monthly basis to review the list of eligible ELL students. In our meetings, we discuss testing procedures and protocols to ensure all entitled students are tested. Bilingual classroom teachers and the ESL teacher then meet with the testing coordinator who provides them with teacher directions to be used on the day of the test, testing materials and parent notification letters. The teachers responsible for administering the NYSESLAT are responsible to carry out standard examination procedures, and received special training in administering the NYSESLAT. To ensure accurate and reliable results, all our teachers who administer these tests are familiar with the directions before administering the test. The school testing coordinator Dr. Jagarnath, schedules an orientation session to allow the test administrators to become familiar with the testing manual and to provide test administrators with training in the administration and scoring of the test. Administrators of

the speaking subtest are trained in scoring prior to administration. To minimize the number of testing irregularities, MS 206 conducts a review of the test administration procedures prior to each test administration with all faculties and staff that will be involved in the test administration and scoring. English language learners are informed about the NYSESLAT during the school year and are reminded a few days before its administration. We inform the students that the test is designed to show how well they can listen to, read, write, and speak the English language. The teachers explain to the students the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers. Parents/guardians are also informed of the dates of testing and the purpose of the test. We ask them to encourage their students to do their best and to ensure that their

students are well rested on the dates of testing. We also inform them that NYSESLAT parent's Guide can be found on the website.

The school decides whether to administer the NYSESLAT Listening, Reading, and Writing subtests in the students' classroom(s) or elsewhere, and whether to test students in class groups or in groups of other sizes. The Speaking subtest is administered to students individually in a separate location from all other students. We make sure that each testing room is adequate and in good testing condition. Then the testing coordinator, the ESL teacher and the assistant principal meet to review and check to ensure all ELL students have been administered all sections of the NYSESLAT. The ESL teacher Ms. Estevez and the assistant principal, Mr. Cabral work collaboratively with Bilingual teachers to ensure that parents are constantly informed of their child's academic standing as a result of the NYSESLAT.

6. 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.) 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.  After reviewing the Parent Surveys and Program Selection Forms from this and previous years, we have found that last year 80% of parents selected the Bilingual Program and 20% selected the ESL Program for their children. For this school year, we have noticed a decrease of parents of newly registered ELLs choosing our pull out ESL program to 10% and an increase from 80% to 90% of newly parents of ELLs who are choosing TBE program as their first option. We have honored all of their choices. Students whose parents request a dual language program will be sent to the website [ELL Program Transfers@schools.nyc.gov](mailto:ELL_Program_Transfers@schools.nyc.gov). The program models offered at MS 206 are aligned with most parents' requests. Our 6th , 7th/8th grade Transitional Bilingual and our ESL programs meet the needs of our ELLs.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

1-a- As a large proportion of our bilingual students fall within the beginning/intermediate proficiency levels, as reflected by their most recent NYSESLAT and LAB-R test scores, two bilingual classes were formed in our school in order to meet the needs of these levels. We have adopted a Transitional Bilingual Educational model and a Freestanding ESL model. Our Transitional Bilingual program has a 6th grade transitional bilingual class and a 7th/8th transitional bridged bilingual class. Our program follows the model of the state mandated minutes for ELA and ESL as well as NLA for our TBE programs. Students receive the mandated minutes of instruction in these contents. The New York State English as a Second Language Test is administered each spring and is used to evaluate student's proficiency in English. 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 instruction. Advanced ELLs receive a total of 180 minutes of ESL weekly. In addition, advanced ELLs receive 180 minutes of ELA. Our ELL Bilingual classes travel the entire day as a group from content to content provided by certified bilingual and ESL teacher. Students requiring ELA based on their proficiency level measured by the NYSESLAT receive the mandated ELA minutes while beginners receive more ESL services. For our ELLs in General and Special education classes we adopted the ESL pull-out model in grades 6th through 8th.

b - Our ELL students who are within the general education classes are provided with ESL services using the ESL pull-out model. Our ESL teacher, Ms. Estevez, schedules the mandated services of ESL pulling the ELL students from their SSR, Social studies and Science periods. Advanced students are pulled out for 180 minutes while beginner and intermediate students are pulled-out for 360 minutes. During these minutes the ESL teacher provides language development supporting and scaffolding to promote language achievement. Our 6th through 8th Transitional bilingual Classes follow a TBE program. These two classes receive their mandated services of ELA, ESL and NLA from certified bilingual teachers following a departmentalized program that keeps the students together within a grade and class for their entire academic day.

