



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):** 10X206

**School Name:** ANN CROSS MERSEREAU

**Principal:** DAVID NEERING

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Ann Cross mersereau School Number (DBN): 10X206  
School Level: Middle School Grades Served: 6-8  
School Address: 2280 Aqueduct Ave.  
Phone Number: 718-584-1570 Fax: 718-584-7928  
School Contact Person: David Neering Email Address: dneering@schools.nyc.gov  
Principal: David Neering  
UFT Chapter Leader: Mark Talty  
Parents' Association President: Irene Gonzalez  
School Leadership Team  
Chairperson: Joan Kilcullen  
Student Representative(s): \_\_\_\_\_

**District Information**

District: Bronx District 10 Superintendent: Melodie mashel  
Superintendent's Office Address: One Fordham Plaza, 8<sup>th</sup> Floor-Room 835, Bronx NY 10458  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: 411 Network Leader: Elyse Doti

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
David Neering	*Principal or Designee	
Mark Talty	*UFT Chapter Leader or Designee	
Irene Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Quinton Irvin	CBO Representative, if applicable	
William Batista	Member/ Parent	
Latasha Brown	Member/Parent	
Mercedes Carmona	Member/ Parent	
Anice Johnson	Member/ Parent	
Miriam Rivera	Member/ Parent	
Kenyatta Taylor	Member/ Parent	
Tara Clyne	Member/Staff	
Joan Kilcullen	Member/ Staff	
Tracey Moret	Member/ Staff	
Elin Nunez	Member/ Staff	
Tamara Smith	Member/ Staff	

\*\*Signature of constituent only indicates consultation in the development of the SCEP, not approval.

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The school's instructional focus is, "Making core content comprehensible to all students." This aligns well with the Danielson Framework. Students are aware of the instructional objectives and write goals addressing these on the front end of each marking period. A reflection on the objectives and goals is a part of the interim reporting that is done to parents and students in each core subject. This same clarity is addressed at the start of each lesson. Students are aware of the assessment criteria and of the content and language objective for each lesson at the start. Learning activities are aligned to the objective and assessment for understanding takes place throughout the lesson for the purpose of adjusting instruction. Additionally, rubrics and focus correction areas are introduced at the beginning of units to guide students during tasks.

Most of the staff has been trained in the SIOP Model, which was designed for planning instruction for English Language Learners. As such, they are familiar with a variety of ways to scaffold instruction, including adaption of content, links to past learning, modeling, guided practice, multiple forms of grouping, hands on activities, and multiple forms of assessment. With that being said, this is still an area where we continue to work.

Generally speaking, the level of engagement and participation in lessons is high. Questioning does not focus on a small group of students in a given class, but is spread among the class. While genuine whole class discussions happen infrequently, teachers use grouping and paired activities to promote discussion of academic topics among students. Writing activities and questioning are used to promote student thinking. The staff has been trained in the Collins Writing and the use of quick writes to check for understanding.

We have adopted the Code X materials for ELA and the CMP3 materials for math through the DOE curriculum materials option. As such, we are able to use the assessment materials provide in the adopted texts. The CMP3 materials include a pre, formative and post test option, which we use. The code X only provides a post test option, but we are using critical thinking questions from the text as a mid unit, formative assessment. The data from unit tests are laid on tracking sheets so that we can clearly see where students are not meeting standards. Discussion takes place in math and ELA team meetings about how to adjust the curricula and instruction to meet the needs of students who do not meet the standards.

We are using the benchmark tests provided by the DOE as checkpoints to see how students are doing. As with the unit tests, data from the benchmark tests will be laid out on tracking sheets and discussions held within ELA and math team meetings about how to address the instructional needs of students who are not meeting standards.

The staff uses ongoing checks for understanding in the form of questioning and circulating to discuss with students as a part of their regular classroom routines. There is also an assessment built into each lesson to give an indication of whether students understand the objective of the lesson. ELA teachers review writing and give feedback on a daily basis, affording students the opportunity to revise and improve their work.

Student self assessment of learning and progress is being taught through the use of the goal setting and reflection process that takes place as a part of the interim reports, and the classroom use of check lists, rubrics, and the focus correction areas of the Collins Writing program.

The efforts to communicate high expectations to all of the school's constituents include: a staff handbook that provides clarity of expectations across a number of areas including administrative matters, attendance for staff and students, professionalism, school safety and security, student discipline and guidance, and teaching and learning; Faculty Conferences; Cabinet Meetings; observation feedback; a Looking Ahead that communicates activities for the week to staff; School Focus Areas for the year; SCEP Goals; Student Goal Sheets and Interim Reports; Grade Level meetings for

students to set expectations for the year; a PBIS Program; a College and career Readiness program; Parent Meetings to discuss CCLS; and monthly School Notes mailed to parents.

The staff plays a leadership role in the setting of high expectations for each other, for students and for parents by: communicating with parents in writing at the start of and throughout the school year; setting agendas for team meetings; communicating expectations on a daily basis to students through their lessons and; by communicating with parents by phone and the use of notices of concern and behavior referrals.

The student goal sheets and interim report of progress is one way that we partner with parents to support student progress. Parents are also able to view student grades and assignments on the online grading system, Engrade. This system also offers teachers and parents the ability to communicate with each other around student work. Holding parent meetings to discuss CCLS and communicating with parents in writing and by phone are additional ways that we partner with parents. Our parent coordinator plays a role in this by holding parent meetings on topics of interest to parents each month.

Feedback to students on college and career readiness comes in the form of daily feedback on class work, and feedback from staff and self reflection on interim reports, and online feedback through use of the online grading system, Engrade. We have also taken areas of college and career readiness and operationalized them in terms of expectations at MS 206. Each area is highlighted for four to five weeks at some point during the year. Students receive feedback on whether or not they have approximated the indicated behaviors for each area at the end of the four or five weeks.

Teacher teams:

- Teacher teams divided into ELA and math, meet every other Monday for roughly 40 minutes each for rollout and support in the curriculum for each area. This involves entire teaching staff of the school, as the science and social studies teachers meet as a part of the ELA department. The blocks of time will also be used to discuss data for unit tests and benchmark tests with grade level, departmentalized groups of teachers.
- Four Inquiry Teams meet every other Tuesday for roughly 30 minutes following a protocol for examining student work. The teams consist of math teachers, teachers, and science and social studies teachers. One of the teachers on each team presents students work and the work is examined by the group for employment of the instructional shifts, rigor, student understanding and next steps, and possible adjustment to instruction or curriculum maps.
- Teacher teams also meet every other Tuesday in grade level groupings for student academic and social-emotional support. These teams meet in a child study format and systematically look putting in place strategies to employ across all teachers working with the student improve academics or social-emotional adjustment.
- The IEP Team also considers the CCLS as they do their work with students and parents.

