



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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

School Name: **I.S. 206 ANN MERSEREAU**

Principal: **DAVID NEERING**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Ann Cross Mersereau School Number (DBN): 10X206
Grades Served: 6-8
School Address: 2280 Aqueduct Avenue, Bronx NY 10468
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
SLT Chairperson: Joan Kilcullen
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Irene Gonzalez
Student Representative(s): N/A

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza-8th Floor Room 835, Bronx NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Ave., Bronx, NY 10462/One Fordham Plaza, Bronx NY
Director's Office Address: 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Quinton Ervin	CBO Representative, if applicable	
Shani Carty	Member/ Staff-Teacher	
Joan Kilcullen	Member/ Staff-Teacher	
Daniel Mozoub	Member/ Staff-Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elin Nunez	Member/ Staff-Teacher	
Maria Flores	Member/ Parent	
Rachel Carimbocas	Member/ Parent	
Sveda Asiva Fatima	Member/ Parent	
William Batista	Member/ Parent	
Ellen Smith	Member/ Parent	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 provided in the adopted texts. The CMP3 materials include a pre, formative and posttest option, which we use. The code X only provides a posttest option, but we are using critical thinking questions from the text as a mid-unit formative assessment while we work on creating true mid unit formative assessments. 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 reports 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.

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.

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 2015-2016

→ 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 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 are discussed collaboratively. The aim of the discussion is to introduce academic and socio emotional supports and strategies that will assist the student in meeting standards and spur socio-emotional development. A form is being used that introduces the student to the group and provides pertinent background information for the discussion. Counselors and staff with over three class groups work with the teams on a rotating basis
- Evidence is examined to monitor the impact of this work to refine practices that best support knowing students and to ensure their growth and development. 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 on previous expectations and New York City's focus on inquiry. We will work to 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. Existing structures include:

- 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.

Elements of The Framework for Great Schools where the school made the most progress as indicated by areas of strength on The Framework for Great schools Report:

- Shifts in literacy
- Inclusive classroom instruction
- School commitment
- Reflective dialogue
- Peer collaboration
- Focus on student learning
- Social-emotional measure
- Inclusive principal leadership

- Teacher outreach to parents
- Parent-teacher trust
- Parent-principal trust
- Teacher-principal trust
- Teacher-teacher-trust

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 – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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</p>		

pre, formative and posttest option, which we use. The code X only provides a posttest 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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 high order questioning and discussion techniques, employment of the instructional shifts, use of writing across all content areas, employment of cooperative grouping of students. This goal will begin the first of September of 2015 and be accomplished by the end of June of 2016. 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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</p>	<p>The target group for the activities will be teaching, administrative and paraprofessional staff.</p>	<p>The start date is September 2, 2015, and the end date is December 22, 2014</p>	<p>Principal Literacy Coach, ELA Teachers</p>

been established for this purpose.			
PD on cooperative instructional practices will be contracted out to a contracted vendor. This will include an observation and feedback cycle provided by the contracted vendor.	The target group for the activities will be teaching, administrative and paraprofessional staff.	The start date is November 3, 2015 and the end date is March 24, 2016.	Principal, Literacy Coach, Math Coach
Professional development will be held on discussion and questioning skills, and integrating the instructional shifts.	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.	Principal, Literacy Coach, Math Coach
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, 2015, and the end date is June 5, 2016.	Principal, Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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. PD will take place on the Election Day, November 3, 2015, 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. We will have to pay for development provided by a contracted vendor.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Beginning in September of 2015, provide PD, observations and teacher feedback that results in an effective rating by 66% of the staff in Danielson components 1e and 3b by February 26, 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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. Additionally, parents and students are referred for counseling and support at Good Shepherd Counseling Center located within the neighborhood of the school.</p>		
<p>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.</p>		
<p>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</p>		

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, feedback from staff, 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Continued implementation and second year refinement of a PBIS Program which uses monthly incentives to approximate the behaviors listed on a PBIS Teaching Matrix. A baseline number of students will be identified as able to participate in the monthly incentive at the end of September of 2015. The baseline number of students who approximate the behaviors listed on the PBIS Teaching Matrix will grow at a rate of 4% per month through the end of June of 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The planning team will meet on September 2, 2015 to discuss improvements in PD for staff, instruction on the PBIS Matrix, promoting the program with students, and planned incentives. 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.</p>	<p>All students in the school.</p>	<p>September 2, 2015, through June 28, 2016</p>	<p>The PBIS Team</p>
<p>Professional development for staff on the PBIS program, including the</p>	<p>The target group for the activities will be teaching,</p>	<p>September 2, 2015, through June 28, 2016</p>	<p>The PBIS Team</p>

<p>purpose and how to track behaviors will be conducted on September 8, 2015. Follow up PD will take place on October 19, and January 11.</p>	<p>administrative and paraprofessional staff.</p>		
<p>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 social-emotional growth. Students who struggle to meet standards or whose social- emotional development is not progressing will be discussed collaboratively. The aim of the discussion will be to introduce academic and social-emotional supports and strategies that will assist the student in meeting standards and spur social-emotional development. A form has been created that introduces the student to the group and provides pertinent background information for the discussion. Counselors and staff with over three class groups work with the teams on a rotating basis. These teams have been designated as Student Support Teams.</p>	<p>All students in the school.</p>	<p>From October 6, 2015, through June 28, 2016</p> <p>Teaching teams organized for student support will meet every other Tuesday.</p>	<p>Team Leaders, Principal, Assistant Principal</p>
<p>Professional Development on the Student Support Teams will be provided on September 28, during the contractual time on Monday set aside for this purpose. Follow up PD will take place on October 19, and January 11.</p> <p>Planned reteaching of the PBIS Matrix of behaviors for students will take place after major breaks in the school year including following</p>	<p>The target group for the activities will be teaching, administrative and paraprofessional staff.</p> <p>The target group will be the student population</p>	<p>From September 28, 2015, through January 11, 2016</p> <p>From January 3, 2016 through the May 31 2016</p>	<p>Principal</p> <p>The PBIS Team</p>

winter break, the mid-winter break, spring break, and the Memorial Day weekend.			
---	--	--	--

