



**JOHN ERICSSON MIDDLE SCHOOL 126**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**JOHN ERICSSON MIDDLE SCHOOL 126**

**2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (14/ BROOKLYN/ 14K126)**

**ADDRESS: 424 LEONARD STREET, BROOKLYN, NY 11222**

**TELEPHONE: 718-782-2527**

**FAX: 718-302-2319**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: K126 SCHOOL NAME: John Ericsson Middle School

SCHOOL ADDRESS: 424 Leonard Street, Brooklyn, NY 11222

SCHOOL TELEPHONE: 718-782-2527 FAX: 718-302-2319

SCHOOL CONTACT PERSON: Rosemary Ochoa EMAIL ADDRESS: ROchoa@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sergio Zamora

PRINCIPAL: Rosemary Ochoa

UFT CHAPTER LEADER: Sergio Zamora

PARENTS' ASSOCIATION PRESIDENT: Janine Echevarria

STUDENT REPRESENTATIVE:  
(Required for high schools) \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 14 SSO NAME: CEI-PEA

SSO NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: James Quail

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Rosemary Ochoa	*Principal or Designee	
Jean Grace	Assistant Principal	
Sergio Zamora	*UFT Chapter Chairperson or Designee	
Janine Echevarria	*PA/PTA President or Designated Co-President	
Rebecca Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Peggy Augoustatos	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen McQuillan	Member/Teacher	
Mary Odomirok	Member/Teacher	
Doreen Levens	Member/Teacher	
Ms. Singh	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

### **SECTION III: SCHOOL PROFILE**

#### **Part A: Narrative Description**

The John Ericsson Middle School 126 community consists of two Academies; The Academy of Media and Journalism and The Academy of Business and Finance. Each Academy has its own unique vision and mission for student engagement and achievement. At the heart of both academies, however, is a vision of transformation that is centered on using student, class, and teacher data to create programs and interventions that foster a culture of academic excellence.

The staff and students of John Ericsson Middle School 126 will be actively engaged in meeting – and exceeding - high expectations through a core curriculum of standards-driven academic programs. Within Small Learning Communities, our students will gain an appreciation of the skills necessary to communicate in a world where developing technologies change how we communicate with each other globally in the Academy of Media and Journalism.

In our Academy of Business and Finance, students will focus on understanding how the world of commerce affects all aspects of life. Students will be empowered as they find their voices in smaller learning environments that will challenge them to think critically and outside the box in their daily lives. Our students will embrace excellence and exceed the educational standards by being actively involved in exploring educational opportunities both outside of the classroom through creative partnerships with established media and financial institutions; and in the classroom by using various technologies to enhance a solid, standards based curriculum. Our goal is to infuse thematic structure into all classrooms and to create a thorough education for all of our students, which will positively impact their lives for years to come.

## SECTION III – Cont'd

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	John Ericsson Middle School 126						
<b>District:</b>	14	<b>DBN:</b>	14K126	<b>School BEDS Code:</b>	331400010126		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		90.7	89.6	91.7
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		95.3	94.0	94.3
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		66.4	66.4	66.4
Grade 6	192	169	96	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	252	200	172	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	259	241	206		7	5	15
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		28	30	17
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	1	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	704	610	474				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	60	58	59	Principal Suspensions	8	26	57
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	58	49	68
Number all others	57	42	42	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	85	81	75	Number of Teachers	46	53	45

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	8	8	Number of Administrators and Other Professionals	14	13	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	4	4	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.0	60.4	66.7
				% more than 5 years teaching anywhere	60.9	52.8	51.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	91.0	81.0	78.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.6	76.4	80.9
American Indian or Alaska Native	0.1	0.0	0.0				
Black or African American	18.5	18.4	16.5				
Hispanic or Latino	65.2	68.7	72.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.3	2.3	3.4				
White	13.9	10.7	7.4				
<b>Male</b>	53.6	52.6	55.1				
<b>Female</b>	46.4	47.4	44.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>			<b>Secondary Level</b>				
ELA:		Restructuring Y 4	ELA:				
Math:		Restructuring Y 1	Math:				
Science:		IGS	Graduation Rate:				

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>	X	√	X			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	X	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	-			
<b>Other Groups</b>						
Students with Disabilities	X	X	X			
Limited English Proficient	X	√	-			
Economically Disadvantaged	X	√	X			
<b>Student groups making AYP in each subject</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	√
<b>Overall Score:</b>	65	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:	7.9	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	37.9		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	3.8		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **SECTION IV: NEEDS ASSESSMENT**

After conducting a review of MS 126's educational program, our Progress Report, our School Report Card, and our most recent Quality Review, we have identified areas of strength and areas of need. Each area is examined below, and we have included our plan(s) for the 2009-2010 school year, which are already in progress, to increase student achievement.

### **I Strengths**

#### **A. Data Collection and Management**

As a DYO Periodic Assessment school, we continue to develop a system of collecting, assessing and distributing data. This enables us to provide strong individualized instructional programs for each student. Students in all grades are given predictive baseline exams in ELA, Mathematics, Science and Social Studies. This data, along with previous years' state exams provides teachers with the opportunity to set goals for students as individuals and groups. Our assessments provide developmental data and proficiency ratings for each student by performance indicator, so teachers can track progress in "real time." This data is also made available to other content area teachers, coaches and administrators. Results are also disaggregated into subgroups by gender, race, IEP, ELL and economically disadvantaged status. Attendance is taken daily and monthly results are posted and compared with last year's attendance. Patterns of absence and tardiness are monitored; parents are informed and measures are taken as necessary.

#### **B. DYO Assessment Program**

Our program has been designed to maximize student exposure to performance standards most frequently tested by the state of New York from year to year. In the core subjects, the curriculum is shaped by what students need to learn in order to be successful and well rounded. The curriculum is also shaped in order to prepare our students for the high-stakes testing by which their progress is monitored. Each curriculum area is adjusted based on data taken from unit assessments. In short, data drives and informs our curriculum.

#### **C. Arts Enrichment**

MS 126 seeks to enrich each student's academic program with artistic partnerships. Students are able to participate in one or more of the following programs/activities during the school day and after school:

- Sports and Arts Program – includes basketball, art class, drumline
- Performing Arts
- Spanish Theater
- Brooklyn Academy of Music (grant) – includes dance, theater, and in-house residencies

#### **D. Extra-Curricular Programs/Elective Program**

MS 126 provides extra-curricular programs that support classroom academics. These include:

- Sports and Arts Program – includes classes for ELLs; classes focusing on ELA and Mathematics; and enrichment classes for students who are achieving above the standard level. Also included is Specialized High School Test Preparation.
- Robotics
- NYC Department of Youth and Community Development Beacon Program
- Fitness Program

## E. Foreign Language Studies

In an effort to support our growing ELL population, MS 126 has developed several strategies for engaging language studies at various levels. We provide our English Language Learners with pull-out and push-in instruction (through content-areas), depending on each student's English proficiency level. Our 7<sup>th</sup> and 8<sup>th</sup> graders also attend Spanish class several times weekly. We recognize the value of preparing our students to meet the demands of our ever-changing society. It is vital, therefore, that all of our students receive instruction in a second language (Spanish).

## **II Accomplishments**

### **A. Progress Report**

- We received a grade of B for the 2008-2009 school year.
- In ELA 37.4% of Special Education Students made exemplary proficiency gains: We received full credit for this subgroup.
- In ELA 31.6% of Black Students in the lowest 1/3 city-wide made exemplary proficiency gains: We received full credit for this subgroup.
- In ELA 24.6% of Hispanic Students in the lowest 1/3 city-wide made exemplary proficiency gains: We received partial credit for this subgroup.

### **B. Quality Review**

MS 126 earned a proficient rating for the Quality Review.

### **C. Guidance Program**

MS 126 currently maintains two guidance counselors. We now have a Pupil Personnel Team, which meets weekly to review current cases and to implement strategies to work with students who are at risk academically and/or behaviorally.

### **D. Teacher Collaboration**

We have moved from Academy team meetings (last year) to department meetings, so that teachers can work together on pacing calendars, developing strategies, and sharing best practices. We have adopted the Teachers' Choice model for reading and writing, as well, with the expectation that our students' writing and reading skills will be strengthened.

## **III Challenges**

### **A. Make AYP in ELA, Math, Social Studies & Science (ALL subgroups)**

In order to make AYP in all content areas this coming year, we are focusing more strategically on ELLs and Students with Special Needs (IEPs). Historically, these populations have been underserved. We are engaging in Inquiry Team work in every department, and choosing both English Language Learners and Students with IEPs as focus groups throughout the school. We recognize that vocabulary is often a barrier to comprehension, so each departmental Inquiry Team will select a specific strategy to use with their students.

We have implemented the America's Choice model in ELA. We have a math coach to work with teachers individually and in groups. A Science consultant works with our Science department several times each week. We are also giving predictive exams in both science and social studies – which has not been done previously.

For the first time in our school's history, every teacher has been trained in the use of ARIS. They are learning to collect and analyze data on their own, which, in itself, will provide them with a valuable tool. As the teachers become more comfortable with ARIS and other technological "devices" they are also becoming more willing to try new things. This can only benefit our students.