I think that it too early in the year to fully evaluate the teams listed above, but the practices appear to be promising in terms of what they will be able to accomplish.

Structures that support distributive leadership include the use of an ELA coach, math coach, IEP teacher, cabinet, staff development run by teaching staff, initiatives undertaken by the girls' basketball coach and gym teacher, initiatives undertaken by the parent coordinator, and team leadership roles for the Inquiry Teams and Student Support Teams, leadership of the PBIS Team, and leadership and the constituency of the School Leadership Team.

Special features of the school:

- National Reading Styles, NRSI or Carbo Reading: Online RTI Program that utilizes recorded books as a part of the process. Bilingual classes and special education classes receive 45 minutes per day of instruction in the program and general education students who struggle with reading receive 45 minutes per day, four times per week. Students in the program average gains of 1.3 years for roughly 9 months of instruction with many falling between 1.5 and 2.0 years of growth and some at 2.6 to 3.0 years of growth.
- Collins Writing: Writing across the curriculum utilizing 5 types of writing from quick writes to publishable pieces...uses Focus Correction Areas as a part of the Type 3 writing or the draft
- SIOP Model: Model for planning instruction for ELLs with a focus on supports to scaffold content, vocabulary development and a language objective for each lesson taught

- Small group AIS: Use of professional periods to address non mastery of standards with small, flexible groups of students
- The school has a class entitled SSR, which combines explicit academic, vocabulary instruction using the Wordly Wise text on grade level.
- The school is structured so that initiatives are undertaken across grades and content areas leading to a sense of coherence for students.

MS 206

Focus Areas for 2014-2015

*Citywide Instructional Expectations*

- Know how each student is doing in progress towards mastery of the content and standards. It is the responsibility of the school to ensure that each student's academic and social emotional development and progress toward meeting benchmarks for college and career readiness are well known and addressed.
  - Teams of staff members who share the same students will meet together and review data related to student academic and socio-emotional growth. Students who struggle to meet standards or whose socio emotional development is not progressing will be discussed collaboratively. The aim of the discussion will be to introduce academic and socio emotional supports and strategies that will assist the student in meeting standards and spur socio-emotional development. A form will be created that will introduce the student to the group and provide pertinent background information for the discussion. Counselors and staff with over three class groups will work with the teams on a rotating basis. A form will be created that will introduce the student to the team and provide pertinent background information for the discussion.
    - Evidence will be examined to monitor the impact of this work to refine practices that best support knowing students and to ensure their growth and development at the marking periods. Evidence reviewed will include Student Goal Sheets, Interim Reports, marking period grades, Gates MacGinite data, tracking sheets, attendance, classroom conferences, notice of concerns, behavior referrals, baseline writing, math pretest, citywide tests for science and social studies, parent contacts, and the work sample system.
- An instructional focus is a school determined priority that integrates multiple initiatives into a cohesive approach to strengthen student achievement. It is rooted in the school's needs and has a direct and evident impact on classroom practice. It is emphasized throughout the work of the school, including in school wide professional development plans, the observation and feedback cycle, and communication with families.
 

Making the core comprehensible to all students

  - Four times a year, at the marking periods, the cabinet and School Leadership Team will monitor for evidence of impact and reflect on implementation. This reflection will inform adjustments to practice and structures in service of increasing student performance.
  - Existing initiatives: RTI, SIOP, Collins Writing, UDL, vocabulary development, SSR, use of smart boards, united streaming, Saturday School, Extended School day, Curriculum maps and Common Assessments, Formative Assessments, Benchmark assessments, Student Goal Sheets and Interim Reports, Engrade, Work Sample Systems, Progress Reports, small group AIS
- The culture of reflecting on and refining practice to drive the work within schools builds previous Expectations and New York City's focus on inquiry. Refine and develop systems and structures that foster collaborative professional learning in support of making the core comprehensible to students and identified areas for teacher and student growth.
  - Data Inquiry Teams
  - Coach led PD for ELA and math

- Faculty Conferences
- Engrade PD
- Collins Writing PD for new and/or existing staff
- Student data reflection
- Teaching academic language/vocabulary
- SIOP Model training for new staff
- Common understanding of the instructional shifts for ELA and math
- Common definition of instructional rigor
  - Throughout the year, the PD Planning Team will analyze multiple sources of information to assess the impact of professional learning and inform the refinement of collaborative structures and practices.

### 10X206 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	269
		SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	18	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	24	# SETSS	14
		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	3	# Music	1
		# Drama	14
# Foreign Language	N/A	# Dance	9
		# CTE	N/A
School Composition (2013-14)			
% Title I Population	90.6%	% Attendance Rate	90.8%
% Free Lunch	86.0%	% Reduced Lunch	N/A
% Limited English Proficient	32.6%	% Students with Disabilities	22.2%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander	1.3%
% White	1.0%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	5.86
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4	6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	17.3%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% 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 (2014-15)			
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 (2012-13)			
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 Mathematics (2012-13)			
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	YES	Limited English Proficient	YES
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	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	YES		

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

#### Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

#### Part 1b. Needs/Areas for Improvement:

1. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The preliminary ratings from our most recent Quality Review, dated November 13, 2014, found indicator 1.1 to be an area of celebration for the school with a rating of proficient. The indication is that the school ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards. The school’s instructional focus is, “Making core content comprehensible to all students.” This aligns well with the Danielson Framework. Students are aware of the instructional objectives and write goals addressing these on the front end of each marking period. A reflection on the objectives and goals is a part of the interim reporting that is done to parents and students in each core subject. This same clarity is addressed at the start of each lesson. Students are aware of the assessment criteria and of the content and language objective for each lesson at the start. Learning activities are aligned to the objective and assessment for understanding takes place throughout the lesson for the purpose of adjusting instruction. Additionally, rubrics and focus correction areas are introduced at the beginning of units to guide students during tasks.

On feedback from the same Quality Review indicated above, the school had a rating of proficient for indicator 2.2. The indication is that the school aligns assessments to curricula, uses on-going assessments and grading practices, and analyzes information on student learning outcomes to adjust instructional decisions at the team and classroom level. We have adopted the Code X materials for ELA and the CMP3 materials for math through the DOE curriculum materials option. As such, we are able to use the assessment materials provide in the adopted texts. The CMP3 materials include a pre, formative and post test option, which we use. The code X only provides a post test option, but we are using critical thinking questions from the text as a mid unit, formative assessment. The data from unit tests are laid on tracking sheets so that we can clearly see where students are not meeting standards. Discussion takes place in math

and ELA team meetings about how to adjust the curricula and instruction to meet the needs of students who do not meet the standards. We are using the benchmark tests provided by the DOE as checkpoints to see how students are doing. As with the unit tests, data from the benchmark tests will be laid out on tracking sheets and discussions held within ELA and math team meetings about how to address the instructional needs of students who are not meeting standards.