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)?

MS206 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, BETAC and the office of English Language Learners 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 and General Education programs. We offer a TBE program for students in grades 6th, 7th and 8th. Our certified bilingual teachers provide the ELL students with the mandated number of minutes according to their proficiency levels. In the Freestanding 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 6th grades receive ESL pull-out instruction by a certified bilingual teacher, Ms. Kilcullen and by Ms. Estevez. Ms. Estevez holds a provisional ESL license. We have strongly encouraged Ms. Estevez to take the necessary steps to attain and achieve her permanent ESL certification. The ESL pull-out program takes place during Social Studies and Science. Our 6th, 7th and 8th grade ELLs in the Free Standing ESL pull-out program receive their instruction from Ms. Estevez.

TBA- In our Transitional Bilingual Program the students receive one unit (45 minutes) 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 per week. In addition, the bilingual students in 6th, 7th and 8th grade receive their math instruction in their native language. NLA instruction and ESL instruction in the TBE program are provided by our certified bilingual teachers.

Science and social studies in 6th grade is instructed in Spanish. 7th and 8th grade students in the bilingual class receive their Science and Social studies instruction in English with native language support. 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.

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 daily, 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.Estevez for grades 6th through 8th. In addition, Ms. Kilcullen, provides ESL pull-out instruction for ELLs in grades 6th .

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

Monday through Thursday – Period 7th

Tuesday through Friday –Period 7th

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

Monday through Thursday – Period 7th

Tuesday through Friday –Period 7th

Grade 8th - Monday through Wednesday and Friday, Period 4th

Monday through Wednesday and Friday –Period 5th

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, the Collins Writing Program, interactive read aloud 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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, the Collins Writing Program, interactive read aloud by the teacher, development of academic vocabulary, 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 Common Core State standards. The 6th , 7th and 8th graders are using Common Core Code X as their text. 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 6th , 7th and 8th grades are using CMP3(Connected Math) as their text. As indicated previously, the focus for instruction is the standards and performance objectives provided by the Common Core. 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 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 3rd 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 manipulative, 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. Acevedo 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. Our students have the opportunity to receive their state math and Science exams in their native language. If the student and teacher agree that the translated exam would best meet students' needs, then the English version is given. We also use ELL predictive exams and we create our own simulated exams to prepare students for state assessments. Math simulation tests in Spanish are given three times a year before the actual state test. In our content areas assessments are created for our student population and our ELL students participate and receive the same school-wide assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English language acquisition, a variety of item types in an assessment provide multiple ways for ELLs to show their knowledge. We incorporate different types of media (such as video or sound) in an assessment's presentation format that may benefit ELLs. Employing different types of media can assist in appropriately evaluate ELLs in all four modalities of the English acquisition. We also use diagrams or tables, which may help some ELLs with different learning styles, demonstrate what they know. Throughout the year, our ELLs are evaluated based on their different learning styles. When working in accurately assessing and evaluating ELLs, we consider that using resources like written instructions, pictures, and graphics that will help guide learning. Also, we read aloud-reading passages to promote and ensure comprehension. Throughout the year, students constantly must use print to derive meaning from text.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 and grouping. In addition, extended afterschool and Saturday school programs will provide our ELLs with opportunities to continue their

English language development.