## **B. Maintain a B on the Progress Report**

We continue to focus on all Learning Environment Survey results and are addressing each of the four areas as follows:

### Academic Expectations:

Generally, our parents are pleased with the expectations we set for their children. We are continuing to set clear expectations for staff and students as well, and are empowering both teachers and students to a higher degree to set goals with measurable benchmarks.

### Communication:

Our survey shows that we are doing a better job of communicating with staff, parents and students. However, we are increasing collaboration between and among all school community stakeholders, through SLT meetings, department meetings, Inquiry Team meetings, and through other school-wide activities.

### Engagement:

We continue to build a community that seeks active partnerships with parents, students and teachers. We have made many gains in this area, and will continue to strengthen the community engagement piece. In addition to a variety of partnerships with community organizations, we are providing workshops for parents, so that they are better informed as to what their children are learning in school, how material is taught, and what kinds of resources are available to families to improve and enrich their lives.

### Safety and Respect:

Overall, according to our LES, our level of safety and respect requires additional improvement. We currently have one dean and three guidance counselors on staff. In addition, our implementation of a Pupil Personnel Team continues to target the needs of specific students. Teachers provide a strong presence in the hallways.

## **Student Performance & Student Progress**

### ELA

The challenges within our ELA department are as follows:

1. The percentage of students at proficiency (level 3 or 4) and making one year of progress needs to increase.
  2. The median student proficiency needs to improve.
- \* Despite our growth within some subgroups, we continue to seek increased student proficiency. This is especially true for our English Language Learners.

## Mathematics

The challenges within our Mathematics department are as follows:

1. The percentage of students at proficiency (level 3 or 4) and making one year of progress needs to increase.
2. The median student proficiency needs to improve.
  - \* Despite our growth within some subgroups, we continue to seek increased student proficiency. This is especially true for our English Language Learners and our Special Education population.

### **C. Quality Review**

The challenges identified as per our reviewer are:

- Develop systems to closely monitor the progress of all sub-groups, particularly English language learners and special education students.
- Ensure that goal setting is evident in all classrooms and subjects so that all students are aware of their achievements and their next learning steps.
- Continue to focus on and enrich the improvement of student discipline and positive behavior.
- Formalize the school's professional development plan to focus on developing the talents of staff through personalized programs and support

### **Section V: Annual School Goals**

1. By June 2010, we will increase the percentage of tested students making at least one year's progress in mathematics to 70%, as measured by NYS Mathematics Test.
2. By June 2010, we will increase the percentage of tested students meeting standard level on the NYS science exam by 5%.
3. Throughout the 2009-2010 school year, general education students in grades 6, 7, and 8 will increase their ELA, Math, Social Studies and Science achievement by at least 5%, as measured by DYO departmental exams given in six-eight week intervals. Throughout the 2009-2010 school year, students in grades 6, 7, and 8 with IEPs and all English Language Learners will increase their ELA, Math, Social Studies and Science achievement by at least 3%, as measured by DYO departmental exams given in six-eight week intervals.
4. By June 2010, all teachers, guidance counselors, and paraprofessionals will increase their participation in professional collaboration, team meetings and professional development offerings by at least 10%, as measured by teachers' programs, teacher response forms, Protraxx registration, and the learning environment survey.
5. By June 2010, students' attendance for grades 6, 7, and 8 will increase by 2% to reach 93% overall, as measured by ATS.
6. By June 2010, we will create a physically and emotionally secure environment in which everyone can focus on student learning, as measured by a 5% drop in our suspension rate and learning environment survey results.

## **Section VI: Action Plan**

1. By June 2010, we will increase percent of tested students making at least one year's progress in math to 70%

In order to meet the above goal, we have adjusted our curriculum calendar and hired a math coach, who began working in September and will remain with us through the end of the school year. William Kirk, the Assistant Principal in charge of programming, arranged the school program so that the math department meets weekly with the coach and Mr. Kirk (who also supervises the math department). Mr. Kirk is partially funded with Title I monies. During the math department meeting, the staff works together specifically to increase student achievement at all ability levels, and for all sub-groups. Interim assessments are given in each of the core subjects.

We also have an inquiry team made up of math teachers, which focuses on improving student learning in mathematics. Their focus group is comprised mostly of English Language Learners and/or Students with Special Needs.

Our data specialist, partially funded with Title I monies, is working with staff members throughout the school year to increase our use of ARIS at all levels. A major focus this year, school wide, is looking at student work.

2. By June 2010, we will increase the percentage of tested students meeting standard level on the NYS science exam by 5%.

In order to meet the above goal, we have adjusted our curriculum calendar and hired a science mentor, who worked with us for the first two months of school. William Kirk, the Assistant Principal in charge of programming, arranged the school program so that the science department meets weekly with Ms. Grace, an Assistant Principal who supervises the science department. (Ms. Grace is funded through Fair Student Funding.) During the science department meetings, the staff works together specifically to increase student achievement at all ability levels, and for all sub-groups. Interim assessments are given in science, which was not done previously.

Interim assessments allow us to track student progress and plan instruction around students' individual needs. Like the math department, the science department also has an inquiry team made up of science teachers. Our science team focuses on improving student learning in science. The science inquiry team's student group is comprised mostly of English Language Learners and/or Students with Special Needs. Our ESL teachers push into science classes to support ELLs who are at either the intermediate or advanced levels.

Our school librarian, funded through Fair Student Funding, is assisting with grade 6, 7, and 8 science exit projects. In addition to preparing technology packets for students, she has scheduled seven sessions with each class, in order to guide the children in beginning and completing their exit projects for display in May of 2010 at our school's science fair.

3. Throughout the 2009-2010 school year, general education students in grades 6, 7, and 8 will increase their ELA, Math, Social Studies and Science achievement by at least 5%, as measured by DY0 departmental exams given in six-eight week intervals. Throughout the 2009-2010 school year, students in grades 6, 7, and 8 with IEPs and all English Language Learners will increase their ELA, Math, Social Studies and Science achievement by at least 3%, as measured by DY0 departmental exams given in six-eight week intervals.

In order to meet the above goal, each department meets weekly. William Kirk supervises Special Education, Math, and Social Studies. Jean Grace supervises ELA, ESL, and Science. The Assistant Principals oversee each department meeting throughout the year. This was made possible by Mr. Kirk's programming in August of 2009 for the coming school year. At each department meeting, staff members collaborate to improve the achievement of all students, at each ability level, and in each sub-group. The weekly meetings allow teachers to get to know students more deeply, and to share best practices.

Beginning in the fall and continuing throughout the school year, teachers are visiting each other's classrooms, as well, to improve their instructional practice and to provide feedback to colleagues. Teachers are also collaborating and producing evidence of their collaboration on a template which is kept by the immediate supervising Assistant Principal.

All sub-groups' progress will be monitored throughout the year through the use of Prosper and DY0 assessments. ELLs will also be assessed three times during the year, i.e. in September, in January, and in June, using the WRAP, in order to determine overall progress. In addition to formal observations, the Assistant Principals created a "Lesson Snapshot Feedback Form." This enables the administration to provide immediate feedback to teachers in writing after a brief classroom visit. The process opens the door to conversation around best practices and does not become evidence in a teacher's file. Our goal is to remind the teacher that our visits allow us to help track student progress and plan instruction around students' individual needs.

Professional development is a critical part of our overall plan this year. Early in the school year, Our Principal, Ms. Ochoa, provided every teacher with a Professional Growth Plan to complete. After completion, the Principal or one of the Assistant Principals met with individual teachers to review their responses. The goal was to find out from the teachers what their needs and interests were, in regard to their professional growth. Based on the responses we received, we created a school-wide professional development plan. Of course, we also took into consideration the results of formal observations and administration's findings during classroom walkthroughs.

4. By June 2010, all teachers, guidance counselors, and paraprofessionals will increase their participation in professional collaboration, team meetings and professional development offerings by at least 10%, as measured by teachers' programs, teacher response forms, Protraxx registration, and the learning environment survey.

The above goal will be accomplished in several ways. Through the development of a school-wide professional development plan based on individual Professional Growth Plans, teachers' interests, needs, and learning can be monitored throughout the school year.

Department meetings during which teachers collaborate and study student work enables us to

share best practices among many faculty members. Monthly Town Hall meetings provide the Principal and staff with the opportunity to inform the internal school community about school business, celebrations and concerns.

Teachers were given a Technology Skills Inventory, in order for the administration to gauge teachers' comfort level with technology. The Inventory provided our Principal with information upon which professional development was planned. Our data specialist frequently offers in-house professional development, funded partially through Title I ARRA SWP, so that teachers can become familiar and comfortable with Smart Boards, ARIS, and other relevant technology.

Mr. Kirk created the school program for this school year. The program provides time weekly for each department to meet, to plan, and to study student work in-depth.

5. By June 2010, students' attendance for grades 6, 7, and 8 will increase by 2% to reach 93% overall, as measured by ATS.

In order to meet the above attendance goal of 93%, we have instituted the following in our school community: Our attendance teacher visits the homes of students who are excessively absent, for intervention purposes. Our Assistant Principals track the attendance of each Academy. Mr. Kirk tracks the attendance of students in the Media and Journalism Academy. Ms. Grace tracks the attendance of students in the Business and Finance Academy. Both Assistant Principals speak with students and parents to encourage daily attendance.