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 initial PBIS improvement meeting will be done with per session funding provided by Tax Levy Funds. Following that PBIS planning and the Student Support Groups will meet during contractual time on Tuesday afternoons. There is some funding needed for the PBIS Program activities, although we will 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Starting with the baseline set in September of 2015, there will be a 16% increase in the number of students able to participate in the PBIS incentive by February 26, 2016.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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 posttest option, which we use. The code X only provides a posttest 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</p>		

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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the number of students scoring at at proficient levels on the State Test of ELA: 3% of all students scored at proficient levels on the 2014-2015 State Test of ELA. A target of 10% of all students scoring at proficient levels have been established for the 2015-2016 State Test of ELA. This goal will be accomplished by the end of April 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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.”</p>	<p>All students in the school who do not participate in the National Reading Styles Program</p>	<p>The start date is September 9, 2015, and the end date is June 28, 2016</p>	<p>Literacy Coach, Principal, Assistant Principal</p>
<p>The continued use of National Reading Styles Program as a daily, additional 45 minute reading block for self-contained special education students and students in bilingual, Spanish classes.</p>	<p>The program will target struggling readers in the subgroups indicated.</p>	<p>The start date is September 9, 2015 and the end date is June 28, 2016.</p>	<p>Literacy Coach, Principal</p>
<p>The use of an F Status teacher to run a pull out program using a Success for All format.</p>	<p>The program will target struggling readers in all subgroups</p>	<p>The start date is October 6, 2015 and the end date is April 7, 2016.</p>	<p>Principal Assistant Principal</p>

<p>Imbed 4 ELA teachers in the extended school day program run by our CBO, The Good Shepherd, providing 8, 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.</p> <p>Update literacy curriculum maps to include mid-unit formative assessments. These were not a part of the program adoption for Code X provided by the DOE.</p>	<p>The program will target struggling readers in all sub groups</p> <p>All students in the school</p>	<p>This will take place twice each week from October 6, 2015 through April 7, 2016.</p> <p>The start date is September 9, 2015 and the end date is June 28, 2016.</p>	<p>Principal, Assistant Principal Literacy Coach, Principal</p>
---	---	---	--

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>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. Funding will also be needed for the F-Status teacher.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Standards based ELA instruction will begin in September and students will take the first benchmark test the first week in December. The data from this test will be used to inform instruction and the second benchmark test given by February 26 will demonstrate student growth of 10%.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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.</p> <p>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</p>		

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 posttest option, which we use. The code X only provides a posttest 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

Revise the curriculum maps and pacing calendars for ELA. This goal will begin in September of 2015 and be fully accomplished by the end of June of 2016. The adjustments 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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.</p>	<p>All sub groups within the school will be represented In the Inquiry Team meetings</p>	<p>The start date is September 29, 2015 and the end date is June 28, 2016.</p>	<p>ELA Coach, Inquiry Team Leaders, Principal</p>
<p>Continue to adapt the curriculum maps and pacing calendars to better incorporate the productive use of text adoptions for ELA.</p>	<p>All sub groups within the school</p>	<p>September of 2015 and will through January of 2016.</p>	<p>ELA Coach, Principal</p>
<p>Create mid unit formative assessments for ELA. It is expected that the mid unit formative assessments will better inform instruction for all sub group. Formative</p>	<p>All sub groups within the school</p>	<p>September of 2015 and will through January of 2016.</p>	<p>ELA Coach, Principal</p>

assessments were not included in the package that was purchased as a part of the DOE text adoption.			
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	September of 2015 and will through January of 2016.	ELA Coach, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Standards based instruction will begin in September of 2015. Comparison of the fall ELA Benchmark Test given the first week in December and the Spring ELA Benchmark Test given by February 26, will demonstrate growth of 10% for each sub group.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>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.</p> <p>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</p>		

is 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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 October 2015, through April 30, 2016. This increased communication and subsequent understanding by parents will be demonstrated by growth of 2% in positive responses by parents on the 2015-2016 school survey. The 2014-2015 school recorded a positive response rate for parents of 94%. The projected increase would place the positive response rate of parents for the 2015-2016 school survey at 96%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>October 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.</p>	<p>. All parents</p>	<p>Meetings will be held from October 2015, through May 2016.</p>	<p>PBIS Team members</p>
<p>December 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.</p>	<p>All parents</p>	<p>Meetings will be held from October 2015, through May 2016</p>	<p>ELA Coach Principal</p>

January 2016: 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 October 2015, through May 2016	Math Coach Assistant Principal
April 2016: The topic of the parent meeting will be the Quality Review Report and The Middle School Quality Snapshot for MS 206. May 2016: The topics of the meeting will be support services for families provided by Good Shepherd Services, and summer camp opportunities.	All parents All parents	Meetings will be held from October 2015, through May 2016 Meetings will be held from October 2015, through May 2016	Assistant Principal Principal Guidance Counselor Principal Good Shepherd Program Director