a- We identified newly-admitted SIFE students through oral interviews, teacher assessments and teacher referral. All these probe previous education and reveal the structure and content of the school day in the native country. Our instructional plan is modified for any ELLs identified as SIFE. To service the unique needs of SIFE students, groupings will be based on their literacy skills and they receive interventions during after school and Saturday school programs. These students require assistance transitioning to a formal educational setting. SIFE 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. SIFE students will also 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. These students will be supported in their social emotional and academic development demands. As part of our extended day after school program we hired Ms. Diaz, a bilingual guidance counselor who supports SIFE students with their social and emotional needs.

b- Newly arrived students in grades 6 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 three bilingual teachers who will focus on the language needs and language development of ELL students. In addition, MS 206 supplemental programs will aid in meeting the needs of newly arrived ELLs, as well as those ELLs who are scoring at the lowest levels in English proficiency and are at level one or two in mathematics and ELA. These students will be provided with extra help in language acquisition as well as to develop mathematical concepts that will go from the concrete to the pictorial to the abstract. We run the After-School Program in conjunction with Good Shepherd, a community-based after-school program where in three bilingual teachers and seven general education teachers participate alongside the Good Shepherd staff providing instruction to students in both ELA and Math from grades 6 through 8. Our teachers also provide supplementary instruction and test preparation/sophistication strategies in the core content areas and to improve their language skills in math, science, and reading, writing, listening, and speaking. In addition to the Math and ELA components, this program provides homework help, access to the school library, an arts program, a drama program, robotics, sports, chores, music and more. Our main goal is to develop academic language in all content areas. The extended after-school program will help students improve their proficiency levels in the NYSESLAT, Math, Science and ELA exams. All these academic experiences are complemented by trips, cultural experiences and sound instructional practices that promote language development and acquisition.

c- ELLs receiving service for 4 to 6 years will receive instruction at their appropriate language level which aid them in achieving a higher level of English language acquisition. Students within four to six years of service require more time in improving English Language Skills in all modalities. Our plan is to: Provide reduced size for the transitional bilingual students maintain a target of 20:1 student to teacher ratio. Certified bilingual teachers will teach these classes. Teachers will use of common preps to provide small group/AIS instruction for long term ELLs. Provide ESL pull-out for ELL students in monolingual classes. An ESL teacher and a certified bilingual teacher will teach these students. Continue the implementation of NRSI Reading strategies with bilingual classes to provide another modality for the teaching of reading. Continue the implementation of the Collins Writing Program and the SIOP Model in all subjects. Recruitment of students indicated above for Saturday School for ESL, ELA and Math. Also attend our Title III after school program where they work on increase academic and language abilities and strengths as well as decreasing gaps in academic progress. Extended Day 37.5 minutes will be provided by classroom teachers and provide a focus on ESL strategies. Designate IEP pull-out or push-in services for ELLs receiving SETTTS. These will be provided by the special education teachers and the IEP teacher.

d- ELLs who completed 6 years and who struggle with reading comprehension and writing across all the contents areas we will provide the following interventions and services: Provide reduced size for the transitional bilingual students maintain a target of 20:1 students to teacher ratio. Certified bilingual teachers will teach these students. Teachers will use of common preps to provide small group/AIS instruction. Provide ESL services through a pull-out model for ELL students in monolingual classes. An ESL teacher will provide ESL instruction in grades 6, 7 and 8. Continue implementation of NRSI Reading strategies with bilingual and monolingual classes to provide another modality for the teaching of reading. Continue implementation of the Collins Writing Program and the SIOP Model. Recruitment of long term ELL students indicated above for Saturday School for ELA. Extended Day will be provided by classroom teachers and provide a focus on ELA and Math. Reduced size classroom of 12:1 or 12:1:1 for students whose IEP calls for reduced class size. Designate IEP pull-out or push-in services for SETTTS. These will be provided by the special education teachers and the IEP teacher. Provide social, psychological, and speech services provided by in school social workers, psychologists, and speech teacher.

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

7. 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?