Teachers also keep track of attendance using a daily conduct sheet, upon which attendance and lateness are recorded for every student. In December 2009, we installed an attendance "thermometer" on the first floor. The thermometer tracks attendance rates of our classes. Students are rewarded for good attendance and for being on time to school regularly. Students can earn awards, certificates, coupons, and other honors for being in school and being on time. As of January 2010, we have an Attendance Committee, comprised of several faculty members. It is the job of the Attendance Committee to design ways of encouraging good attendance.

Finally, in October of 2009, we began an after-school detention policy. Students who cut class, or who arrive at their classes late, are held accountable. They must report to detention for a time that is determined by their teacher, or our Assistant Principal in charge of Safety and Discipline (Ms. Chen), or by the dean, Ms. Pollack.

6. By June 2010, we will create a physically and emotionally secure environment in which everyone can focus on student learning, as measured by a 5% drop in our suspension rate and learning environment survey results.

We have taken a number of measures to meet the above goal. We have a Pupil Personnel Committee, which meets weekly to discuss students who are having emotional, educational or behavioral difficulties. Last year this team met bi-monthly. This year, it meets weekly, having determined that our students' needs will be better met if we review the results of our action plans with greater frequency.

We departmentalized our special education classes. We also have two Collaborative Team Teaching Classes for the first time. One of our Special Education teachers in a CTT was

funded with monies from IDEA ARRA CTT. Our two guidance counselors, School Psychologist, Community Outreach Specialist and our Assistant Principal in charge of Safety and Discipline have clearly defined roles. While two assistant principals focus almost exclusively on instruction, Ms. Chen focuses solely on matters concerning safety. Ms. Chen is funded by Fair Student Funding.

We have an Art Family Therapist on-site every day to work with individual students. We have begun a student peer mediation program and we restructured the lunch program, in order to separate the sixth graders from the seventh graders in the cafeteria, resulting in more effective monitoring of student behavior.

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	68	72	92	96	10	11	2	72
7	56	59	56	57	12	8	2	53
8	90	98	96	91	14	12	3	87
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> Media and Journalism Academy; Wilson Language; Great Leaps; America's Choice Reading and Writing Workshops	Throughout the day, students are immersed in thematically-infused classes in Media and Journalism. Great Leaps is used in five special education classes daily, and the Wilson Program is used in two special education classes daily. Reading and Writing workshops are used in all grades, in every ELA class.
<b>Mathematics:</b> Business and Finance Academy; Specialized AIS Day Program	Throughout the day, students are immersed in thematically-infused classes in the Business and Finance Academy. The AIS teacher uses ARIS data to drive individualized instruction in math, through pull-out and push-in ongoing processes.
<b>Science:</b> Tech YES, Lego Robotics, Science Consultant, Project-based Program	Robotics Tech YES provides students and teachers with technical training, financial assistance and equipment. Students work collaboratively in small groups. Our Science consultant works with both general education and special education teachers to provide them with professional development to teach science most effectively.
<b>Social Studies:</b> Multi-cultural celebrations; project-based program	Social studies teachers work with small groups of students and hold monthly multicultural events. Students are programmed for three periods of Social Studies per week, during which they engage in project-based work.
<b>At-risk Services Provided by the Guidance Counselor:</b>	MS 126 has two full-time guidance counselors who service students in both general and special education classes, as needed, in small groups and on a one-to-one basis.
<b>At-risk Services Provided by the School Psychologist:</b>	MS 126 has a school psychologist 4 out of 5 days per week. He provides counseling services to special education and general education students on a one-to-one basis, throughout the school day.
<b>At-risk Services Provided by the Social Worker:</b>	Two days per week MS 126 has an on-site social worker who provides counseling services and serves as a member of the IEP team.
<b>At-risk Health-related Services:</b>	MS 126 has two full-time school nurses who provide general health services. A Park Slope Mental Health clinician works with a caseload of 10 students (revolving), 3 days per week, providing counseling services and behavior modification techniques.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 6-8                      Number of Students to be Served: 85 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 5                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

We have a freestanding ESL program, which includes 5 licensed ESL teachers, 84 students to be served ranging in grades 6 through 8. Instruction is provided through a push-in model for high-intermediate and advanced students in the content areas, and through a pull-out model for beginning and low-intermediate students during ESL classes, to the greatest extent possible. Each student receives either 180 minutes of instruction or 360 minutes of instruction, as mandated by level of English proficiency. Students will receive instruction -as mandated, for the remainder of the school year. We have a total of 5 certified ESL teachers serving our ELL population. The total number of students in M.S. 126 is 430. 87 of our 430 students are English Language Learners. English Language Learners make up 19.6% of our student population.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development will be provided throughout the year by CEI-PEA, the Office of English Language Learners and as scheduling permits, through the Department of Education. The Assistant Principal supervising the ESL Department will attend Professional Development workshops, as appropriate, to provide her with the necessary overviews of policies and strategies used by teachers to meet ELLs' needs.

**Form TIII – A (1)(b)**

School: MS 126 BEDS Code: 331400010126

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$4,989	<b>100 hours of per session for ESL and General Ed teachers to support ELL Students: 100 hours x \$49.89 (current teacher per session rate with fringe) = \$4,989.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$3,000	<b>Consultant(s) from CEI-PEA to work with staff twice monthly</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$4,000	<b>Bilingual libraries: Arabic/English and Spanish/English, cassette tapes and cassette recorders</b>  <b>Nonfiction leveled libraries</b>
<b>Educational Software (Object Code 199)</b>	\$500	<b>Software to develop students' letter/sound recognition and phonemic awareness</b>
<b>Travel</b>	\$2,511	<b>Trips for students and parents in our ELL school community</b>
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
In order to determine our school's written translation and oral interpretation needs, we used our Home Language Surveys, information gleaned from blue emergency cards, letters sent home in English and Spanish with tear offs choosing preferred language of communication, and face to face discussions with parents when students are admitted into our school.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
Major findings indicate that approximately 18% of our families prefer communication from our school to be disseminated in a language other than English. Other languages spoken and read include Spanish, Polish and Arabic. The findings were reported in letters and phone calls made (in the languages of choice).

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.  
Every document sent home is translated into Spanish and Polish by our school staff. For other languages we use translation available through the Chancellor's website: <http://docs.nycenet.edu/docushare/dsweb/Get/Documents>. We also use services of the Translation and Interpretation Unit-New York City Department of Education Office for Family Engagement and Advocacy.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
Our oral interpretation services are provided by staff members, including teachers, and parents, to whom we reach out for assistance.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.  
Again, we ensure that documents and oral communication is presented in the preferred language of the parent, to the greatest extent possible. Our teachers, paraprofessionals, and parent volunteers take care of much of the work in this area. The Translation and Interpretation Unit-New York City Dept. of Education Office for Family Engagement and Advocacy assist us, as does the Chancellor's website.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	381,290	27,006	408,296
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,813		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,688	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	56,628		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		8,441	
6. Enter the anticipated 10% set-aside for Professional Development:	38,401		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		16,877	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **90%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**A new instructional program was selected for our ELA department. America's Choice school design will provide the ELA department with a highly structured and uniform reading and writing instructional model. Teachers, coaches and administrators will participate in a highly intensive and rigorous professional development program, both in-house and at America's Choice Manhattan location.**

**A new math coach was hired to focus on increasing the level of instructional rigor and improving standards-based instructional alignment.**

**Our literacy coach attends the America's Choice professional development workshops, as well, in order to support and guide implementation of the program in classrooms.**

**A coach from the Leadership Academy worked closely with the Principal and staff to prepare for the Quality Review and to support our efforts to increase data literacy in our school.**

**In an effort to close the achievement gap for our students with special needs, we purchased the Voyager Program. This Reading, Writing and Math program is used as the main component of AIS.**

**Our data specialist / technology coordinator has been partially funded to support our efforts to increase data literacy and to improve differentiation of instruction through the use of technology.**

**Teacher per diem has been set aside to afford teachers the opportunity to grow professionally in their content area. Professional development for our teachers includes America's Choice workshops, fees for specific sessions covering areas of need and interest, and for Dell workshops.**

**An AP is partially funded with these monies, as well. His expertise serves us well in regard to professional development, new teacher support and development, and leading three departments in their efforts to share best practices.**

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

### **1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**

***Explanation:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

# TITLE 1 PARENT INVOLVEMENT POLICY

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## **School Parental Involvement Policy**

The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities.

1. The John Ericsson Middle School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the EDCEP/ DCEP Addendum) under Section 1112- Local Education Agency Plans of the ESEA:

- Meetings will be held to inform parents of their right to take part in the creation/development of the Plan
- Materials will be distributed to inform parents of their right to take part in the Plan's development
- Verbal and written communication will be provided in languages other than English, as needed by parents of MS 126 students.