On indicator 1.2 of the same Quality Review, the school has an area of focus, which was rated as developing. The indication is that the school needs to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. The staff has all had training in the SIOP Model for supporting English language learners through scaffolding, a focus on academic vocabulary and the use of language objectives in all content areas. Additionally, all staff has had training in Collins Writing Across the Content Areas, the employment of discussion skills and the use of questioning as a means to access higher order thinking. The concern is that these teaching strategies are not being employed with the same consistency across all content areas, classrooms and grade levels. We need to work to reinforce the strategies throughout the school so that they benefit all learners.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Over the course of the school year, provide PD and conduct frequent formative classroom observations, and provide teachers with formative feedback and professional development to support improved practice in identified competencies, in particular the effective use of questioning and discussion techniques, employment of the instructional shifts, use of writing across all content areas, and a focus on academic vocabulary and language objectives in all content areas. This goal will begin the first of September of 2014 and be accomplished by the end of June of 2015. This will be demonstrated by an effective rating in component 1e and 3b of over 90% of the staff during the final observation and feedback cycle.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional development will be undertaken for writing in the content areas, using the John Collins Program “Improving Student Performance Through Writing and Thinking Across the Curriculum.” All veteran staff has been trained in this program. This PD will be new for staff who joined the school this year and a refresher for the rest. PD will be presented by school staff using the contractual time on Mondays that has been established for this purpose.	The target group for the activities will be teaching, administrative and paraprofessional staff.	The start date is September 2, 2014, and the end date is December 22, 2014.	Debbie Ashman, Literacy Coach Maria Lopez, ELA teacher Tamara Smith, ELA teacher

Professional development will be held on discussion and questioning skills, and integrating the instructional shifts. The PD will be contracted out to the Executive Leadership Institute, which is the PD branch of the CSA.	The target group for the activities will be teaching, administrative and paraprofessional staff.	The start date is January 5, 2015 and the end date is June 5, 2015.	David Neering, Principal
Professors Brian Collins and Jennifer Samson from Hunter College will provide the PD on academic vocabulary and the use of language objectives using one full day and two 80 minute sessions of the contractual PD time on Mondays.	The target group for the activities will be teaching, administrative and paraprofessional staff.	The start date is November 4, 2014 and the end date is December 22, 2014.	David Neering, Principal
Classroom, formative observations will be conducted to ensure that the professional development engaged in by staff finds its way into classroom practice. Feedback will be targeted at the indicated areas of writing in the content areas, discussion and questioning, development of academic vocabulary and the use of language objectives, and integrating the instructional shifts.	The target group for the activities will be teaching staff.	The start date is October 1, 2014, and the end date is June 5, 2015.	David Neering, Principal Rafael Cabral, Assistant Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The primary resources needed are human. Some of the professional development will be done in house by the math coach, literacy coach and teaching staff. This is inclusive of the questioning and discussion, and writing across the content areas. Professors Brian Collins and Jennifer Samson from Hunter College will provide the PD on academic vocabulary and language objectives. The Executive Leadership Institute of the CSA is being contacted to provide the PD on integration of the instructional shifts. PD will take place on the Election Day, November 4, 2014, and during the contractual 80 minutes on Monday afternoons. The PD will largely be budget neutral since staff is already under contract. We will likely have to pay some per session for preparation of the trainings. The PD provided by Hunter College will be at no cost because of a connection with Hunter and our CBO, The Good Shepherd Services. We will have to pay for development provided by The Executive Leadership Institute.

Parent meeting(s) will be held during the contractual parent contact time on Tuesday afternoons. Preparation for the meetings and presentations will likely incur some expense in the way of per session costs for staff.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The benchmarks used to indicate progress toward meeting the goal will include:

- completion of the PD strands for writing across the content areas and academic vocabulary and language objectives
- completion of two of the observation cycles for each member of the teaching staff

The monitoring for mid-point progress will take place by February 13, 2015.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school has partnered with Good Shepherd Services in working on an extended school day model. Good Shepherd Staff and school science teachers have undertaken STEM training at the New York hall of science and work together during the day school and during the after school program to implement and align activities in each setting. Arts teachers from the day school are scheduled into the after school program on a schedule that rotates by semester. ELA and math teachers also work alongside of after school providers in small groups, which are focused on CCLS. Additionally, parents and students are referred for counseling and support at Good Shepherd Counseling Center located within the neighborhood of the school.

The efforts to communicate high expectations to all of the school’s constituents include: a staff handbook that provides clarity of expectations across a number of areas including administrative matters, attendance for staff and students, professionalism, school safety and security, student discipline and guidance, and teaching and learning; Faculty Conferences; Cabinet Meetings; observation feedback; a Looking Ahead that communicates activities for the week to staff; School Focus Areas for the year; SCEP Goals; Student Goal Sheets and Interim Reports; Grade Level meetings for students to set expectations for the year; a PBIS Program; a College and career Readiness program; Parent Meetings to discuss CCLS; and monthly School Notes mailed to parents.

The student goal sheets and interim report of progress is one way that we partner with parents to support student progress. Parents are also able to view student grades and assignments on the online grading system, Engrade. This system also offers teachers and parents the ability to communicate with each other around student work. Holding parent meetings to discuss CCLS and communicating with parents in writing and by phone are additional ways that we partner with parents. Our parent coordinator plays a role in this by holding parent meetings on topics of interest to

parents each month.

Feedback to students on college and career readiness comes in the form of daily feedback on class work, and feedback from staff and self reflection on interim reports, and online feedback through use of the online grading system, Engrade. We have also taken areas of college and career readiness and operationalized them in terms of expectations at MS 206. Each area is highlighted for four to five weeks at some point during the year. Students receive feedback on whether or not they have approximated the indicated behaviors.