Teachers of ELL-SWNs use the following instructional strategies and grade level materials that provide access to academic content areas and accelerate English language development: National Reading Styles Institute Program(NRSI) which employs strategies and modalities that cover comprehension and vocabulary development. Teachers provide balanced literacy instruction, which includes regular and consistent vocabulary and language instruction. Teachers, including content area teachers also use the Collins Writing Program, which targets all levels of writing, from ELLs struggling with language acquisition and processing of the language to more developed writers. The text used is the Vision textbook geared specifically towards ELL students. In addition to the NRSI method which is an individualized approach to the specific reading instructional level of the ELLs; And the Collins writing program adapted to individual student's needs, AIS periods are designated to give additional support to ELL-SWDs. Also, the SIOP model addresses the ELL-SWDs. We ensure that our ELL students with special needs receive the same opportunity to participate in all programs available to all ELLs by providing them with additional support to further develop their academic language. Resource room services for ELLs with special needs also follow any Language Allocation Policy mandates.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ELLs with special needs receive the same opportunities to participate in the same instructional programs available to all our ELLs. Ells with special needs are provided services according to the IEPs and their ESL instructional minutes are tracked using the report of service for all students with special needs. The SIOP model, the NRSI method and Collins writing are adapted to meet IEP instructional minutes. T he ESL teacher pulls-out the ELL-SWDs to provide language service and support during content periods. Additionally, periods are built into teachers' programs to further support our ELLs through AIS groups. Teachers are also provided regular time to meet and discuss the needs of ELL-SDW students, as well as their developing strengths, to analyze assessment and adapt planning and instruction accordingly.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

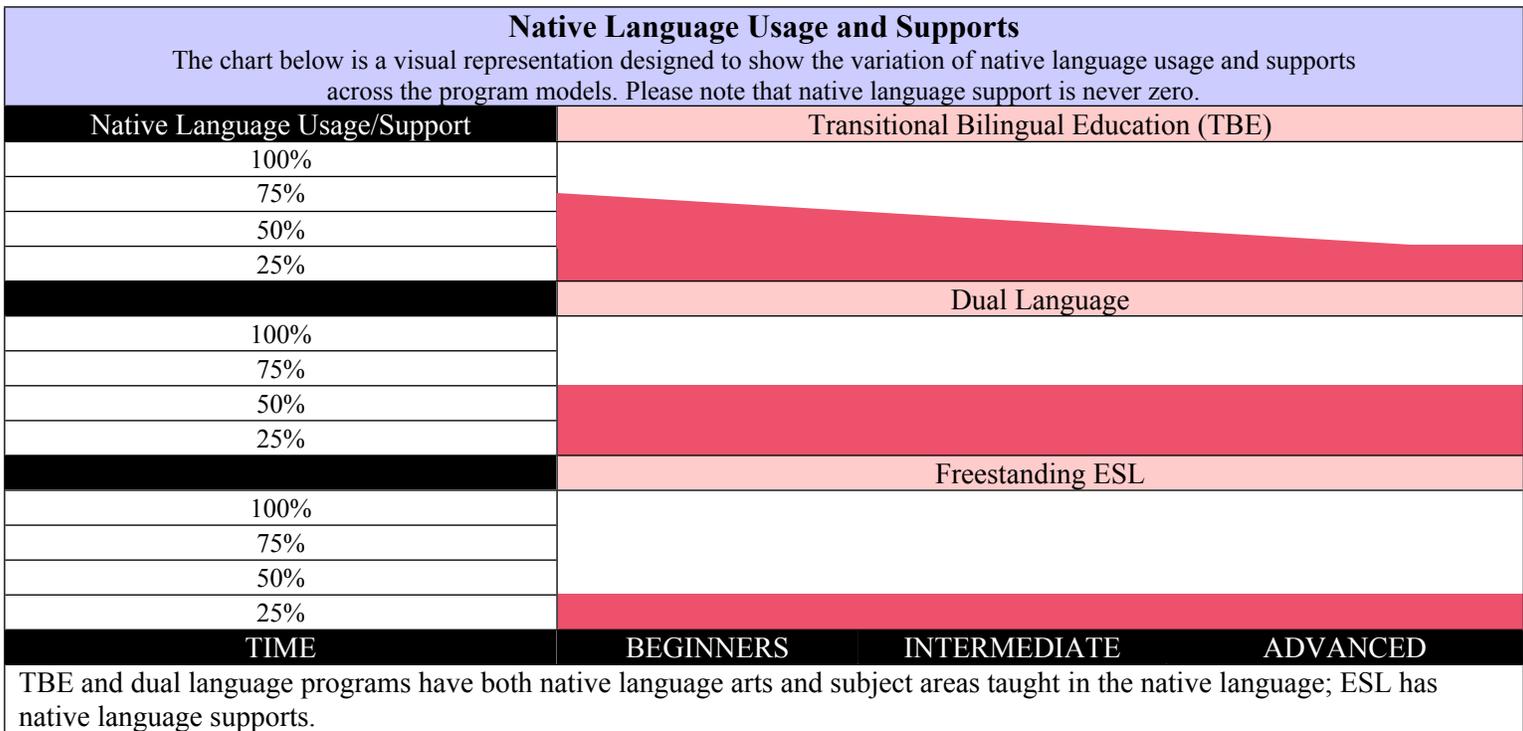
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. 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.