John Ericsson Middle School 126 agrees to implement the following statutory requirements:

- The school will incorporate this parental involvement policy into its school improvement plan
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1% of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other activities, including ensuring –
  - That parents play an integral role in assisting in their children's learning;
    - that parents are encouraged to be actively involved in their child's education in school;
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. John Ericsson Middle School will take the following actions to involve parents in the process of School review and improvement under Section 116- Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- A) Review of standardized test data
- B) Meet with Parent Leaders/ Principal

John Ericsson Middle School 126 will take the following actions to involve parents in the joint development of its parental involvement plan: Meetings will be held to inform, distribute materials, and to answer questions and make decisions.

John Ericsson Middle School 126 will provide will provide any technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

- We will give parents access to any materials and information available that can assist in them helping their child.
- We will hold meetings to inform and assist, as appropriate.

John Ericsson Middle School 126 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community, to improve student academic achievement, through the following activities:

- The school will provide assistance to parents of children served by the school, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - The State's academic content standards and how to monitor their child's progress, and how to work with educators: Hold workshops, assist with the understanding of materials that are distributed, supply contact information, provide assistance to parents, training, materials and information.
- The school will take the following actions to ensure that information related to the school and parents – programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language parents can understand. These include backpack notices, letters, materials. Offer assistance in filling out forms. Hold workshops and offer assistance via the phone. And walk-in assistance from the Parent Coordinator and other staff.

3. John Ericsson Middle School will take the following actions to conduct, with the involvement of parents, annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1 Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

~ DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED;

~ IDENTIFYING WHO WILL BE RESPONSIBLE FOR CONDUCTING AND EXPLAINING WHAT ROLE PARENTS WILL PLAY.

~ ALL SCHOOL PROGRAMS ARE DISCUSSED WITH THE PARENT LEADERSHIP.

### **Adoption**

**This School Parental Involvement Policy and the School Parent Compact has been developed Jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by parental consent given at both The School Leadership Team meeting and the PA meeting in September of 2009.**

**This policy was adopted by John Ericsson Middle on September 23, 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating in Title 1 Part A children on or before September 24, 2009.**

**Principal's Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

## SCHOOL PARENT COMPACT

### School Responsibilities

John Ericsson Middle School will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement. We will accomplish our goals in the following ways:

- We will implement an instructional program that is aligned with state and city standards.
- We will use school-wide data to review and revise all aspects of the instructional program, as appropriate, in order to meet the academic, social and emotional needs of our students. This includes students who are learning English as a second language and our special education student population.
- Teachers will use a variety of instructional approaches that are appropriate to the curriculum, grade level, and students' diverse learning style and abilities.
- The administrative and teaching staffs will determine the priorities for professional development, based on assessment of students' learning, teachers' need and current school improvements research findings.
- We will provide parents with frequent reports on their children's progress. Our reports are based upon ongoing formal and informal assessments. These will include quarterly report cards and parent/teacher contact, as necessary.
- We will hold Parent – Teacher Conferences on the following dates:
  - Monday, November 16, 2009, Evening
  - Tuesday, November 17, 2009, Afternoon
  - And again in the Spring
  - Wednesday, February 24, 2010, Evening
  - Thursday, February 25, 2010, Afternoon
- We will provide parents reasonable access to staff. Please contact the Parent Coordinator.
- Parents can make appointments in advance to speak to Teachers/ Guidance Counselors
- Parents can observe instruction if advance notice is given and approved by Principal
- Parents are invited to take part in school trips, culture events, and volunteer for school functions

### Parent Responsibilities:

I, as a parent, will support my child's learning by making education a priority in our home. I will accomplish this in the following ways:

- Making sure my child is on time and prepared every day for school
- Talking with my child about his / her activities everyday
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework and assignments are completed
- Monitoring the amount of time my child spends watching television and playing video games

As a parent I can make a difference. I am a vital component to my child's success. I can do the following:

- Volunteer in my child's school
- Participate, as appropriate, in decisions relating to my children's education
- Participating in school activities as often as possible

- Remain informed about my child's education
- Stay in contact with the school
- Read all notices from the school and the school district offices
- Read together with my child every day
- Provide my child with a Library Card
- Communicate positive values and character traits, such as respect, hard work and responsibility
- Respect the cultural differences of others
- Help my child accept consequences for negative behavior
- Be aware of - and follow - the rules and regulations of the school and district
- Support the school's discipline policy
- Express high expectation and offer praise and encouragement for his/her achievement.

Staff Member: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Print Name

Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Print Name

Date: \_\_\_\_\_

Student: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Print Name

Date: \_\_\_\_\_

(Note: The NCLB law does not require school personal and parents to sign the School- Parent Compact. However, if the school and parents feel signing the Compact will be helpful, signatures may be encouraged.)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOL

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

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

Middle School 126 will utilize a three-fold method of assessing the needs of its students. Firstly, we will utilize NYS ELA and Math Statewide exam results and corresponding breakdown of their data to inform instruction in the classroom as well as to place students in appropriate class settings. Second, we have also evaluated student performance in ELA and Math to determine placement in one of the small learning communities in the school. Unit tests in core subject areas, formative assessments and inquiry team analysis will help determine interim goals, benchmarks and progress toward meeting goals throughout the course of the year. A special consideration of behavioral concerns will be examined at length in conjunction with service providers, teachers and administrators to determine how best to place and assess learners who are challenged by the traditional classroom setting.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. A CTT instructional model in the 7<sup>th</sup> and 8<sup>th</sup> grade, a Co-Teaching instructional model for the English Language Learners, thematic infusion in the two academies (Business and Finance & Media and Journalism), a differentiated professional development program for teachers and a DY0 assessment model in all core subjects are strategies aimed to meet the needs of all children at MS 126 to help them meet the State's proficient and advanced levels of academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before-and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

The incorporation of the America's Choice school reform model in all ELA classrooms is geared toward establishing rituals and routines and increasing the academic rigor in the ELA classroom. This is accompanied by a robust professional development program and a dedicated America's Choice expert who will support the effective implementation of the model. Our Partnership with the Brooklyn Academy of Music, PENCIL, CEI-PEA, The Lyons Club, The Williamsburg Charter HS, Dell Computers, Sports and Arts/ SES after school program provide real life, rigorous, and enriching academic and social experiences to all students. This is delivered via in-house residencies, visits to cultural institutions, project based learning and our technology infused standards based instruction.

By involving 90% of the staff in inquiry based action research, targeted ELLs, SPEDs, the lowest 1/3, and at-risk students are identified via a systematic analysis of summative and

formative data. Teachers of each core subject identified 10 low performing students to include in their inquiry work. The inquiry work is embedded in their lesson planning and daily instruction. Research based strategies focusing on the development of academic vocabulary is incorporated in the instructional model and formative assessments are administered to track student progress. Additionally, a core of non-pedagogues provide emotional and social support through individual and family counseling sessions, mentoring, and group interventions (for at risk students and holdovers).

3. Instruction by highly qualified staff.

Staff members at MS 126 consist of 100% of highly qualified teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Every teacher and administrator completes a Professional Growth Plan to determine professional goals and their professional development plan for the year. Individual professional goals are aligned with the school wide goals.

The professional development plan has been built upon the individual teacher's professional needs. Professional development is planned out throughout the course of the year.

High quality professional development is delivered by America's Choice, Literacy and Math Coach, IEP Specialist, Consultants, New Teacher Mentor, the DOE, CEI-PEA and NYC Leadership Academy mentors and coaches.

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

Current Progress Report and Quality Review performance, dynamic Professional Development Program, Small Learning Communities and a professional, collaborative learning community are emphasized during team interviews and candidate selections.

6. Strategies to increase parental involvement through means such as family literacy services.

An active Parent Coordinator, active Parent Association, strong parent representation on the School Leadership Team, parent workshops during the week, and on Saturdays, Use of Title III allocation to fund family trips, language and technology instruction. Principal's monthly breakfast with targeted group of parents, use of automated phone messenger and monthly mailings to connect with families, use of interpretation services and translation services to reach Hispanic, Polish and Arabic families.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are programmed to participate in subject meetings once a week. Meetings are designed to provide a forum for teachers to participate in instructional decisions. Other opportunities for teachers to voice their views and impact decisions are at the monthly Town Hall Meetings, monthly grade level meetings, surveys and open door policy. Informally our data specialist meets with teachers to coach in the creation of assessments, analysis of data and to receive their input in the assessment process. Through formal and informal observations, the use of assessment data is discussed in relation to goal

setting, student outcomes and differentiation of instruction. Additionally, inter-visitation and sharing of best practices is encouraged to support the development of a culture of inquiry in the school.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

CTT, Co-Teaching, AIS, SETTS, Push in and Pull out models are used to support struggling learners. 90% of the staff is involved in inquiry work with targeted (struggling) students in all sub groups. Through the use of formative assessments and unit tests students are assessed to determine if academic progress is in alignment with interim and long term goals.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

MS 126 has an SBST team comprised of a School Psychologist, a Social Worker, and an IEP/AIS Specialist who identify and evaluate students in need of Special Education Services. A family therapist from the Park Slope Family Mental Health Clinic and Lutheran Hospital provide family art therapy and full dental services to all the students of MS 126. Eye glasses are provided to students on a case by case basis by the Helen Keller Foundation and the Lyons Club. The school's Pupil Personnel Team brings together the SBST team, Guidance Counselors, teachers, administrators and parents to identify students in crisis. The PPT also helps coordinate support services to families and students in crisis. Violence Prevention training is provided to the staff by the Office of Youth Development at Brooklyn Integrated Services.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

Restructuring (Advanced)  
Comprehensive –  
Restructuring Year 4 ELA,  
Restructuring Y1 Math

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

**ELA**

Black/African and White subgroups made AYP. All other 5 sub-groups did not make AYP.