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The primary resource needed is needed is human in terms of preparation and presenting. There will be some cost for cookies, coffee and the like, but it will be minimal. Some per session pay may be needed for preparation and possibly for the presenting if the meetings are outside of the extended time on Tuesday.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Beginning in September of 2015, participants at each informational meeting will be given an exit ticket to measure thier response to the meeting and information. Parents will demonstrate an average positive response rate of 95% by February 26, 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Below 2.0 on the state test of ELA	<ol style="list-style-type: none"> 1. RTI-NRSI online recorded books 2. Extended School Day- review/reteaching of curriculum from day school 3. Soar to Success- reading/writing response to text 4. Review of concepts/strategies taught in class 5. Extended School Day-reading/writing response using eReaders 	<ul style="list-style-type: none"> • Small group-general ed • Whole class-self contained special ed and bilingual general ed • Small group tutoring • Small group-pullout with an F-status literacy coach • Small group pull out by the classroom teacher during prep periods • Small group-tutoring with regular day school teachers and additional support from the after school personnel 	<p>During the school day</p> <p>During the after school program run by our CBO-The Good Shepherd from 3:15-5:15</p> <p>During the school day</p> <p>During the school day</p> <p>During the after school program run by our CBO-The Good Shepherd from 3:15-5:15</p>
Mathematics	Below 2.0 on the state test of math	<ol style="list-style-type: none"> 1. Review of concepts/strategies taught in class 2. Review of concepts/strategies taught in class 3. Extended School Day- Hands on review and preview of CCLS 	<ul style="list-style-type: none"> • Small group-pullout with an F-status literacy coach • Small group pull out by the classroom teacher during prep periods Small group-tutoring with regular day school teachers and additional support 	<p>During the school day</p> <p>During the school day</p> <p>During the after school program run by our CBO-The Good Shepherd from 3:15-5:15</p>

		taught during the regular school day	from the after school personnel	
Science	Below 65% in the core subject of science	<p>1. Extended School Day/Good Shepherd after School Program-review/tutoring on concepts taught during regular class time</p> <p>2. Saturday School-review/tutoring on concepts taught during regular class time</p>	<p>Reduced class size</p> <p>Reduced class size</p>	<p>During the after school program run by our CBO-The Good Shepherd from 3:15-5:15</p> <p>Saturdays from 9:00-11:15</p>
Social Studies	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
At-risk services (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"> • 1 to 1 • Small group 	<ul style="list-style-type: none"> • Part of the regular school day • Part of the regular school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

<p>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> <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.</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> <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</p>

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, staff, and paraprofessionals 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/information, 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 codes¹. 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	311,625.00	X	section 5a, section 5b, section 5c, section 5d, section 5e
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	58,644	X	section 5a, section 5c, section 5d, section 5e
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	section 5a, section 5c, section 5d

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,890,523.00	X	section 5a, section 5b, section 5c

¹Explanation/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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title 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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>Ann Cross Mersereau MS 206</u>	DBN: <u>10X206</u>
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
Total # of ELLs to be served: <u>30</u>
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: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u> </u>

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: 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 language development with groups of 3 to 9 students. Programming will include the use of the National Reading Styles, web based program, Educator's publishing phonics workbooks and readers, Scholastic phonics booster books and chapter books, Stech vaughn spelling workbooks, Thompson-Heinle Visions books and workbooks, and 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 instruction 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. 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

Part C: Professional Development

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

Begin description here: In January, our literacy coach, Debbie Ashman will pesent an hour and a half workshop for parents entitled, " Supporting your child's development in literacy through the Common Core." Our assistant prncipal, Rafael Cabral will serve as the translator for the session. A second, on and a half hour workshop is scheduled for February. It is entitled, "Supporting your child's development in mathmatics, 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 tou 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

Part D: Parental Engagement Activities

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal David Neering	Assistant Principal Rafael Cabral
Coach Debbra Ashman	Coach Magaly De La Cruz
ENL (English as a New Language)/Bilingual Teacher	School Counselor Sydney Ali
Teacher/Subject Area Joan kilcullen	Parent Irene Gonzalez
Teacher/Subject Area Elin Nunez	Parent Coordinator Tracey Moret
Related-Service Provider Shani Carty	Borough Field Support Center Staff Member
Superintendent Mashel Melodie	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	245	Total number of ELLs	58	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education								1	1					0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	18
SIFE	11	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	22	2		7	7	2				0
DL										0
ENL	7	2	2	14		5	8		8	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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
SELECT ONE _____								8	26					0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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							9	7	7					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	5	6					0
Emerging (Low Intermediate)							2	1	5					0
Transitioning (High Intermediate)							1	1	2					0
Expanding (Advanced)							5	11	9					0
Commanding (Proficient)							4	2	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							7	4	6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	1			0
7	11	6			0
8	29	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	8		1						0
7	7	3		2					0
8	8	16		4		1			0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	4	8		3		5			0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	8	4	6	5				
Chinese Reading Test								

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

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

The assessment tools for early literacy skills of our ELLs are the NYSITELL and the Spanish LAB. They are administered to all first time admits to our school, provided that the HLS and interview indicate that the tests are warranted. 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 ENL and Bilingual teachers 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 ENL 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 ENL 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: The ENL teacher, Mr. Mercado works with newly-arrived ELLs on

grades 7th and 8th during his 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 class. Class 701/801 has 26 students. A retired bilingual teacher, Ms. Jorle was hired to work with class 701/801 three days a week and will provide additional support to ELLs in all grades. The focus will be on language acquisition and reading and writing in English and Mathematics. In addition, there will be a continuation of the implementation of the National Reading Styles Program and the Collins Writing Program throughout all content areas. We will continue to implement the strategies of Math in the City as well as the SIOP model Program.

Efficient use and expansion of the extended school day programming for ELL students with grouping of 10 to 1 teacher student ratio. The expansion of the extended day after school program for ELLs in is in conjunction with the Good Shepherd after school program and is 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/ENL and two days in math.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to the data our ELL students are almost equally distributed among all levels of the NYSESLAT across the grades. In our analysis of the NYSESLAT data we found that about 20% performed at the entering level, 43% of the students performed at the expanding level across the grades, 15% performed at the commanding, 13% emerging and 7% performed at the transitioning level across the grades. This year we had an increase in the number of students who scored at the Proficiency(Commanding) level in grade six through eight. While many students scored within the expanding level, many ELLs are still scoring at the emerging level.