We do need to work at establishing a common vision for how we provide for a safe school environment and address socio-emotional issues that arise among students. This should be a shared vision able to be articulated by staff, students and parents. Further, this should include the use of data to track the efficacy of strategies employed to improve the school culture and provide for the social emotional needs of students.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Implement a PBIS Program in September of 2014 and run the program using monthly incentives to approximate the behaviors listed on the PBIS Teaching Matrix through the end of June 2015. A baseline number of students will be identified s able to participate in the monthly incentive at the end of September of 2014. The baseline number of students who approximate the behaviors listed on the PBIS Teaching Matrix will grow at a rate of 8% per month through the end of June of 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The planning for the program was done from January through June of 2014. The planning team will continue to meet once a month over the course of the coming school year during the professional work time on Tuesdays,	All students in the school.	September 4, 2014, through June 26, 2015	The PBIS Team headed up by Shani Carty
Professional development for staff on the PBIS program, including the purpose and how to track behaviors was conducted on September 3, 2014. Follow up PD will take place on December 22.	The target group for the activities will be teaching, administrative and paraprofessional staff.	September 4, 2014, through June 26, 2015	The PBIS Team headed up by Shani Carty
As a corollary to the PBIS Program, teams of staff members who share the same students will meet together and review data related to student academic and socio-emotional growth. Students who struggle to meet standards or whose socio	All students in the school.	From October 7, 2014, through	Team leaders David Neering, Principal Rafael Cabral,

emotional development is not progressing will be discussed collaboratively. The aim of the discussion will be to introduce academic and socio-emotional supports and strategies that will assist the student in meeting standards and spur socio-emotional development. A form will be created that will introduce the student to the group and provide pertinent background information for the discussion. Counselors and staff with over three class groups will work with the teams on a rotating basis. A form will be created that will introduce the student to the team and provide pertinent background information for the discussion.		June 26, 2015 Teaching teams organized for student support will meet every other Tuesday.	Assistant Principal
Professional Development on this program was provided on September 29, during the contractual time on Monday set aside for this purpose. Follow up PD will take place on December 22.	The target group for the activities will be teaching, administrative and paraprofessional staff.	From October 7, 2014, through June 26, 2015	David Neering, Principal Rafael Cabral, Assistant Principal
Planned reteaching of the PBIS matrix of behaviors will take place after major breaks in the school year including following the mid-winter break, spring break, and following the Memorial Day weekend.	The target group will be the student population.	From February 23, 2015 through the end of may 2015	David Neering, Principal and Shani Carty, PBIS Coordinator

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources are needed for the planning and executing of the PBIS Program and for the teaching teams organized for student support. The PBIS Planning was initially done with Title 1 Funds. Both sets of groups are now able to meet during contractual time on Tuesday afternoons. There is some funding needed for the PBIS Program activities, although we do try to keep this as budget neutral as possible by looking for activities with low cost and high interest for students. There is some schedule adjustment necessary for the activities as the activities are scheduled for only those students who meet the criteria by exhibiting behaviors on the matrix.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The mid-point used to determine meeting of the goal will be the growth in the number of students who are qualified for the PBIS activities as stated in the goal.

The monitoring for mid-point progress will take place by February 13, 2015.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The preliminary ratings from our most recent Quality Review, dated November 13, 2014, found indicator 1.1 to be an area of celebration for the school with a rating of proficient. The indication is that the school ensures engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS and/or content standards. The school’s instructional focus is, “Making core content comprehensible to all students.” This aligns well with the Danielson Framework. Students are aware of the instructional objectives and write goals addressing these on the front end of each marking period. A reflection on the objectives and goals is a part of the interim reporting that is done to parents and students in each core subject. This same clarity is addressed at the start of each lesson. Students are aware of the assessment criteria and of the content and language objective for each lesson at the start. Learning activities are aligned to the objective and assessment for understanding takes place throughout the lesson for the purpose of adjusting instruction. Additionally, rubrics and focus correction areas are introduced at the beginning of units to guide students during tasks.

On feedback from the same Quality Review indicated above, the school had a rating of proficient for indicator 2.2. The indication is that the school aligns assessments to curricula, uses on-going assessments and grading practices, and analyzes information on student learning outcomes to adjust instructional decisions at the team and classroom level. We have adopted the Code X materials for ELA and the CMP3 materials for math through the DOE curriculum materials option. As such, we are able to use the assessment materials provide in the adopted texts. The CMP3 materials include a pre, formative and post test option, which we use. The code X only provides a post test option, but we are using critical thinking questions from the text as a mid unit, formative assessment. The data from unit tests are laid on tracking sheets so that we can clearly see where students are not meeting standards. Discussion takes place in math and ELA team meetings about how to adjust the curricula and instruction to meet the needs of students who do not meet the standards. We are using the benchmark tests provided by the DOE as checkpoints to see how students are

doing. As with the unit tests, data from the benchmark tests will be laid out on tracking sheets and discussions held within ELA and math team meetings about how to address the instructional needs of students who are not meeting standards.

On indicator 1.2 of the same Quality Review, the school has an area of focus, which was rated as developing. The indication is that the school needs to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. The staff has all had training in the SIOP Model for supporting English language learners through scaffolding, a focus on academic vocabulary and the use of language objectives in all content areas. Additionally, all staff has had training in Collins Writing Across the Content Areas, the employment of discussion skills and the use of questioning as a means to access higher order thinking. The concern is that these teaching strategies are not being employed with the same consistency across all content areas, classrooms and grade levels. We need to work to reinforce the strategies throughout the school so that they benefit all learners.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the number of students scoring at level 2 and scoring at proficient levels on the State Test of ELA: 34% of all students scored at level 2 and 4% of all students scored at proficient levels on the 2013-2014 State Test of ELA. Targets of 45% of all students scoring at level 2 and 10% of all students scoring at proficient levels have been established for the 2014-2015 State Test of ELA. This goal will be accomplished by the end of April 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A distinct class period of 45 minutes each day has been established for the purpose of explicitly teaching academic vocabulary using the text "Wordly Wise."	All students in the school who do not participate in the RTI Program a class period each day.	The start date is September 4, 2014, and the end date is June 5, 2015.	Debbie Ashman, ELA coach David Neering, Principal Rafael Cabral, assistant Principal
The continued use of National Reading Styles as an RTI Program. During the last school year, students who were in the program demonstrated average growth in reading of 1.31 years.	The program will target struggling readers in all sub	The start date is September 15, 2014 and the end date is	Joan Kilcullen, RTI Facilitator David Neering, Principal

	groups.	june 25, 2015.	
The use of an F Status teacher, Ann DiSalvo, to run a pull out program using a <i>Success for All</i> format.	The program will target struggling readers in all sub groups.	The start date is January 5, 2015 and the end date is May 22, 2015.	Ann DiSalvo, F Status teacher David Neering, principal
We will imbed 5 ELA teachers in the extended school day program run by our CBO, The Good Shepherd, providing 12, 45 minute blocks of small group instruction with a certified teacher and a community educator using the same curriculum maps in use during the day school.	The program will target struggling readers in all sub groups	date is January 5, 2015 and the end date is May 22, 2015.	David Neering, Principal Rafael Cabral, Assistant Principal
Purchase a 16 unit laptop cart with laptops and printers to enable research and production of published works of writing in classrooms. There are currently two similar laptop carts in use of the second floor of the building and one in use on the third floor of the building.	The use of the laptops for the expressed purpose will target all subgroups.	The order date is the week of February 23, the end date will be June 26, 2015.	David Neering, Principal

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources needed to complete the plan are primarily human, but also include funding for that part of the work that cannot be done on school time. This includes the curriculum writing that cannot get done during the contractual extensions on Monday and Tuesday and the work with students to take place during the extended school day. Work done outside of this contractual time will have to be paid for with per session funding. I think that this will take a blending of funds to accomplish the goal.

#### Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

Comparison of data on benchmarks tests for ELA will be used to monitor [progress toward meeting this goal. The first benchmark test for ELA was given on November 20. The data from this test will be used to inform instruction and the

second benchmark test will be given on February 24. Data from the second benchmark test will be compared to the first benchmark to determine progress toward the stated goal.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The preliminary ratings from our most recent Quality Review, dated November 13, 2014, found indicator 3.4 to be proficient. The indication is that the school has established a culture for learning that communicates high expectations to staff, students and families and provides supports to achieve those expectations. The efforts to communicate high expectations to all of the school's constituents include: a staff handbook that provides clarity of expectations across a number of areas including administrative matters, attendance for staff and students, professionalism, school safety and security, student discipline and guidance, and teaching and learning; Faculty Conferences; Cabinet Meetings; observation feedback; a Looking Ahead that communicates activities for the week to staff; School Focus Areas for the year; SCEP Goals; Student Goal Sheets and Interim Reports; Grade Level meetings for students to set expectations for the year; a PBIS Program; a College and career Readiness program; Parent Meetings to discuss CCLS; and monthly School Notes mailed to parents.

Area 2.3 listed above is critical to the accomplishment of the goals indicate din the SCEP. In order to fully accomplish examination of individual and school wide processes in the critical areas of student achievement, curriculum and teacher practices, leadership development , community/family engagement and student social and emotional health we will need more than a casual review of the goals established in this document.

The preliminary ratings from our most recent Quality Review, dated November 13, 2014, found indicator 4.2 to be proficient. The indications are that the school engages in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on student learning. The staff plays a leadership role in the setting of high expectations for each other, for students and for parents by: communicating with parents in writing

at the start of and throughout the school year; setting agendas for team meetings; communicating expectations on a daily basis to students through their lessons and; by communicating with parents by phone and the use of notices of concern and behavior referrals. Structures that support distributive leadership include the use of an ELA coach, math coach, IEP teacher, cabinet, staff development run by teaching staff, initiatives undertaken by the girls' basketball coach and gym teacher, initiatives undertaken by the parent coordinator, and team leadership roles for the Inquiry Teams and Student Support Teams, leadership of the PBIS Team, and leadership and the constituency of the School Leadership Team.

The preliminary ratings from our most recent Quality Review, dated November 13, 2014, found indicator 2.2 to be proficient. The indication is that the school aligns assessments to the curricula, uses on-going assessment and grading practices, and analyzes information on student learning outcomes to adjust instructional decisions at the team and classroom levels. We have adopted the Code X materials for ELA and the CMP3 materials for math through the DOE curriculum materials option. As such, we are able to use the assessment materials provide in the adopted texts. The CMP3 materials include a pre, formative and post test option, which we use. The code X only provides a post test option, but we are using critical thinking questions from the text as a mid unit, formative assessment. The data from unit tests are laid on tracking sheets so that we can clearly see where students are not meeting standards. Discussion takes place in math and ELA team meetings about how to adjust the curricula and instruction to meet the needs of students who do not meet the standards. We are using the benchmark tests provided by the DOE as checkpoints to see how students are doing. As with the unit tests, data from the benchmark tests will be laid out on tracking sheets and discussions held within ELA and math team meetings about how to address the instructional needs of students who are not meeting standards.

**Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Revise the curriculum maps and pacing calendars for ELA, giving consideration to the text adoptions for this area, building in mid unit formative assessments, and attending in particular to meeting the needs of students with disabilities and English Language Learners. This goal will begin in September of 2014 and be fully accomplished by the end of June of 2015. The clarity provided by the text adoption and its inclusion in the curriculum maps with added attention to the indicated sub groups, and adjustments to instruction based on mid unit formative assessments will increase the number of students from each sub group gaining growth of a year or more on the state test of ELA by 10%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Incorporate information from Inquiry Team Meetings and data gained from tracking sheets for unit and benchmark tests to revise curriculum maps and pacing calendars for ELA.	All sub groups within the school will be represented In the	The start date is September 30, 2014 and the end date is June 23,	Debbie Ashman, ELA Coach Inquiry Team Leaders David Neering, Principal

	Inquiry team meetings.	2013.	
In revising curriculum maps, particular attention will be paid to scaffolds into the curriculum for students with disabilities and English language learners.	students with disabilities and English language learners.	Work began in July of 2014 and will continue through April of 2015.	Debbie Ashman, ELA Coach David Neering, Principal
Continue to adapt the curriculum maps and pacing calendars to better incorporate the productive use of text adoptions for ELA and math.	All sub groups within the school	Work began in July of 2014 and will continue through April of 2015.	Debbie Ashman, ELA Coach David Neering, Principal
Create mid unit formative assessments for ELA. It is expected that the mid unit assessments will better inform instruction for all sub groups. These are not included as a part of the text adoption.	All sub groups within the school	began in July of 2014 and will continue through April of 2015.	Debbie Ashman, ELA Coach David Neering, Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The primary resource is human. Staff will need to work as a team to incorporate findings from Inquiry Teams and data analysis of unit and benchmark tests into the revision of curriculum maps and pacing calendars to better meet the instructional needs of all students. Per session funding will also be needed to pay for work that cannot be completed during contractual time.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The second benchmark test of the year for ELA will be given on February 5, 2015. We would like to be able to analyze that data and adjust instructional plans for March and April by February 24, 2015. This will be a push and need to be paid for with per session, since the winter break runs from February 16 through the 20<sup>th</sup>.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The student goal sheets and interim report of progress is one way that we partner with parents to support student progress. Interim reports have an area marked for parent feedback and parents are encouraged to communicate with staff about their students learning. Parents are also able to view student grades and assignments on the online grading system, Engrade. This system also offers teachers and parents the ability to communicate with each other around student work. Holding parent meetings to discuss CCLS and communicating with parents in writing and by phone are additional ways that we partner with parents. Our parent coordinator plays a role in this by holding parent meetings on topics of interest to parents each month.