<b>Grade</b>	<b>% Level 3</b>	<b>% Level 4</b>
6	23	0
7	43	1
8	21	1
English Language Learners and Students with Special Needs did not make AYP in all 3 grades.		

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<sup>1</sup> School Under Registration Review (SURR)

## Math

All sub-groups, except students with disabilities made AYP. The 6<sup>th</sup> and 7<sup>th</sup> grade outperformed the 8<sup>th</sup> grade.

Grade	% Level 3	% Level 4
6	43	6
7	55	6
8	25	3

English Language Learners did not make AYP in 6<sup>th</sup>. Students with Special Needs did not make AYP in all 3 grades.

2. ***Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.***

### **Students with IEP**

- Creation of CTT classes in 7<sup>th</sup> and 8<sup>th</sup> grade
- Two SETTTS teachers
- All self contained classes have a Smart Board and students have access to laptops
- Differentiated PD for Sped teachers
- Two new Sped teachers have a Mentor who has a strong background in Special Education
- Focused attention from Literacy and Math Coach
- Strong support of Data Specialist to disaggregate and analyze data generated by DY0, ARIS, Prosper, unit tests, formative assessments.
- New teacher observation schedule
- Inquiry Team
- Subject meetings, teacher center (in-house)
- Teachers of ELA trained in workshop model by America's Choice
- Collaboration with Brooklyn Academy of Music
- Literacy coach and Math coach
- AIS teacher
- Focused After school intervention

## ESL

- Five ESL teachers instead of 4
- Development of a focused curriculum and pacing calendar aligned to standards
- Subject meetings, teacher center
- All ESL students pre-assessed and grouped according to levels
- Diversified instructional model: push in, pull out, whole class.
- Collaborative model
- Literacy Coach and Math Coach
- Collaboration with Brooklyn Academy of Music
- Classroom libraries
- Language Lab-Rosetta Stone
- Focused after school intervention

## Science

- Development of curriculum and pacing calendar according to NYS standards
- Each class participates in one lab per week
- Science consultant coaches science teachers three times per week
- Weekly subject meetings
- Predictive assessment
- Science exit projects for all grades
- Partnership with Brooklyn Academy of Music for students to participate in Science Film series
- Robotics
- Science classroom libraries
- Focused after school intervention

### **Part B: For Title I Schools Identified for Improvement**

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

MS 126 partnered with **America's Choice (AC)** to implement an instructional model, the Writing Aviator and **Readers Workshop**, in ELA and Social Studies Classrooms. Next year, the model will be rolled out to the Math and Science classrooms. America's Choice Writing Aviator is an on-grade program with instructional support designed to help teachers address the academic needs of all students in

their classrooms. It begins with an introductory study to establish rituals and routines of the workshop model. Next, a genre study equips teachers with the strategies and tools they need to help ELLs build academic language and develop essential writing skills.

The **America's Choice Readers Workshop**, like the **Writers Workshop**, is built around predictable routines and rituals. Students read independently each day and work with others in small, guided reading groups, book discussion groups, partner reading, and meaningful literacy activities. Reading instruction in the Readers Workshop addresses issues related to decoding, self-monitoring, self-correcting, comprehension, text structures, fluency, conventions, and classroom procedures that support independent learning. Whole class instruction begins the workshop period with a brief focused lesson during which the teacher focuses attention on a particular reading skill, strategy, or procedure. Following the focused lesson, students work individually, with a partner, or in small groups using the skill or strategy taught as they read. As students work, the teacher holds individual student reading conferences or calls together a small group for reading instruction. The workshop closes by calling attention to several students' work. Often, this attention is focused on the skill or strategy introduced in the focused lesson of the opening meeting. The workshop format allows maximum time for students to work on their reading and for teachers to provide targeted instruction based on individual student needs.

Title 1 funds were allocated purchase America's Choice PD and Materials models =>\$85,000.

Title 1 funds allocated to NYC Leadership Academy data and accountability coach to deliver PD in creating and analyzing assessment =>\$4,513.

Title 1 funds allocated for differentiated Professional Development for teachers, paraprofessionals and administrators based on their Professional Growth Plan and Professional Development Program => \$19, 065

Total = \$111, 091

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

Below is the School-Based Mentoring Plan for this school year.

### School-Based Mentoring Plan 2009-2010

Plans may be accessed and entered online at <https://www.nycenet.edu/offices/DHR/mts> beginning September 29, 2009

1- School Information	
<i>School</i>	<i>MS 126K</i>
Principal	Rosemary Ochoa
Principal's email	rochoa@schools.nyc.gov
School DBN#	14K126
Grades Served	6,7,8
School Support Organization	CEI-PEA
Teacher Development Specialist	Ana Crisostomo
# Students	424
# Teachers	39
# New Alt Cert Teachers (Fellows, TFA, etc.)	2
Total # New Teachers (Mandated for Mentoring including alt certs)	2

2- New Teacher Induction Committee	
<i>Name</i>	<i>Position</i>
Rosemary Ochoa	<i>Principal</i>
Sergio Zamora	<i>Chapter Leader</i>
David Graeber	Literacy Coach
Triscia Perri-King	Math Coach
William Kirk	AP
Jean Grace	AP
Sharon Sivakoff	IEP/AIS Specialist
Barry Levine	Science Consultant
Judith Baric	F-Status Mentor

3- Basic Mentoring Model Selected	
<i>Model</i>	<i>Check All That Apply</i>
Classroom Teacher Based	
Coach / Staff Developer Based	X
Lead Teacher Based	
Full Time School Based Mentor	
Mentor Shared Between Schools	
F- Status Teacher	X
<i>Other:</i>	

<b>4- Finding Time for Mentor &amp; New Teacher to Meet</b>	
<i>Strategy</i>	<i>Check All That Apply</i>
Use of Out of Classroom Staff	X
Use of Released Time for Classroom Teachers	
Use of Professional Period (Circular 6)	X
Use of Per Session	

<b>5- Duration</b>	
<i># Periods each New Teacher Meets with Mentor Per Week</i>	<i>Check</i>
2 Periods ( <i>minimum</i> )	
3 Periods	
4 Periods	
Other	8

The worksheet below can serve to assist the Committee in developing their mentoring plan *before* entering it on-line.

### **School-Based Mentoring Plan 2009-2010**

*Mentoring Plans may be accessed and entered online at <https://www.nycenet.edu/offices/DHR/mts> beginning September 29, 2009*

<b>New Teacher</b>	<b>License</b>	<b>Mentor</b>	<b>Returning SBM? Yes / No</b>	<b>License</b>	<b>School Assignment (Classroom teacher, Coach, etc.)</b>	<b># of Periods Per Week</b>
1.Robert Jones	Special Ed.	Judith Baric	N	Special Education	F-Status	8
2.Jessika Rosen	Special Ed.	Judith Baric	N	Special Education	F-Status	8

The F-Status Mentor also meets with teachers who have been teaching less than 1 year. The New Teacher Induction Committee also work very closely with all teachers on an ongoing basis during formal/informal meetings, formal/informal observations, subject /grade meetings, inquiry team meetings, coach residencies, and development of individual professional growth plans.

- Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

During Parent/Teacher Conferences, PA meetings, SLT meetings, PA activities, and Parent workshops, parents are informed of the school's identification for school improvement. Spanish/Arabic interpreters will be hired to inform parents of the status of the school during parent meetings. A Parent Newsletter and Principal's memo to parents are 2 avenues used by the school to inform parents of school news and other events at the school. Both publications are translated into Spanish and Arabic.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

**1A.1:** Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational plan.

A study of English Language Arts assessment data, both NYSTP data and our own in house predictive data has revealed that while our curriculum has addressed content reading standards successfully, we have much work to do in aligning our curriculum to the writing content standards.

The data has revealed that we need to build a strong writing component that focuses on building a foundation of good writing habits and a fluency that works from the ground up in terms of both mechanics and content. In conjunction with this, our data indicates that within the reading component of our curriculum, we need to do more to strengthen the vocabulary building skills of our students.

Additionally, we have found that we need to build a core of critical thinking skills into our ELA curriculum by creating a more fluid connection between the reading and writing process. Students must be able to evaluate what they read with an increased fluency and be able to show that understanding in writing.

**1A.2:** Finding

applicable  Not Applicable

**1A.3** Based on your response to question 1A.2, what evidence supports the relevance of this finding to your school's educational program?

NYSTP data from 2008-2009 (and data from 09-10 predictive assessments) indicates that we are not providing a strong enough writing component in the ELA curriculum. The data indicated that our students, on average, were performing at the bare minimum in terms of short answer responses and extended written responses. After examining student work on top of these assessment results, it became clear that

students are lacking the basic writing building blocks. It was our finding that students could not write to the test using writing “formulas” without having a strong foundation of developing ideas.