All our students including our ELL population are targeted with specific intervention programs and strategies in English and in their native language 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 maintains a target of 20:1 students to teacher ratio. Certified bilingual teachers teach this class. Teachers use their common preps to provide small group/AIS instruction with a teacher to student ratio of 5:1. The ESL teacher provides ESL pull-out for ELL students in monolingual classes teaches students in grade, 6, 7 and 8. A certified bilingual teacher teaches ELLs in grade 6. There is continued implementation of NRSI Reading strategies in all classes to provide another modality for the teaching of reading. Also there is a 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, develop their thinking, listening, and speaking skills. Implementation of the SIOP Model which is a research-based program demonstrated to improve language acquisition of ELLs. Continue recruitment of English Language Learners for the Saturday School for ESL, ELA and Math. Utilize the 37.5 minutes of Extended Day instruction in small groups of 10:1 provided by classroom teachers and provide a focus on ELA and Math.

Analyzing student data from common core assessment, periodic 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 mastery tracking sheets that are a part of the common core curriculum initiative will be analyzed and adjustments made to ensure that each student is making progress. Increase use of strategies that are aligned 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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program is evaluated and measured based on the success of our ELLs program. It is also evaluated in the advancement rate of language proficiency levels on the NYSESLAT at each grade level. In addition, it is measured by the number of students scoring at proficient level in ELA, Math, and Science; and in the high graduation rate of our students.

11. What new programs or improvements will be considered for the upcoming school year?

MS 206 will continue improving our current school programs for this upcoming school year to ensure students success. We will implement and improve the the following:

AIS small group reading pull out: Students are exposed to 4 main strategies (questioning, clarifying, summarizing, and predicting). An F status, former literacy coach meets with small groups of students multiple times per week during the regular school day to provide targeted strategy and skill focus instruction. An F status, former math teacher meets with small groups of students multiple times per week during the regular school day to provide targeted strategy and skill focus instruction.

National Reading Styles Program: This program employs a number of strategies and modalities, most notably recorded books. Our school is implementing this program using a computer-based program. Our school was afforded more than 150 licenses for students. A student's reading level is determined and the student reads while listening to a recorded book that is targeted .5 years above their reading level. Students track with their eyes while listening to the recording. Individual conferencing and a written response about the passage follows each session with a recorded book. The program functions as a small group pull out and as an adjunct to the regular classroom in bilingual and special education and general education classrooms.

Extended day: The school day is extended by 37.5 minutes to address the needs of underachieving students in a small group setting. Staff focuses on reading comprehension strategies during these sessions.

Saturday School: Saturday School runs from 9:00-11:15 on Saturdays. The focus is on reading and Math comprehension skills. Students work in small groups with four certified bilingual teachers.

After school program in conjunction with our CBO, Good Shepherd. 10 teachers work with small groups two days focusing on developing math skills and two days focusing on developing literacy skills.