The school has an open door policy for parents. The principal, assistant principal and teaching staff will see and speak with parents who come to school unannounced and without an appointment. This policy is discussed with parents at all parent meetings. Additionally, the principal has an open door policy, literally, with students. His door is always open to the hallway unless he is in a meeting where issues of privacy are a concern. Parent satisfaction on the School Survey was rated at 100% for the instructional core, 98% for systems of improvement and 97% for school culture.

The school and Good Shepherd Services, our CBO, have been working to build an extended school day model with support from TASC (The After School Corporation) for the last three years. The school pays 5 ELA teachers and 5 math teachers to work with small groups of students on alternating days during the extended school, which is run by Good Shepherd Services. The teachers are supported in this work by Good Shepherd staff making this a roughly 15 to 2 teaching situation. The school’s science teachers and Good Shepherd staff have also paired for STEM training at the New York Hall of Science. MS 206 science teachers work along-side Good Shepherd staff in the extended school day program and Good Shepherd staff work during the school day with MS 206 science teachers once a month. Good Shepherd staff are invited to attend professional development provided for school staff increasing the consistency

between what happens instructionally across the day school and the extended school day. Additionally, parents and students are referred, as needed, to counseling in the Good Shepherd Services Counseling Office, located within the school community.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Conduct four parent meetings to discuss topics related to school programs and the work that is being done to promote student achievement and social-emotional growth. Meetings will be held from January 5, through April 30. This increased communication and subsequent understanding by parents will be demonstrated by a growth of .1 on the school survey of parents in the categories of systems for improvement and school culture. The 2013-2014 school survey was at 98% and 97% for these subtopics. The projected increase would place the subtopics at 99% and 98%.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
January 20, 2015: The topic of the parent meeting will be the purpose, design and implementation of the PBIS Program this year. Data that is being used to track growth in the efficacy of the program will also be discussed.	All parents	Meetings will be held from January 5, through April 30.	Shani Carty, PBIS Team Facilitator David Neering, Principal
February 24, 2015: The topic of the parent meeting will be The ELA curriculum and what parents can do to support their children’s academic growth at home.	All parents	Meetings will be held from January 5, through April 30.	Debbie Ashman, Literacy Coach David Neering, Principal
March 31, 2015: The topic of the parent meeting will be The math curriculum and what parents can do to support their children’s academic growth at home.	All parents	Meetings will be held from January 5, through April 30.	Magaly DelaCruz, Math Coach Rafael cabral, Assistant Principal
April 28, 2015: The topic of the parent meeting will be the Quality Review Report and The Middle school Quality Snapshot for MS 206.	All parents	Meetings will be held from January 5, through	David Neering, Principal Rafael Cabral, Assistant Principal

		April 30.	
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The primary resources needed are human resources in the form of presenters. Where teaching staff is going to present, there will be some per session cost incurred for preparing the presentations. There will also be some cost incurred for refreshments for parents.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
The mid-point benchmark will be whether or not we have conducted the first two meetings as specified in the activity section. This will be monitored by February 27, 2015.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



		7. Extended School Day- Hands on review and preview of CCLS taught during the regular school day	<ul style="list-style-type: none"> <li>Small group-tutoring with regular day school teachers and additional support from the after school personnel</li> </ul>	During the after school program run by our CBO-The Good Shepherd from 3:15-5:15
<b>Science</b>	Below 65% in the core subject of science	11. Extended School Day-review/tutoring on concepts taught during regular class time  12. Saturday School-review/tutoring on concepts taught during regular class time	Reduced class size  Reduced class size	During the after school program run by our CBO-The Good Shepherd from 3:15-5:15  Saturdays from 9:00-11:15
<b>Social Studies</b>	Below 65% in the core subject of social studies	Review of concepts/strategies taught in class	Small group pull out by the classroom teacher during prep periods	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Identified by teaching teams grouped for student support as a student in need of social-emotional support or counseling as an academic support	Counseling services	<ul style="list-style-type: none"> <li>1 to 1</li> <li>Small group</li> </ul>	<ul style="list-style-type: none"> <li>Part of the regular school day</li> <li>Part of the regular school day</li> </ul>

### 10X206 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	18	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	14	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
# Foreign Language	N/A	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	32.6%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

### 10X206 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	18	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	14	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
# Foreign Language	N/A	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	32.6%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

### 10X206 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	18	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	14	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
# Foreign Language	N/A	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	32.6%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

### 10X206 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	18	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	14	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
# Foreign Language	N/A	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	32.6%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

### 10X206 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	18	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	14	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
# Foreign Language	N/A	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	32.6%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

### 10X206 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	18	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	14	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
# Foreign Language	N/A	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	32.6%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

## 10X206 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	269	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	18	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	14	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	1	# Drama
# Foreign Language	N/A	# Dance	9	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	32.6%	% Students with Disabilities		22.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		12.1%
% Hispanic or Latino	85.7%	% Asian or Native Hawaiian/Pacific Islander		1.3%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4		6.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		17.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<p>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.</p> <p>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.</p> <p>Teachers are assigned for the year based on their area of certification. All teachers in the building are working within state guide lines for their areas of certification.</p> <p>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. Additional training will be provided this school year by Professors Brian Collins and Jennifer Samson from Hunter College will provide the PD on academic vocabulary and the use of language objectives using one full day and two 80 minute sessions of the contractual PD time on Mondays.</p> <p>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. PD will be presented by school staff using the contractual time on Mondays that has been established for this purpose.</p> <p>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 Joan Kilcullen, who has worked with NRSI and school staff on the transition to the web based program.</p>

The school has contracted with The Executive Leadership Institute, the PD branch of the CSA, to provide training for all staff in the use of questioning and discussion techniques in all content areas and application of the instructional shifts.

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 school has contracted with The Executive Leadership Institute, the PD branch of the CSA, to provide training for all staff in the use of questioning and discussion techniques in all content areas and application of the instructional shifts. 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.

## **2b. 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. Additional training will be provided this school year by Professors Brian Collins and Jennifer Samson from Hunter College will provide the PD on academic vocabulary and the use of language objectives using one full day and two 80 minute sessions of the contractual PD time on Mondays.

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. PD will be presented by school staff using the contractual time on Mondays that has been established for this purpose.

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 Joan Kilcullen, who has worked with NRSI and school staff on the transition to the web based program.