NYSTP data from 2008-2009 (and data from 09-10 predictive assessments) indicates that our students are not proficient critical thinkers. Between drawing conclusions and making inferences to answer multiple choice questions and create a written response using the same skills, students were seen to have performed well below proficient.

**1A.4** If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school has contracted America’s Choice to bring in a writing program entitled “Writing Aviator” for the 2009-2010 school year. This program is a carefully sequenced coherent 6-8<sup>th</sup> grade instructional system that strengthens writing effectiveness and fluency for students. It provides sound instruction and intense practice in writing; it teaches students the writing process – planning, drafting, editing and revising – in a daily classroom routine. It also provides a content rich curriculum with genre studies in narrative, report, and persuasive writing. This content will enable the critical thinking that our students need as well in terms of reading fluency. We are also engaged in a school wide inquiry process that is focused on building vocabulary through all subjects with ELA as the backbone of this action research into vocabulary strategies that translate into effective and engaging teaching methods.

We are currently engaged in mapping our curriculum directly to the New York State Standards and aligning the New York City Standards for ELA to the state standards. As a result, all of our pedagogical support will be aligned with both city and state standards for ELA. In doing this, we are looking specifically at the tested performance indicators and preparing curricula for not only skills development, but also skills for success in critical thinking.

**1B.1:**

During 2008-2009 school year the mathematics department reduced use of Impact Mathematics and added Glencoe’s Mathematics and Concepts as a major resource in all our classrooms. After a thorough review of New York State standards and their importance on state tests we revamped our curriculum map to reflect this information and align our curriculum to the NYS Testing Program. The finding of gaps in measurement, geometry and number sense and operations do not accurately reflect our school’s curriculum. We did find at the end of the year a particular weakness in our 6<sup>th</sup> graders’ state test results on number sense and operations, especially percents, and we are addressing this as a central focus of our math inquiry team. We do need to further focus on the New York state process strands. The finding about depth of subject is not accurate about our math curriculum. It is more reflective of the SES program.

**1B.2:**

Applicable     Not Applicable

**1B.3:**

Our curriculum map is written as a calendar of state performance indicators. The curriculum map is reinforced by a robust three-year old periodic assessment program designed by our own staff. This is a significant area of growth for the 2009-10 school year because until now the unit exams were written by the math coach.

**1B.4:**

We have replaced Supreme Evaluations, our SES provider from 2008-09 with a new provider that will provide nearly twice as much instructional time per child. All teachers in the SES program are from our staff and they have increased input into its contents than was the case last year.

**ELA Instruction**

**2A.1** Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school engaged in a process of differentiated, individualized instruction at many levels. We utilized ARIS data and Renzulli Learning System learning profiles to establish student proficiency and interest/expression styles. We used this data to mold instruction to our learners and moved away from a chalk and talk/direct instruction model. We began to use the America's Choice reading workshop model and a daily agenda in every classroom to segment time in the classroom in order to allow for the most efficient independent and group work possible. Our goal was to see the teacher become more of a facilitator rather than dictator.

We engaged in a more rigorous teacher observation format that created a more formal dialog between teachers and administration. We framed all conversations using the professional teaching standards so that all teachers would be able to develop on the same page and in the same terms. We placed a major focus on assessment in the classroom and how data must drive instruction.

**2A.2:**

Applicable     Not Applicable

**2A.3:** Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that supports this assertion is that our teachers are all utilizing the daily agenda to organize student workflow throughout the day in multiple subjects. Teacher observation is more frequent and more coherent as it is shaped by the professional teaching standards. The use of Renzulli Learning Systems technology to differentiate student assignments and work is more widespread, and the use of technology has enabled teachers to shift the focus away from themselves and onto the student work being produced. The classroom has become more student-centric and less teacher-oriented. As well, as seen in all ELA classrooms, students are aware of the expectations placed on them and the academic rigor can be seen in the execution of curricular material. Teachers, as a result, are engaged in more collaborative work, not only in their subject area, but without it—teachers are seeking literacy support in social studies, math, and science as well.

Professional development has been abundant from both outside providers as well as from an in-house Literacy Coach, who works with individual teachers daily to make sure they are constantly evolving their practice. We are currently placing the focus on using student work as the epicenter for all curricular decisions and are hopeful that we will continue to see an improvement in student-centered instruction. Finally, we have created a teacher center to support continued teacher collaboration which has proven to be a very effective way to increase engagement in lesson preparation.

**2A.4** If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school's development of a teacher center is meant to address the issues of teacher collaboration. We feel that increased teacher collaboration will result in more student friendly teaching methods. We have also continued to increase the amount of professional development offered from both in-house staff and consultants. This type of professional development has reaped benefits thus far and a ramped up effort will only serve to strengthen the foundation we have been building.

### **Instruction (Mathematics)**

#### **2B.1:**

Best practices are also evident in mathematics instruction throughout MS 126. We are attempting to build capacity through professional development that includes inter-visitations, coaching and learning walks followed by reflection and discussions.

#### **2B.2:**

Applicable     Not Applicable

### **Teacher Experience and Stability**

#### **3.1:**

Thirty seven percent of our teachers have less than 5 years experience and 11% of our teachers are new to the profession or new to the school. This is a typical trend for our school over the last few years but the adjustment in culture is magnified by new leadership which began at the start of the 2008-2009 school year.

**3.2:**  Applicable  Not Applicable

**3.3:**  
The percentages stated in section 3.1 are the evidence.

**3.4:**  
We recognized this fact and placed an emphasis on professional development to accommodate this change and improve student learning results. Teachers who attend professional development outside the building complete reflections that are used to determine how their new skill(s) can best be implemented and shared with the rest of the staff.

### **Professional Development – English Language Learners**

**4.1** Describe the process your school engaged in, during the 2009-09 school year, to assess whether this finding is relevant to your school's educational program.

Middle School 126 houses approximately 20% English Language Learners. In order to meet the needs of this critical student population, we have submersed our ELL teachers in professional development. Not only have we utilized the Department of Education's programs for ELL teachers, we also utilize our Literacy Coach to enable scaffolding of lesson plans to include an ESL component.

Our ELL teachers have participated in QTEL training, and the Language Allocation Policy training for implications for instruction. As well, we utilized the Bilingual Education teacher Assistance Center (BETAC) for many professional development opportunities including: Academic Language and Literary Diagnostic Instruction, NYSELAT Data Usage to Improve Student Performance, and more. We also have utilized the Office of ELL's differentiation of instruction program to help our ELL teachers work closely with ELA teachers to scaffold lessons so that our ELL students can build confidence working in their non-native language.

**4.2:**  Applicable  Not Applicable

**4.3** Based on your response to question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELL instructors continue to strengthen their professional development by not only continuing their participation in the programs listed above, but they have also been included in appropriate Department meetings so that they are more in touch with day to day operations in the

mainstream classrooms. ELL teachers are beginning to create scaffolded lesson plans by working with the mainstream content area teachers for their students and enhancing the quality of their instruction.

Our ELL department has also dedicated a room for pull-out services to beginner ELL students in which a language lab has been built using technology to enable a quicker assimilation into 21<sup>st</sup> century learning culture which has been proven to engage learners normally left behind.

**4.4** If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issues.

Our ELLs have been strategically placed in classrooms where they can receive instruction that will best meet their individual needs. Through push-in and/or pull-out instruction during ELA, we strongly believe that we will best serve this population. Also, we have increased the level of communication and collaboration among staff, so that they are able to share their expertise with colleagues.

Our new Language Lab is being set up for our ELLs. They will receive targeted instruction through the Rosetta Stone program, via a substantial technology imitative. Hands-on, inter-disciplinary projects will also serve the special needs of this student population.

### **Professional Development – Special Education**

**6.1:** Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-09 school year, Middle School 126 implemented a professional development plan for our Special Education teachers and their support staff. Each special education teacher, using the Standard Operating Procedures Manual: The Referral, Evaluation, and Placement of School-Age Students with Disabilities, was immersed in professional development to gain sufficient understanding and capacity to fully implement the range and types of instructional approaches that will help improve student performance. Special Education teachers learned and implemented the use of ARIS data to focus and improve differentiated instruction. They also received training in development of S.M.A.R.T. goal development for the classroom so that students had a focused plan for their coursework. The Collaborative Team Teaching model (CTT) was taught to selected special education teachers, along with co-teaching strategy workshops to enable strong classroom partnerships between the special education teacher and the mainstream teacher. Selected teachers received WILSON training to allow for support of the WILSON program in selected classrooms. As well, training was given to enable a strong recognition of testing modifications and their impact on the special education student.

**6.2:**

Applicable     Not Applicable

**6.3:** Based on your response to question 6.2, what evidence supports (or dispels) the relevance of this finding to your schools educational program.

By the end of the year, every special education student had specific S.M.A.R.T. goals attached to their IEP and their instruction has become focused toward meeting these academic goals. In order to prepare for the CTT model in the 2009-2010 school year, teachers made several school visits and conducted several interviews with teachers already immersed in the CTT model. Our scheduling reflects smart partnerships for this model of instruction and classes were put together using meaningful data. During statewide exams, testing modification recognition was thorough and enabled students with disabilities to have successful testing accommodations.