The NYSITELL 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.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ENL and bilingual teachers received training by the administrator after attending a Professional Development Session with regards to AMAOs and how the growth of L2 is measured as successful or not successful. This information and training is also provided to our school-wide community in morning Common Planning Sessions to inform the instructional decisions made by all teachers in our building. The ENL teachers used this information to measure the effectiveness of their delivery of instruction and its impact on students' progress.

Our students' areas of challenge are reading and writing. Many of the students classified as expanding on the NYSESLAT have low scores in writing, even though they excelled in other areas. Students at the emerging and transitioning level also received their lowest test scores in writing. A second area of challenge is reading comprehension; when analyzing long passages, our ELLs have trouble with vocabulary and structure. For some students, speaking is also a challenge; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Across the board, speaking is one of the students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking ELLs. Patterns across the NYSESLAT modalities directly affect instructional decisions of the ENL provider, special education service providers and classroom teachers. Instruction can be targeted and designed to meet each student's individual needs. In addition, this data supports our school goals to further support development of academic aste response to question here:

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. Patterns of our ELL population have shown that our most recent arrivals fair best with translated/native language formal state assessments in Math and Science.

ELLs in their 0 to 3 years of English language acquisition are in need of scaffolded support in the foundations of listening and speaking. ELLs receiving services for 3 or more years have needs more related to reading and writing skills. The performance of ELLs where the delivery of the content and instruction was presented in their native language faired better on the translated tests. Where instruction was provided in English, translated tests failed to make a significant difference in student performance. There was a major achievement gap between English proficient students and limited English proficient students. On grade 6th , out of 11 Limited English proficient students 0 student scored at a level 3(0%). On grade 7, no ELLs scored at a level 3 (0%). On 8th grade, 0 ELL students scored a level 3.

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 Home 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 new language component. There is a bridge bilingual class for grade 7th / 8th. Students who have performed below the state designated proficiency level of proficiency on the NYSESLAT or NYSITELL are assigned by grade to the 7th/ 8th grade bilingual class based on their parents selection. In each grade level class, students are grouped according to their proficiency level as entering, emerging, transitioning and expanding. The students are provided with content area instruction in their home language as well as a home 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).
[Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
N/A

6. How do you make sure that a student's new 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:
a. How are the English-proficient students (EPs) assessed in the target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ELL programs is evaluated through student performance as reflected in program end products, the school progress report, 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section.

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. Mercado, the ENL teacher, conducts the HLS with the parents. This process includes an oral interview of the parents and the student in their native language. According to the answers of the questions in the survey, a brief interview is conducted by the ENL teacher, Mr. Mercado or the assistant principal, 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 by