The school has contracted with The Executive Leadership Institute, the PD branch of the CSA, to provide training for all staff in the use of questioning and discussion techniques in all content areas and application of the instructional shifts. 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.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. 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).

## **Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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 ELA and math. The benchmark assessments are a part of the periodic assessment program of the NYC DOE.

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,

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	278,318	X	P. 14, P. 17, P. 21, P. 24, 25, P. 28
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	67,368	X	P. 22, P. 24, 25
Title II, Part A	Federal			
Title III, Part A	Federal	12,244	X	P. 14, P. 21, p. 28
Title III, Immigrant	Federal	1,464	X	

Tax Levy (FSF)	Local	1,822,019	X	P. 14, P. 17, P. 21, P. 24, 25, P. 28
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**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

21. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
22. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
23. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
24. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
25. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

26. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

27. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
28. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
29. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
30. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **MS 206**, 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 the school and the families. The 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 the school community. **MS 206** 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 the school community;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

**MS 206**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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



## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Ann Cross Mersereau MS 206	DBN: 10X206
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 30 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 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: 2 # of certified ESL/Bilingual teachers: <u>2</u> # 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: Extended School Day program will focus on beginner learners on grades 6/7 and 8. Two bilingual, common branch teachers will work on English language development with groups of 10-15 students each. Programming will include the use of the National Reading Styles, web based program, Educator's Publishing phonics workbooks and readers, Scholastic phonics booster books and chapter books, Steck Vaughn spelling workbooks, Thompson-Heinle Visions books and workbooks, and targetted skill based instruction, ex. contractions and sentence structure. The program will begin in November, starting from 3:15 PM to 5:15 PM and run through April. The after school program will run four days per week and will be funded primarily with focus school dollars.

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

The same materials are being used for both programs out of an understanding that good instrucion and curriculum materials on Monday through Friday are aslo good instruction and curriculum materials for use in an extended school day program. The broad range of curriculum materials allows for flexibility in planning for both the school week program and the extended week program.

### Part C: Professional Development

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

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

Begin description here: The entire school with the excepton of five new teachers has been trained in the SIOP Model of making content comprehensible for English learners. These five, Morenike Nolan, Roberto Mercado, Nancy Burke, Kristopher Indelicato and Carrie Isaacman, will take the online training.

### Part C: Professional Development

The training will help them support the English language learners that they work with. The training is provided by Pearson Education. The entire staff has been trained in the Collins Writing Program, "Improving Student Performance Through Writing and Thinking Across the Curriculum." Refresher courses will be offered to staff to ensure that the use of the process is remaining true to the original training. The professional development will be broken into three, 1 hour sessions taking place on October 27, December 1, and December 15. The October training will focus on type 1 and Type 2 writing, which are quick writes. The Type 1 writing accesses prior knowledge. The Type 2 writing can be used as an assessment at the end of a class to check for understanding. The December 15, session will focus on Type 3 writing, which is a first draft. The program uses focus correction areas for Type 3 writing, which limits the number of focus areas a student must concentrate on within the draft to 4 or 5 items. These might include vocabulary, supporting details, an item of grammar, and an item of punctuation. The third session will focus on Type 4 and Type 5 writing, which takes the Type 3 writing to a publishable piece by interacting with a student partner and then having input from the teacher. The process is clear and structured and supports English language learners through the writing process. The quick writes build writing fluency while accessing prior knowledge and assessing for understanding. The Type 3 limits the number of factors being considered in the draft and makes the process comprehensible and "doable." The Type 4 and 5 writing provide additional support in the second and third draft from peers and the teacher. The training will be provided by Debbie Ashman, our literacy coach along with Ms. Lopez Castro and Ms. Smith, teachers who have mastered the use of Colling Writing in their classrooms. The program is essentially self sustaining at this point in that the training is being provided "in house." However, even though all staff have been trained, continued PD such as that indicated is necessary to ensure that the program is being properly implemented.

Training in the web based version of the National Reading Styles Program. The National Reading Styles program uses recorded readings as a means to increase comprehension, vocabulary development and fluency for struggling readers. The web based version will give us reports on student progress to more easily track student growth over time. All literacy teachers who work with English language learners will receive the training. The training will be provided by Joan Kilcullen, who has herself been trained on the National Reading Styles program. The program will be sustained by continuing support from NRSI and "in house" support provided by staff member Joan Kilcullen.

All teachers including those who teach and support the ELLs will receive professional development in developing academic vocabulary presente by Dr. Jennifer Samson of Hunter College. She will provide three sessions November 4, November 17 and on December 8. Dr. Samson will continue to follow up and to provide support in academic vocabulary.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: In January, our literacy coach, Debbie Ashman will present an hour and a half workshop for parents entitled, " Supporting your child's development in literacy through the Common Core." Our assistant principal, Rafael Cabral will serve as the translator for the session. A second, one and a half hour workshop is scheduled for February. It is entitled, "Supporting your child's development in mathematics, through the Common Core." Our math coach, Magaly Delacruz, will be the presenter. She is capable of providing the training in English and Spanish. The rationale for both sessions is to engage the parents in working with the school on moving students to higher levels of academic achievement by giving them tools and methods that they can use at home to reinforce the work that is being done in school. Parents will be notified by mail and reminders will be sent home with students. Additionally, our parent coordinator holds monthly, informational meetings for parents. To date, these have included the following topics:

November 5, 9:00 - 11:00 AM: Talking to Your Children about the Facts of Life"

December 3, 9:00 - 11:00 AM: Child Development and Sexuality

January, 9:00 - 10:00 AM: Opening the Lines of Communication

February, 9:00 - 11:00 AM: It Takes More Than Talk

March, 9:00 - 10:30 AM: Cyberbullying and Sexting

Each of these meetings is translated to provide the information for both Spanish speaking and English speaking parents. Translation services are also provided for all parent meetings with staff, as needed, and for parent and teacher conferences.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>	_____	_____

**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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

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

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>206</b>
School Name <b>Ann Cross Mersereau</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>David Neering</b>	Assistant Principal <b>Rafael Cabral</b>
Coach <b>Debra-Ann Ashman</b>	Coach
ESL Teacher <b>Ingrid Estevez</b>	Guidance Counselor <b>Ms. Sidney Ali</b>
Teacher/Subject Area <b>Elin Nunez</b>	Parent <b>Irine Gonzalez</b>
Teacher/Subject Area	Parent Coordinator <b>Tracey Moret</b>
Related Service Provider <b>Regina Shin</b>	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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>	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	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>306</b>	Total number of ELLs	<b>101</b>	ELLs as share of total student population (%)	<b>33.01%</b>
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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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							1	1	1					3
SELECT ONE														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	48	19	1	0						48
Dual Language										0
ESL	10	4	3	27	2	13	16			53