Professional Preps: Teachers utilize common preps to work with small groups of students. One period per week is used to identify areas of weakness in students reading comprehension and to plan instruction. Students are grouped in flexible groupings to address common areas of concern. Teachers then utilize two to three prep periods per week pulling their groups of students to address the identified areas with instruction.

SIOP Model: All staff will have a language acquisition objective for each content area lesson. The staff is being trained in this model September through November of this year. Observation and feedback on implementation will continue over the course of the year.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are afforded a vast variety of support services and activities. These include a reduced class size, small group instruction by teaching staff during common preps. An Extended Day program as well as a Saturday School program is provided for all ELL's who wish to participate. Participation in a Homework House which is run every day after school by our CBO and participation in the after school instructional program where 10 teachers from the regular school day work in small groups to develop skills in ESL, Math and ELA. ELLs are afforded participation in a pullout program for reading instruction, participation in a pull out program for math instruction, an AIDP worker who tracks and follows up on attendance, and an incentive program which recognizes students for attendance, classwork and homework completion. Participation in the after school program run by our CBO, The Good Shepherd, is encouraged. This program provides a homework house, access to the school library, an arts program, a drama program, robotics, chores, music, a chess club, and more. Additionally, our sports program functions as an adjunct to this program. Participation in the CHAMPS fitness and recreation program is encouraged. Participation in the Student Council is also encouraged.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In order to advance students' levels in all content areas, we instruct students with rigorous lessons that increase their academic language abilities in the four language modalities. All ELL's classrooms have been equipped with materials such as interactive smart-boards, computers, tablets, tape recorders and books on tapes. We also use various textbooks and test sophistication programs that prepare students for both the NYSESLAT, and ELA exams. Our classroom libraries offer our newcomers and students at the beginning and intermediate levels of language proficiency textbooks in their native language. In addition, our Media center is equipped with a computer lab where sophisticated programs to develop language development were installed. We make use of the researched-based National Reading Styles, in particular CARBO. ESL teachers, along with all other teachers in the school are trained in CARBO and therefore are able to use the strategies of the CARBO method in their classrooms.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services support and resources delivered in each program correspond to age and grade levels as well as correspond to students' academic performance and ability. All services are provided as outlined by CR Part 154.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

A. Differentiated instruction for bilingual/ESL teachers and monolingual teachers who work with ELL students. This is ongoing as a part of weekly common preps and 1.5 hour data analysis and planning sessions which have been scheduled.

B. Professional Development in support of the SIOP model program for all teachers and staff working with ELL's scheduled for October..

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 Common Core state standards and performance indicators with common assessments and tracking sheets to record mastery during weekly common preps.

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

G. Professional Development in support of implementation of the National Reading Styles Program in October.

H. All staff will receive Professional Development in support of implementation of the John Collins Writing program, "Writing Across the Curriculum" in September.

I. Professional Development provided by the ISC and Support Organizations as it becomes available.

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 Style and Math in the City.

L. Professional development on Higher Order thinking and questioning techniques.

M. Professional development on differentiation of Instruction using UBD.

2- ESL and Bilingual Education teachers receive professional development to assist them in meeting the needs of our ELL population as they embark and adjust to the Common Core Learning Standards. Professional developments are aimed to support teachers as they engaged in the Common Core Learning Standards. The professional developments are provided via our network, our literacy/math coaches and or the Office of English Language Learners. Our network ELL specialist also provides training for ELL and bilingual teachers. Fordham University BETAC also provides PD sessions to our teachers who work with the ELL population. Other professional development sessions are offered by the Office of English Language Learners.