the ENL teacher, then the student is administered the NYSITELL and the Spanish LAB (assuming they are a Spanish speaking student). This is administered and scanned within the student's first 10 of initial enrollment as per CR Part 154. The results of this assessment determine if the child is in need of required ENL 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 ENL teacher. The Spanish LAB is given only once in the student's academic experience. Once a student's eligibility for ENL services is determined, parents are contacted by Mr. Mercado, the ENL 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 ENL 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 ENL Program. Parents are informed that their choices are granted according to the programs availability in our school. Currently, our school offers the ENL pull-out program in grades 6th through 8th, and the Transitional Bilingual program on grades 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 (entering, emerging, transitioning, expanding, and commanding). This information is provided in the parents' home language. Parents are also informed that the NYSESLAT assessment is given to the student every year until the student attains proficiency. Parents are also informed that students can exit ENL by achieving a score of expanding on the NYSESLAT and scoring a 3 on the ELA Exam. 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 Mr. Cabral 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 ENL teacher, Mr. Mercado, in collaboration with Mr. Cabral, Assistant Principal, 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The assessments are designed to provide student data that will show whether or not the student in question is performing two or more grade levels below in their home language and or Math. SIFE students have interrupted/inconsistent formal education and have attended school in the US for less than twelve months. The HLS and the initial meeting with parents can help reveal any gaps in a student's educational history. The LAB in Spanish can show their respective level in Spanish. The NYSITELL will show whether the student is at the entering or emerging level in English. Next, the SIFE oral interview questionnaire can be administered. This reveals data regarding: language usage, language preference, educational history, student activities, and student feelings towards school. Finally, the student will complete the LENS assessment on a computer. The LENS tests the student in math, early literacy, vocabulary, and reading comprehension. Last but not least, student work is always helpful when compiling evidence to determine grade level.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The LPT consists of Mr. Mercado, ENL teacher, Ms. Arroyo, school psychologist, Ms. Carty, Special Education Teacher, Ms. Nunez, Bilingual Ed. Teacher, and Assistant Principal Cabral. The LPT must look closely at the language development of the newly enrolled student with an I.E.P. whose home language is other than English. The student is given a diagnostic exam, so the LPT can review their work and determine if the student has a English language development issue. The LPT makes the recommendation that the student not take the NYSITELL and sends it to the principal. The principal then can either agree or disagree. If for example the principal disagrees, then the student will take the NYSITELL to determine their status. If the principal agreed with the LPT, then he sends the designation to the superintendent for review. The superintendent can either agree or disagree. If she agrees, then the student does not take the NYSITELL and the process ends. If she disagrees, then the student will take the NYSITELL and go through the identification process like any other ENL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Mr. Mercado, the ENL teacher takes responsibility for ensuring that entitlement letters are distributed and explained. 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 ENL 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, Mr. Cabral, where they are properly filed and secured.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Parents are informed about the re-identification process during the orientation. If they cannot attend the meeting, a letter can be sent home. Additionally, should also be told over the phone. They are told that they have 45 days to appeal the ELL status. This process can be initiated via written request by the parents, teacher, or a student older than 18.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After a student's eligibility for ELL services is determined through the HILS and the oral interview, 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 Mr. Mercado, ENL teacher, Ms. Moret, parent coordinator, or Mr. Cabral, the 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 home language. The orientation meetings are held in library / media center or in the ENL 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, Mr. Mercado informs parents and provides them 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 ENL only TBE and Freestanding ENL 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, Mr. Mercado schedules weekly parent orientation meetings during the school day. At the orientation meetings, parents are also provided information about the NYSESLAT, the NYSITELL 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. They 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 home language and makes sure they are given the program choice they have selected. If the parents have selected the TBE program or the Freestanding ENL, 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, Mr. Cabral and the ENL teacher, Mr. Mercado, 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Mr. Mercado, the ENL teacher takes responsibility for ensuring that entitlement letters are explained and distributed. 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 ENL 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parent survey and program selection forms are completed when the parent attends the orientation meeting. If the parent cannot attend the meeting, the forms are sent to their residence. If the parent never returns the forms, the child is placed in a bilingual program. If the child speaks a different language than Spanish, the child is placed in free standing ENL. A record is kept of the attempts to reach out to parent.
9. Describe how your school ensures that placement parent notification letters are distributed. Mr. Mercado, the ENL Teacher, distributes: Entitlement Letters, Continued Entitlement Letters, Non Entitlement Letters, Placement Letters and Transitional Letters. These letters are sent home to the parents. Copies are stored and secured in the ENL teacher's classroom and in the Assistant Principal's office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Mr. Mercado and Mr. Cabral are responsible for the maintenance of records. Ms. Colon, an office worker, assists with filings. Original HLIS and other ELL documentation are stored in the cum folders. The cum folders are secured in the main office. The folders are accessible to staff who require background information on a student. Copies of the ELL documentation are stored in the ENL teacher's classroom. Mr. Mercado and Mr. Cabral have access to these documents. If any staff member requires access to the documentation, they can ask Mr. Mercado.
11. 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. ELLs are initially identified through interviews, the HLIS, and the NYSTITELL. ATS reports such as the RLER, and RLAT, and RELC show students who are eligible for the New York State English Language as a Second Language Test (NYSESLAT) yearly during the spring. The RLAT shows the exam history for the NYSITELL. The RLER shows students who are currently eligible for the test. The RELC shows the current ELLs. The assistant principal/test coordinator, Mr. Cabral, the ENL teacher Mr. Mercado, 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 ENL teacher then meet with the Mr. Cabral 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, Mr. Cabral, 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 ENL teacher, Mr. Mercado and the assistant principal/testing coordinator meet to review and check to ensure all ELL students have been administered all sections of the NYSESLAT. The ENL teacher Mr. Mercado 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Mr. Mercado mails the Continued Entitlement Letters and Transitional support parent notification letters to the parents in their preferred language. Copies of these letters and forms are stored securely in Mr. Mercado's classroom.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 ENL Program for their children. 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 7th/8th grade Transitional Bilingual and our ENL programs meet the needs of our ELLs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Mr. Mercado is certified in ENL and ELA instruction, so he provides both the integrated and standalone components of the freestanding/pull-out ENL program to the 7th and 8th graders. Mr. Mercado also schedules the mandated services by pulling the ELL students from their SSR, Social studies and Science periods. Commanding students receive 90 minutes of integrated instruction per week. Transitioning and expanding students are pulled out for 180 minutes. Transitioning students receive 90 of integrated instruction while expanding receive 180 of standalone. Entering and emerging students are pulled- out for 360 minutes. Entering students receive 180 minutes of integrated instruction while emerging students receive 90 minutes of integrated instruction. During these minutes the ENL teacher provides language development supporting and scaffolding to promote language achievement. Students are grouped according to level and grade. Seventh and eighth graders are grouped together by level. The six graders have their own stand alone class and integrated class. They are taught by Ms. Nunez. All the aforementioned makes the class sizes smaller. This allows students to get more hands on attention from their teachers.
 - b. TBE program. *If applicable.*

As a large proportion of our bilingual students fall between the entering and expanding proficiency levels, as reflected by their most recent NYSESLAT and NYSITELL test scores, a bridge bilingual class was formed in order to meet the needs of these students. We have adopted a Transitional Bilingual Educational model. Our Transitional Bilingual program has a 7th/8th transitional bridged bilingual class. Our program follows the model of the state mandated minutes for ELA and ENL as well as HLA 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 ENL, HLA and ELA. Students who fall in the entering and emerging levels receive 360 minutes of ENL instruction and 180 minutes of HLA instruction. Transitioning and expanding ELLs receive a total of 180 minutes of ENL weekly. In addition, transitioning and expanding 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 ENL teacher. Students requiring ELA based on their proficiency level measured by the NYSESLAT receive the mandated ELA minutes while entering and emerging students receive more ENL services. Our 7th/ 8th Transitional bilingual Class follow a TBE program. This class receives their mandated services of ELA, ENL and NLA from certified ENL and bilingual teachers following a departmentalized program that keeps the students together within a grade and class for their entire academic day.
 - c. DL program. *If applicable.*