**6.4:** If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our special education department must continue to immerse itself in professional development to make sure that they are supporting the needs of their disabled learners. We must emphasize the use of SETTS program to strengthen the use of effective strategies in the classrooms.

Additional support will be found in our community partnerships, which will place greater emphasis on listening, speaking and writing skills for all students involved in specific programs. Some of our partners are the Brooklyn Academy of Music Residency Program, and the Park Slope Mental Health Program.

Finally, teachers are collaborating to continue to build strong and appropriate classroom libraries that allow for students with disabilities to have immediate and constant access to literature that is at their appropriate level.

### **Individualized Education Programs (IEPs for Students with Disabilities)**

**7.1** Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our IEP coordinator spent a tremendous amount of time and effort in organizing not only the IEP physical documents themselves, but also making sure that teams of teachers had constant access to those IEP's. Teachers were trained on various aspects of writing an IEP, from the social and emotional criteria to the personnel required at an annual review. Teachers used their knowledge of SMART goals to inform the writing of IEP's. Our IEP coordinator also implemented behavior modification professional developments in conjunction with how those modifications need to be expressed on the IEP. The key question: "What is the role of the district representative?" has been addressed and

all IEP teachers are familiar with this critical IEP support piece. Finally, our IEP coordinator, in conjunction with the school guidance team, has developed a testing modifications file (including all 504's) which teachers can easily access in regard to test preparedness.

**7.2:**

Applicable     Not Applicable

**7.3:** Based on your response to question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The IEPs themselves are evidence of the rigorous work we have put into building a strong Special Education clearinghouse of information for those who need it.

Within our Small Learning Communities, we are using both predictive exams and pacing calendars in both ELA and Mathematics. Our ELA and Math coaches work strategically with teachers to provide modeling and guidance in planning for ALL students, with special consideration given to students' individual IEPs. Additionally, the coaches analyze predictive test results and determine which strategies teachers will focus on each month. Individual student data folders include action plans to be completed by teachers and students collaboratively. The use of the Renzulli program is helping us to differentiate instruction to meet diverse learning styles.

**7.4** If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Recent data has shown that we need to strengthen the writing portion of our instruction, along with the critical thinking skills of students either with, or without disabilities. We are using the America's Choice "Writing Aviator" to address these issues in the form of a prescriptive writing program that seeks to build the foundations of writing while being immersed in reading. The indicators for this program need to be built into the students' IEPs so there is clarity between teachers, the parents and the students we serve.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

5 students

2. Please describe the services you are planning to provide to the STH population.

- . Before-school, after-school, and/or summer programs;
- . Counseling services;
- . Outreach efforts to identify children and youth living in homeless situations and help them access school programs
- . Basic needs such as clothing, uniforms, school supplies, and health-related needs;
- . Transportation once the student is permanently housed;
- . Tutoring services
- . Parental involvement programs that make a special effort to reach out to parents in Homeless situations;
- . Research-based programs that benefit highly mobile students;
- . Data collection to assess the needs and progress of homeless and other highly mobile students
- . Other services that are not ordinarily provided to permanently housed Title I students and are not available from other sources

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I

Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>14</b>	MS 126 John Ericcson School
Principal <b>Rosemary Ochoa</b>	Assistant Principal <b>Jean Grace</b>
Coach <b>David Graeber</b>	Coach <b>type here</b>
ESL Teacher <b>Mike Mena</b>	Guidance Counselor <b>Sergio Zamora</b>
Teacher/Subject Area <b>Jessika Rosen</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Mary Judith Henriquez</b>	Parent Coordinator <b>Phyllis Zawrotniak</b>
Related Service Provider <b>type here</b>	SAF <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

Our Language Allocation Policy Team is comprised of the Principal, Rosemary Ochoa; One Assistant Principal, Jean Grace; a guidance counselor, Sergio Zamora; our Parent Coordinator, Phyllis Zawrotniak; our literacy coach, David Graeber; one ESL teacher, Mike Mena; one mathematics teacher, Mary Judith Enriquez; one special education teacher, Jessika Rosen; and one parent,

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

We have a total of 5 certified ESL teachers serving our ELL population.

### C. School Demographics

Total Number of Students in School	430	Total Number of ELLs	87	ELLs as Share of Total Student Population (%)	19.6%
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The total number of students in M.S. 126 is 430. 87 of our 430 students are English Language Learners. English Language Learners make up 19.6% of our student population.

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

MS126 provides parents with program choices consistent with New York City and New York State guidelines. Educational delivery options are explained to parents during student intake, and parents are assisted (by a licensed pedagogue) with the completion of the Home Language Information Survey (HLIS). Parents are also interviewed informally, in English and in the parent's native language. The Language Assessment Battery-Revised (LAB-R) is also administered.

After a child is tested (in either English or in his/her native language, as desired and where possible), the determination is made as to which services are warranted, if any. Parents are then given the choice as to which setting they prefer for their child, and they are provided with information as to what is available.

As per CR Part 154, our ELL identification process is completed within 10 days of enrollment.

The pedagogues responsible for conducting the initial screenings and administering the HLIS and LAB-R are Mr. Mena, Mr. Zamora, and Ms. Jan. All three pedagogues speak both English and Spanish. Mr. Mena is a certified ESL teacher for grades K-12. Mr. Zamora is a certified bilingual guidance counselor for grades 7-12. Ms. Jan is a certified Spanish teacher for grades 7-12.

Our ELLs are evaluated annually. In addition to the NYSESLAT, we use ARIS reports and ATS, including the RLER and the RLAT to determine which students are entitled to receive services. Additionally, we use predictive tests throughout the school year, our WRAP assessment three times per year, teachers' conferencing notes and report card grades.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

MS126 currently delivers instruction in English language through a freestanding ESL model, only. However, parents are provided with a choice of programs, as mandated by the Office of English Language Learners. This information is available on video (in all languages), over-the-phone translation, by interpreters, and via bilingual text.

Our Parent Coordinator provides outreach to our new family members. She sees to it that parents view the orientation video in their native language as soon as possible, after the LAB-R has been hand scored by one of our three pedagogues (assigned to this task). The program choices are then explained to the parents (in their native language). Once parents have a clear understanding of Transitional Bilingual, Dual Language, and Freestanding ESL programs, they are asked to sign a parent option form. If parents choose a program that we do not currently offer, our Parent

Coordinator assists them in finding a location where that program exists. We make sure that the parents know about our ESL program, as well. This entire process is completed within 10 days of enrollment.

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

We have three ways of ensuring that entitlement letters are distributed and Parent Survey and Program Selection forms are returned:

- Parents are invited into the school building for an event – and they are asked to complete and return forms before leaving for the day/evening.
- Parents are contacted via phone messenger.
- Parents are called individually.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Translators or translation services are provided to parents to assist in the admissions process. Parents are provided with the ELL Parent Brochure and Survey and Program Selection Form in their native language. They also see a video about program options for their child. During intake, parents are interviewed by ESL staff to determine whether students possess gaps in their formal education. The Academic Language and Literacy Diagnostic (ALLD) is given as needed, as determined by the HLIS and responses to specific questions.

Contact is maintained with parents throughout the screening process. Parents are informed by mail of their child's LAB-R scores and entitlement or non-entitlement to ESL and Title III services. To ensure that all Program Selection forms are returned, parents are called personally by the ESL coordinator. Student placement in a particular program (type) is at the discretion of the parent.

Parents choose their preferred program based on the video and the information presented in their native language. After they have an understanding as to what is available for their child, we inform them of program availability at M.S. 126. We can also advise them about how to proceed, whether or not they decide to enroll their child in our ESL program.

The MS126 ESL program and larger school community create consistent opportunities for parental involvement through formal advisory calls and meetings, and an "open school" policy in relation to parental visits.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

95-99% of the parents have consistently chosen to support the freestanding instruction based on program selection forms. They feel that our program provides their children with the most inclusive setting to ensure their emotional and academic growth, as well as social integration into the school community.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In theory and practice we align programs with parent choice, and the need for them.

## Part III: ELL Demographics

### A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0
<b>Dual Language</b> (50%:50%)										0
<b>Freestanding ESL</b>										
<b>Self-Contained</b>							7	3	8	18
<b>Push-In/Pull-Out</b>							100%	100%	100%	
<b>Total</b>	0	0	0	0	0	0	7	3	8	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	84	<b>Newcomers (ELLs receiving service 0-3 years)</b>	39	<b>Special Education</b>	27
<b>SIFE</b>	1	<b>ELLs receiving service 4-6 years</b>	26	<b>Long-Term (completed 6 years)</b>	19

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39	1	9	26	0	10	19	0	8	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							27	14	31	72
Chinese									1	1
Russian										0
Bengali										0
Urdu										0
Arabic							3	2	3	8
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish								1	2	3
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>17</b>	<b>37</b>	<b>84</b>

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>    </u>	Number of third language speakers: <u>    </u>

Ethnic breakdown of EPs (Number)

African-American: \_\_\_ Asian: \_\_\_ Hispanic/Latino: \_\_\_  
 Native American: \_\_\_ White (Non-Hispanic/Latino): \_\_\_ Other: \_\_\_

Our freestanding ESL Program has 27 sixth graders in the Spanish language group, and 3 sixth graders in the Arabic language group. We have 14 seventh graders in the Spanish language group, 2 seventh graders in the Arabic language group, and 1 seventh grader in the Polish language group. We have 31 eighth graders in the Spanish language group, 1 eighth grader in the Chinese language group, 3 eighth graders in the Arabic language group, and 2 eighth graders in the Polish language group.