3- The support provided to our staff to assist ELLs as they transition from one school level to another in our school is extensive. Grade level meetings and parent meetings are held at the beginning of the school year to explain our school procedures and expectations to parents and students. The staff explains to the children the differences in program scheduling between elementary, middle and high schools. For example, 8th grade students are made aware of all programs offered by different high schools. The teachers are trained to understand the physical, social and academic needs in the different age brackets of the students. Our guidance counselors, Ms. Ali and Ms. Diaz and our parent coordinator, Ms. Moret, ensure that our students have continuity of services by maintaining contact with our feeder elementary schools. Our parent coordinator and our guidance counselors are trained and help families with the high school application process. They provide ongoing support by conducting meetings to explain high school choice and to facilitate the transition of ELLs from middle school to high school. In addition, our assistant principal, parent coordinator and the ESL teacher work with our staff helping them understanding federal, state and local mandates on ELLs. As result, school staff is more responsive to the questions and concerns of parents of ELLs.

4-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

D. Parental Involvement

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

1-At MS 206 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school conducts numerous parent workshops and has an active parent coordinator and PA president. Our Parent Coordinator Tracey Moret provides many parent workshops and coordinates activities and fairs for parents and students to attend at school. Parent involvement in the school is encouraged by sending notification of monthly informational meetings sponsored by our parent coordinator in both Spanish and English. These meetings focus on providing information which supports students and families. Additionally, parent meetings focused on ELL parents and students are held twice each semester during the school day and twice each semester on Saturday. The focus of these meetings is providing parents with information related to the academic program and what they can do to support the work that the students are doing in school. In addition, parents are encouraged to volunteer in school. We will have special events organized for parent 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. In addition, our annual school fair will be held in June 2013. This fare brings the school community together. Hundreds of vendors, community businesses, school leaders students, parents and other members from from our school community attend.

2-The school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents. Good Shepherd is our CBO and it provides workshops sessions to ELL parents. This is done in conjunction with our parent coordinator.

3-Parent needs are evaluated utilizing different assessment methods. Parent surveys, Learning Environment Survey, communication system (phone calls and monthly newsletter, conversation with parents, parents attendance to workshops. Also, feedback from parents and teachers conferences is used to evaluate parents' needs. The environmental school progress report is also use to gauge how parents perceive our school and it gauges if we are meeting their expectations in areas such as communication, safety and instructional experience for their children.

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 ways 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 all parents including ELL 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 monthly and 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.

A PD will be 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 for parents.

Provide assistance to parents in understanding the new Common Core Learning standards.

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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: MS 206

School DBN: 10x206

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
Ingri Estevez	ESL Teacher		1/1/01
Irene Gonzalez	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Debbra Ann Ashman	Coach		1/1/01
	Coach		1/1/01
Sidney Ali	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Reina Shin	Other <u>Related Service</u> <u>Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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
- Home Language Interview Survey (HLIS) provided in two languages with assistance provided by bilingual trained staff. This information is also provided in parents/guardians' native language.
- Report cards and students progress reports are provided with translation

2. Related to increasing parent participation in school activities:

- Parent coordinator provides workshops/parental communications in Spanish and English.
- A survey is sent at the beginning of the school year to gather information about services needed. In addition, we request which language parents/families prefer the information to be provided.
- School Parental survey for new ELLs are provided in various languages including 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 Home Language Aggregation (RHLA), our school parents' community is predominantly a non-English speaking community. Based on the Home Language Report, 65.8% (201) parents' home language is Spanish, 31.65(97) is English and 2.6%(8) represent parents who speak other languages. As stated above, we have adequate staff to translate orally for conferences, parent meetings and the like.

- Translation of school communications where the DOE or the ISC does not provide translations is necessary.
- This information was reported to the school community through the School Leadership Team, the parent coordinator, and the school newsletter. Communication was made in Spanish and English.

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

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: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 154 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 5 # 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 serve English Language Learners on grades 5, 6, 7 and 8. The program will run on 16 Saturdays between November 3, and April 13, from 9:00 AM until 11:15 AM. Specific dates are November 3, 10, 17, December 1, 8, 15, January 12, 19, 26, February 2, 9, March 2, 9, 16, April 6, and 13. Students will receive one hour of instruction in literacy and one hour of instruction in mathematics. There will be a 15 minute working snack period provided. The program will be data driven and focus on CCLS. Data from baseline assessments, formative assessments and unit assessments will be used to determine instruction. Students will be grouped for instruction based on need and current levels for reading, writing and mathematics. Instructional materials will reflect the levels of the students in each group and include teacher designed materials, Coach books and Rise and Shine for both literacy and math. Literacy instruction will include the use of the National Reading Styles, web based audio program, and phonics materials and sight word identification where applicable. The language of instruction will include both English and Spanish as necessary to support the learning of individual students.