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to ensure that each student receives the mandated number of instructional minutes, the level of each student must be ascertained by looking up their NYSESLAT scores or their NYSITELL scores if they haven't taken the NYSESLAT yet. Then, a spreadsheet is generated with the required hours listed. Finally, when the schedule is made, it is necessary to tally each period to ensure that the mandated number of instructional minutes are met (See answer above for a breakdown of proficiency levels and units of study). ENL instruction is delivered by the certified TESOL/ELA instructor to the 7th and 8th graders. He teachers both the ENL stand alone program and the ELA component of the transitional bilingual program. The bilingual ed. teacher handles the rest of the transitional bilingual program which includes the HLA component. She also teaches the 6th grade standalone ENL students.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The delivery system for instruction in ELA is a balanced literacy approach which consists of independent reading, paired/shared reading, guided reading, literature circles, a writer's workshop including guided writing, the Collins Writing Program, interactive read aloud by the teacher, development of academic vocabulary, word study and teacher/student conferencing in both reading and writing. All above mentioned components are the focus areas across the school this year. The focus for instruction using these components is the Common Core State standards. The 6th, 7th and 8th graders are using Common Core Code X as their text. Grouping for instruction with specific feedback allows us to target the needs of individual students and provide direct, personalized instruction. Students are scheduled for a total of 90 minutes of instruction in the area of ELA each day. Where possible, this has been scheduled as a continuous block of time. Instruction in mathematics is through the workshop model for 90 minutes each day. Again, where possible, this has been scheduled as a continuous block of time. The 6th, 7th and 8th grades are using CMP3(Connected Math) as their text. As indicated previously, the focus for instruction is the standards and performance objectives provided by the Common Core. These texts will be supplemented, as needed, to ensure that this focus is maintained and that all students have the opportunity to master grade level standards. There will be a focus on the development of the academic language in math. Many of our students struggle with the language of mathematics. The work must focus on the development of the academic vocabulary and language in order to navigate the subject. Mathematical concepts must be introduced and reviewed using different modalities to ensure that the work is accessible to every student. The native language will be used to introduce new concepts as needed. We will ensure students' success by utilizing:

- Periodic Interim Assessments along with data from other forms of assessments throughout the year to identify areas of weakness and inform teacher planning, to improve students' performance on interim assessments and predictive assessments. These will be analyzed and instructional adjustments made to ensure that each student is making progress.
- Performance indicators on the mastery tracking sheets that are a part of the standards based curriculum initiative will be analyzed and adjustments made to ensure that each student is making progress.

Increased use of strategies that align with the school-wide curriculum map as observed by formative and summative assessments. Science and Social Studies are delivered in English. All staff, inclusive of content area teachers were trained with the SIOP model program. The SIOP model program places emphasis on content and language objectives. All MS 206 teachers are trained in the SIOP model program for English Language Learners. Content objectives that identify what students should know and be able to do must guide teaching and learning. In both Social Studies and Science classes, the bottom line for ELLs is that content objectives are written in terms of what students will learn to do, are stated simply, orally and in writing and tied to specific grade level content standards. The second feature of the SIOP model for ELLs is that language objectives are clearly defined, displayed and reviewed with students. As with content objectives, language objectives are stated clearly and simply and students are informed of them, both orally and in writing. The 3rd feature of the SIOP model is that content concepts are appropriate for age and educational background. In Social Studies and Science classrooms, teachers ensure that although materials may be adapted to meet the needs of ELLs, the content is not diminished. This model uses supplementary materials to a high degree. Examples of supplementary materials that support Science and Social Studies content include hands- on manipulative, realia, pictures, visuals, multimedia, demonstrations, related literature and adapted texts. This model provides meaningful activities that incorporate lesson concepts in Social Studies and Science with language practice opportunities. One Science certified teacher, Ms. Kilcullen, is also certified in Bilingual education. One Social Studies teacher, Ms. Elin Nunez 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 home languages throughout the year?

Students are assessed in their home 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 Spanish LAB. 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. Paste response to question here:

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.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated and scaffolded for all ELLs according to their proficiency levels and their individual needs. All forms of data such as ENL 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.

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 will 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 ENL and Bilingual teachers to learn and refine their basic, ENL, Math and HL 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- New comer students in grades 6 through 8 will participate in a Saturday school ENL class where an intensive ENL program has been implemented and is being taught by a certified ENL teacher as well as 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-Developing ELLs 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

25:1 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 ENL pull-out for ELL students in monolingual classes. An ENL 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 ENL, 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. After school program

will be provided by classroom teachers and provide a focus on ENL strategies.

Designate IEP pull-out or push-in services for ELLs receiving SETTS. These will be provided by the special education teachers and the IEP teacher.

d-Long term ELLs 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

25:1 students to teacher ratio. Certified ENL and bilingual teachers will teach these students. Teachers will use of common preps to

provide small group/AIS instruction. Provide ENL services through a pull-out model for ELL students in monolingual classes.

An ENL teacher will provide ENL 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- ELL students who reached the Proficient Level on the NYSESLAT is to continue providing additional support in the form of AIS by the ENL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely

affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will consult with the superintendent or his/her designee. Final decision will be given in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL 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 ENL 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