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>58</b>	<b>23</b>	<b>4</b>	<b>27</b>	<b>2</b>	<b>13</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>101</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							20	11	17					48
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>11</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>48</b>

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>11</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>54</b>

## 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
Intermediate(I)							10	5	14					29
Advanced (A)							15	8	9	0				32
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>23</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	7	16	15					
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 SLOP 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 fared 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 6<sup>th</sup>, 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 8<sup>th</sup> 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 6<sup>th</sup> grade, 0.01% in grade 7<sup>th</sup> and 4% in grade 8<sup>th</sup>. 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, 7<sup>th</sup> grade scored 5% proficient, ELLs scored 0 % and 8<sup>th</sup> 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 periodic assessment data demonstrates the needs to target specific interventions and strategies to improve the performance of English Language Learners on all state exams. In addition, it indicates a need to continue to work in a collaborative fashion around the analysis of data and the subsequent lesson planning and differentiation of instruction required to drive student achievement. 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 6<sup>th</sup> grade bilingual class and a bridge bilingual class for grade 7<sup>th</sup> / 8<sup>th</sup>. Students who have performed below the state designated proficiency level of proficiency on the NYSESLAT are assigned by grade to the 7<sup>th</sup>/ 8<sup>th</sup> 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 opportunities to promote student learning.

7. For dual language programs, answer the following:

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

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.

## Part V: ELL Programming

### 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 CRPart 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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. 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 6<sup>th</sup> 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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 6<sup>th</sup> grade is instructed in Spanish. 7<sup>th</sup> and 8<sup>th</sup> 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 6<sup>th</sup> through 8<sup>th</sup>. In addition, Ms. Kilcullen, provides ESL pull-out instruction for ELLs in grades 6<sup>th</sup>.

ESL instructional minutes provided as per Part 154 requirements:

Beginners/ Intermediates Advanced

8 units per week 360 minutes per week 4 units or 180 minutes per week

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

Grade 6<sup>th</sup> - Monday, Wednesday, Thursday, Friday, Period 1

Monday through Thursday – Period 7<sup>th</sup>

Tuesday through Friday –Period 7<sup>th</sup>

Grade 7<sup>th</sup> - Monday, Wednesday, Thursday, Friday, Period 1

Monday through Thursday – Period 7<sup>th</sup>

Tuesday through Friday –Period 7<sup>th</sup>

Grade 8<sup>th</sup> - Monday through Wednesday and Friday, Period 4<sup>th</sup>

Monday through Wednesday and Friday –Period 5<sup>th</sup>

#### 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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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 SETTS. 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. The 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 ⓘ

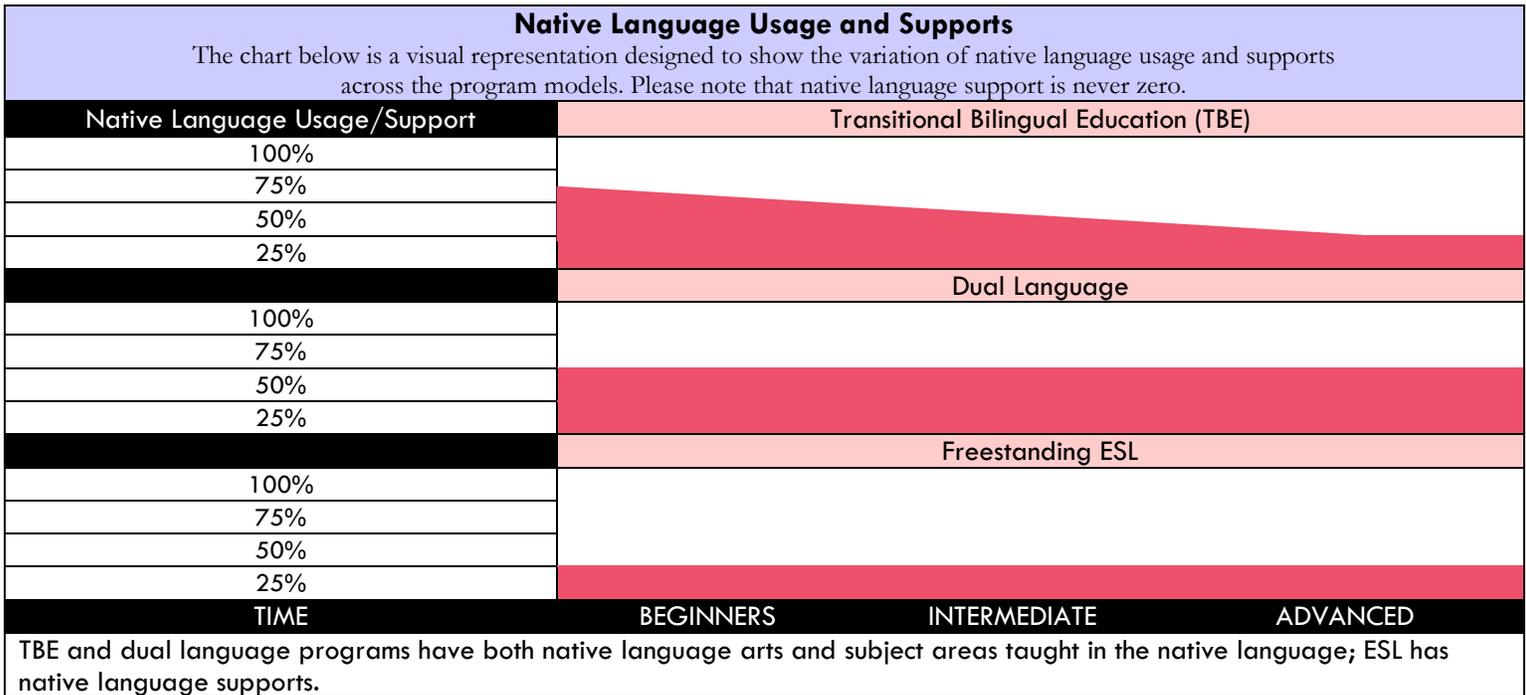
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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		

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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



## B. Programming and Scheduling Information--Continued

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.

SLOP 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 Staff 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
Debra 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 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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

1. Information about the school's academic program and student's participation

- Enhancing parents' understanding of academic standards, assessments and tests
- Translation of reports indicating students' levels in Literacy, Math, LAB-R and NYSESLAT
- 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

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

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

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

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