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 language learners. The two new teachers, Juana Colon and Silvia Castellanos, will be taking the online training during the months of November and December. The training is provided by Pearson Education. Ms. Colon is an ESL teacher and Ms. Castellanos is a bilingual teacher.

The entire staff has been trained in the Collins Writing program, "Improving Student Performance Through Writing and Thinking Across the Curriculum." Training for new staff and a refresher course for veteran staff will be offered to ensure that the use of the process is remaining true to the original training. The primary targets for this training are our new ESL teacher, Ms. Colon, and our new bilingual teacher, Ms. Castellanos. The training will take place during two one hour sessions on October 24, and 30. 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 program uses focus correction areas for Type 3 writing, which is a first draft. Focus correction areas limit 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 Type 4 and Type 5 writing takes the Type 3 writing to a publishable piece by interacting with a student partner and then having input from the teacher. The

Part C: Professional Development

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. Literally all of our teachers work with ELLs who are either a part of an ESL program or in a bilingual program.

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 staff has 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 and school staff on the transition to the web based program. Literally all of our teachers work with ELLs who are either a part of an ESL program or in a bilingual program.

The school has contracted with Aussie to provide training for all staff in the use of questioning and discussion techniques in all content areas. The CCLS require an increased emphasis on discourse and argument in both literacy and math, which has significant implications for the ways teachers engage students in discussion and the kinds of questions about which they ask students to think. The training will be for a full day on November 6. Literally all of our teachers work with ELLs who are either a part of an ESL program or in a bilingual program.

The school has also contracted with Aussie for 3 days of work with math teachers on aligning curriculum and instructional strategies to the CCLS. The work will focus on developing the ability to transfer understanding from one context to another, selecting the right mathematical tools, being able to make mathematical arguments and explain why certain decisions were made in proposing solutions to "real world" problems. The days will be split between the first semester, second semester and the concluding day will be with the entire math department on June 6. Literally all of our teachers work with ELLs who are either a part of an ESL program or in a bilingual 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: Parent activities will take place during the school day and again as a part of the Saturday School Program. The meetings will be one hour and 15 minutes in length. Translation services will be provided. The school day sessions will be run by the parent coordinator, Tracey Moret. The Saturday sessions will be run by the assistant principal, Rafael Cabral. Dates and topics are: October 17, What is an IEP?; November 3, Using the Aris Parent Link; November 10, How You Can Help Your Child with Literacy Part 1; November 15, What Determines Eligibility for an IEP; November 17, How You Can

Part D: Parental Engagement Activities

Help your Child with Math Part 1; December 1, What are Interim Reports?; December 5, What is your Role as a Parent in the IEP Process?; December 8, What is the NYSESLAT?; December 15, What Parents Can do to Help Meet the Challenges of the NYSESLAT; January 12, How you Can help Your Child with Literacy Part 2; January 16, Cyber Bullying; January 19, How You Can Help Your Child with Math Part 2; January 26, Promotion Criteria; February 2, Cyberbullying; February 9, The Use of Social Networks and DOE Policy; February 12, Preparing Your Child for the State Test of ELA; March 2, Preparing Your Child for the State Test of ELA; March 6, Preparing Your Child for the State Test of Mathematics; March 9, Preparing Your Child for the State Test of Mathematics; March 16, Instructional Uses of the Internet; April 6, Respect for All; April 17, Respect for All; April 13, Asthma Triggers; May 15, Asthma Triggers; June 9, Internet Safety.

The meetings on Saturdays are explicitly for the parents of ELLs. The meetings that are held on regular school days are for all parents and Spanish translation services are provided.

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
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.
TOTAL		