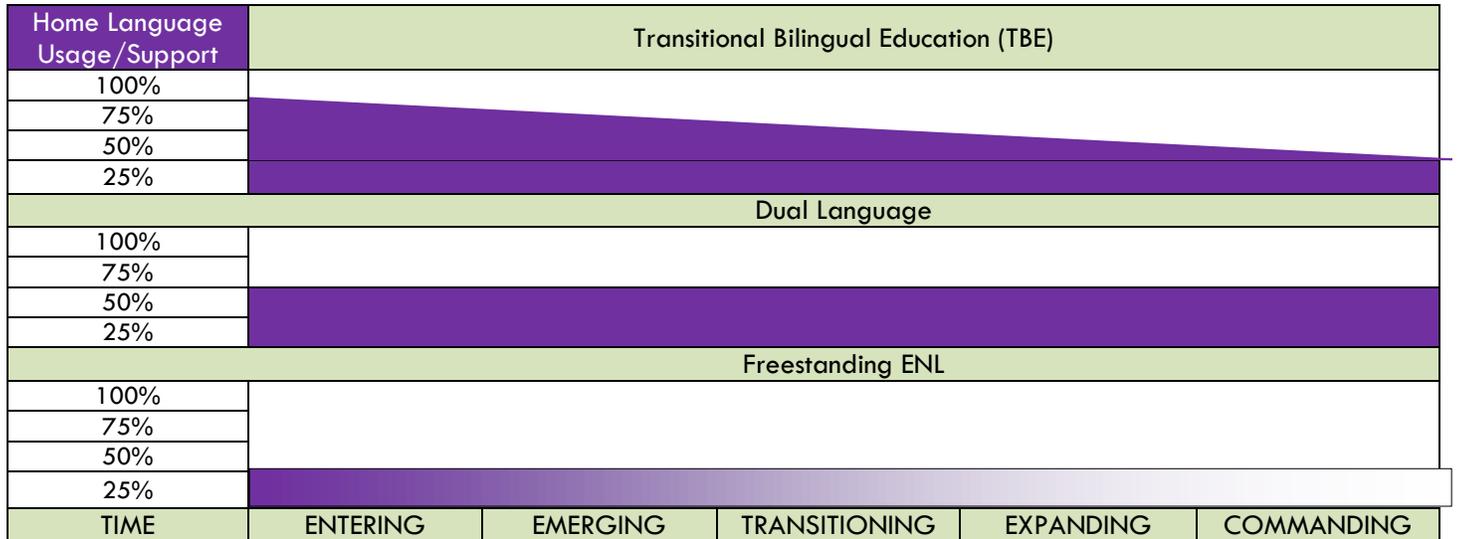


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL 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 25:1 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 ENL teacher provides ENL 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 of ELLs 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 ENL, ELA and Math. After school Extended Day instruction for ELLs 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, NYSITELL, Spanish LAB, Gates Macginities, ELE, Periodic assessments, and Predictive tests is analyzed. AIS teachers address specific needs of ELLs in English and in their home language.
11. 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.
12. 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, Ms. Disalvo, 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, Ms. Jorle, 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 after school program: The after school extended day program run 4 days a week. Four bilingual teachers and a certified ENL teacher are part of this program. This program addresses the needs of underachieving students in a small group setting. during two days the ELA Staff focuses on reading comprehension strategies during these sessions. The focus is on reading and Math comprehension skills. Students work in small groups with four certified bilingual teachers. In addition to the bilingual and ENL teachers , we conduct our after school program in conjunction with our CBO, Good Shepherd. In total 10 teachers work with small groups two days focusing on developing math skills and two days focusing on developing literacy skills.

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

SIOP Model: All staff will have a language acquisition objective for each content area lesson. The staff was trained in this model in 2014-2015 school year. Observation and feedback on implementation will continue over the course of the year.

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

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

14. 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 after 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 ENL, 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, theater, 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.

15. What instructional materials, including technology, are used to support ELLs? Include core 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 all language proficiency levels textbooks in their home 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. ENL 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ELLs population is serviced by a certified ENL 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 ENL 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. ENL methodologies and the use of Home Language Arts will help scaffold the students' learning. Supplemental resources such as our bilingual libraries, and Home Language books with high interest reading books in both in English and Spanish will be utilized during our instructional school day.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

It's important to determine a student's reading level, so that appropriate materials can be given for instruction. For example, students are given the Gates Test at the beginning of the year to approximate their reading level. Then, instructors can approximate a student's lexile score and provide appropriate materials.

If a story is taken from a book intended for a mainstream English student, the text is adapted for the ELL student. Grade level materials must be adapted to accommodate the needs of the ELL students. For example, say an 8th grader is reading at a 6th grade level and the text is intended for an 8th grader. Adaptations usually include: target vocabulary that is translated into Spanish, pictures, language objectives that coincided with the contents being taught, sentence starters, sentence frames, etc. ELL students are all given glossaries, and also have access to laptops, so they can use google to translate.

Next, ELL students receive support in learning academic vocabulary. The Intermediate and Advanced students are currently using the AVT toolkit. Studies show a direct correlation between a student's knowledge of academic vocabulary and their academic success. Also, this year the school is using the MYON Reading Program to help promote reading. It is basically Netflix for reading. Students log on and take a brief assessment. Then they are given a lexile score. According to their lexile score, thousands of books are recommended by topic. This program also reads to the student, providing a model for those who still struggle with pronunciation and/or sight reading.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - 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/ENL teachers and monolingual teachers who work with ELL students. This is ongoing as a part of weekly common preps and 1.5 hour data analysis and planning sessions which have been scheduled.
 - B. Professional Development in support of the SIOP model program for all teachers and staff working with ELL's scheduled for October..
 - C. Continued professional development in the principals of learning during Monday, faculty conferences.
 - D. Continued professional development in balanced literacy and comprehension strategies inclusive of guided reading during weekly common preps.
 - E. Professional development focused on development of curriculum maps focused on Common Core state standards and performance indicators with common assessments and tracking sheets to record mastery during weekly common preps.
 - F. In order to ensure that our transitioning, expanding and FELLs students 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. Continue to offer Professional Development in support of implementation of the National Reading Styles Program in October.
 - H. Collins refresher. 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 the Borough field Support Centers(BFSC).
 - 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, and The National Reading Style
 - L. Professional development on Higher Order thinking and questioning techniques(Danielson).
 - M. Professional development on differentiation of Instruction using UBD.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ENL and Bilingual Education teachers receive professional development to assist them in meeting the needs of our ELL population as they 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 district office, our literacy/math coaches and or the Office of English Language Learners. Our ELL specialist at the district 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The support provided to our staff to assist ELLs as they transition from one school level to another in our school is extensive. 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. Gomez 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 ENL 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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

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 15% of hours and the 50% of total hours for bilingual education/ENL teachers to meet the professional developments requirements as per CR Part 154.2. 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 ENL 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 ENL/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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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 translated 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, language development progress, language proficiency assessment results and language development needs in all content areas; and what they can do to support the work that the students are doing in school. All parents meetings are in both conducted english and spanish. We organize special events 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 2016. This fare brings the school community togeher. Hundreds of vendors, community businesses, school leaders students, parents and other members from from our school community attend.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Copies are filed and retained in a locked storage area by year. Records of annual individual meetings with ELL parents as well as outreach are retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request. 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. 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' home language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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, and February, 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. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our 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.

5. How do you evaluate the needs of the parents?

Parent needs are evaluated and documented 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.

6. How do your parental involvement activities address the needs of the parents?

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. Our parental activities address the needs of our parents because they are selected and requested by our parent population. We work in collaboration with our school wide community to identify the possible source that can meet the parents' needs. Translation is provided by members of administration and teaching staff that speak multiple languages.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X** School Name: **Ann Cross Mersereau**
Superintendent: **Mashel Melodie**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess language preferences of our parents' community for both written and oral communication, the following data and methodologies are used:

ATS Reports such as RAPL-list s parents' preferred languages and UPPG- provides preferred written and oral communication for ELLs and Non-ELLs.

Feedback from parents and teachers conferences is used to assess parents' communication needs.

The environmental school progress report is also used to gauge if we are meeting their expectations on communication.

Reviewing printed communications where the DOE or ISC did not provide translations.

Parents' surveys are provided throughout the year to assess what language parents prefer when getting information related to school-wide procedures, policies and expectations.

Parent Home Language Identification Survey results for all new registrants completed during the initial registration period. The results of this data is entered by the Pupil Accounting Secretary in the Parent Preferred Language Indicator in ATS. This data provides information that allows us to assess language preferences of the parent community.

ATS Reports of Preferred Languages and Teacher surveys are used.

The blue emergency cards provides information of the spoken and preferred language in the home.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication are English and Spanish. Our parents' community is predominantly Spanish speaking, therefore, the need for translated school materials is an essential component in establishing a successful educational partnerships.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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 trained bilingual 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.

The following documents are disseminated every year and required translation:

School newsletters in English and Spanish.

Translation of reports indicating students' levels in Literacy, Math, NYSITELL and NYSESLAT.

Report cards/students progress report provided with translation.

After- school program information in English and Spanish, monthly calendars of events, parent-teacher conference announcements.

Flyers, memos, door hangers, post cards.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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. In addition, the school conducts numerous parent workshops and has an active parent coordinator and PA president.

1) Parent-teacher conferences in September, November, February, March and May.

2) ELLs parents and students meetings will be held twice each semester throughout the year during the school day and twice each semester on Saturday.

3) Parents / students math nights in February 2016.

4) Parents workshops : November: Health providers to educate parents on how to get or renew health plans. CPR training

5) ELLs parental orientations and workshops(throughout the year on Saturday)

6) Our annual school fair will be held in June 2016. 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.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We plan ahead and submit translation requests in a timely manner to the T&I unit to ensure translations are distributed at the same time as English documents. Written translation for all communications coming from the school and not provided by the DOE will also 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. We also use Translation templates for school holidays, parent-teacher conferences and other DOE notices available in translation at the Translation and Interpretation Unit's intranet site: <http://intranet.nycboe.net/schoolsupport/translation-and-interpretation-unit>. During parents' school meetings and gatherings the oral translation needs are provided by our staff members fluent in the languages spoken by the population. A roster of bilingual staff who can be called upon to interpret is available. For languages other than Spanish, we use the interpretation services of the DOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The oral interpretation services are provided by our in-house personnel. Our school staff is fluent in Spanish and English and serves as excellent resources at our parent workshops, teacher-parent conferences and school meetings. Our parents are also encouraged to rely on relatives or school personnel for translation services if they choose. Oral interpretation will be provided on an as-needed basis by school staff. The school provides consecutive interpretation in English/Spanish only. The oral interpretation service in English/Spanish continues to be provided by our school staff. However, the Translation and Interpretation Unit will provide their service and expertise when we need their help to communicate with the diverse communities we serve.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

This information will be disseminated to our staff via faculty conferences at the beginning of the year and throughout the school year. In addition, a welcome and translation poster in all languages represented in our school will be placed at the entrance of the school.

The staff will be informed that a Language Interpretation Guide with a telephone number is located at the main entrance. The guide is presented to non-English speaking parents, so that they may find their language and identify it for over the phone interpretation services in any of the languages. Staff will be made aware that a sign from the DOE's Translation and Interpretation Unit is posted next to the school safety agent's desk that will assist them when having difficulties communicating with a limited-English-proficient parent. We ensure that all teachers and staff receive a copy of the "I Speak..." card which includes the phone number for over-the-phone interpretation. This information was also reported to the school community through the School Leadership Team and is also part of the staff handbook.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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. We also use Translations templates for school holidays, parent-teacher conferences and other DOE notices available in translation at the Translation and Interpretation Unit's intranet site://intranet.nycboe.net/schoolsupport/translation-and-interpretation-unit. During parents school meetings and gatherings the oral translation needs are provided by our staff members fluent in the languages spoken by the population. A roster of bilingual staff who can be called upon to interpret is available.

For languages other than Spanish, we use the interpretation services of the DOE. .

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We use various mechanisms to gather feedback from parents. We survey all parents/community partners to determine to whom, how and to what extent communication has occurred. Parents' feedback are evaluated through their participation in the citiwide parent survey. Parent survey results are used to determine workshop topics, quality of services and other areas of concerns. As part of the School Leadership Team, parents are also afforded the opportunity to voice their concerns and ideas about the quality and availability of services in school. We will resurvey all parents to identify changes in original data.