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							27	14	31	72
Chinese									1	1
Russian										0
Bengali										0
Urdu										0
Arabic							3	2	3	8
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish								1	2	3
Albanian										0
Other										0

Programming and Scheduling Information										
TOTAL	0	0	0	0	0	0	30	17	37	84

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

Our ESL program provides push-in, co-teaching and pull-out services to our English Language Learners. Our beginning and low-intermediate ELLs receive English language instruction through a pull-out model, mostly during ELA instructional periods. We believe that our beginning ELLs require small group, targeted support to learn both academic and social language.

Our high-intermediate and advanced ELLs receive English instruction through either a co-teaching or push-in model. Students who have a basic working knowledge of English require additional support in all of the content areas. Therefore, we decided this year to provide push-in instruction in ELA classes, but also in science, math and social studies classes. Our overall goal is to provide support throughout the content areas.

Every ELL student is provided with the appropriate amount of instructional periods per week, according to required minutes. Beginners and intermediate students receive 360 minutes, or eight periods of English instruction per week; advanced students receive 180 minutes, or four periods of English instruction per week.

As advanced and intermediate students progress, our goal is to provide push-in instruction for up to four periods per week – and pull-out instruction for the remaining four periods per week.

Our content area classes are heterogeneously grouped. Some classes have a higher number of ELLs, so as to provide push-in and pull-out services without disrupting many classes throughout the building. The decision was made primarily based on class schedules and availability of students and teachers during content area classes.

Students are not always pulled out based on grade level: In fact, our objective was to provide students at the same English proficiency level with instruction. Therefore, most pull-out ESL classes are homogeneously grouped.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We have 85 English Language Learners and five ESL teachers on staff. Schedules are set up to meet the mandated number of instructional periods for each student. Our two most senior ESL teachers are assigned to beginner ELLs, exclusively. We have assigned our other three ESL teachers (who have non-ESL classes programmed into their schedules, as well) to our intermediate and advanced students. The staff teaches beginning ELLs through a pull-out model, predominantly during ELA instructional periods. Intermediate and Advanced ELLs receive pull-out and push-in instruction during other content area classes, as well as ELA.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

Content area instruction is delivered in English. However, one math teacher uses the SMART board daily and provides Google translations of each lesson component in both Spanish and Arabic.

Visual cues and hands-on activities are also used throughout the content areas to provide additional support for our ELLs. Support in content area instruction is provided through our push-in model.

4. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

We provide the following supports for our SIFE students, as needed:

Differentiated instruction

Alphabet recognition and Phonemic awareness instruction

Bilingual fiction and nonfiction texts

Academic Intervention Services and Supplemental Education Services

- b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Newcomers to MS 126 are placed according to their proficiency levels.

- c. Describe your plan for ELLs receiving service 4 to 6 years.

We provide Academic Intervention Services for English language learners who have been receiving services for 4 through 6 years. Many of our ELLs at this “level” are also included on Inquiry Teams, which are focusing on increasing both social and academic vocabulary.

- d. Describe your plan for Long-Term ELLs (completed 6 years).

Our long-terms ELLs are included on our Inquiry Teams across the content areas, to the greatest extent possible. Our focus for the year 2009-2010 is to increase academic vocabulary.

- e. Describe your plan for ELLs identified as having special needs.

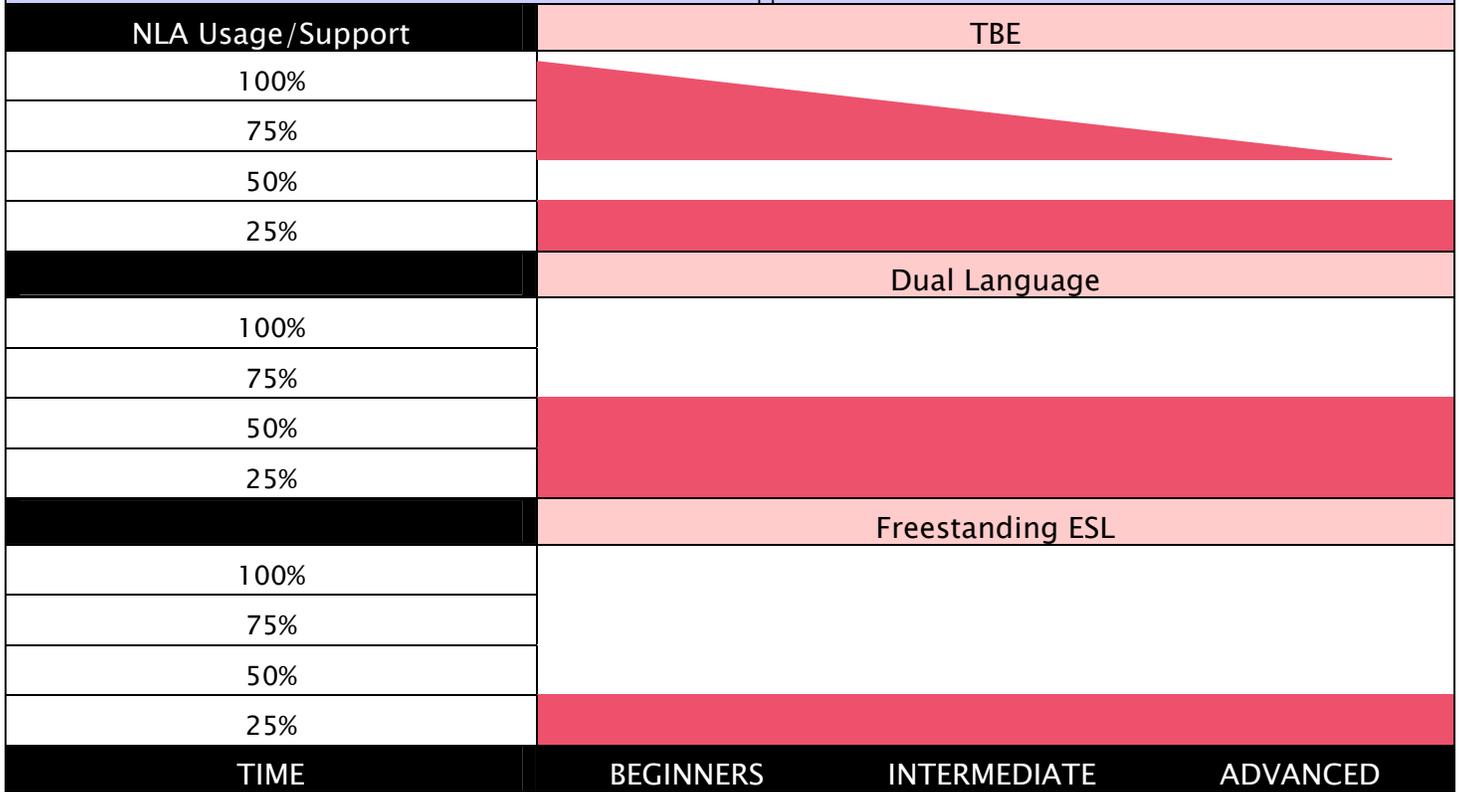
English Language learners who have IEPs receive push-in instruction. Teachers collaborate and plan for both instruction and assessment purposes. Again, this group of students is being included on our content area Inquiry Teams, focusing on vocabulary.

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

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

## Native Language Arts and Native Language Support

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



## Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

MS126 ELLs receive state-mandated number of ESL services in the form of push-in support during literacy, math, social studies, and science blocks. Students are encouraged to work cooperatively on projects and are grouped heterogeneously by ability within their L1 cohort. Push in teachers sit with newcomers and beginning students during class-wide instructional delivery and provide additional support materials to students to assist with comprehension. During independent work blocks, ELLs work with the ESL instructor to review learning goals. Content is re-taught when needed and supported through L1 support and translation. Intervention strategies this year have also been in the form of Inquiry based teams where proper academic language is the focus.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

We are providing professional development for content area teachers that focuses specifically on the learning needs of our ELLs. Monitoring progress of ELLs who have tested out happens on a communicative basis among staff members. ESL staff members confer with content area teachers about the academic progress of ELLs who have passed the NYSESLAT exam. Content teachers are made aware of ELLs who have achieved Proficient status and of the testing accommodations that should be afforded them for assessment purposes. In fact, ELLs will be afforded appropriate testing accommodations for up to two years after testing out of our ESL program, according to NYSESLAT scores. Any staff member who pushes in for a current ELL can also closely monitor the progress of a student in that class who is a transitional (2 years) post ELL.

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

Through a grant, we now have the Sports and Arts Program at MS 126. This program provides all students (including enrolled ELLs) with the opportunity to attend an academic class after school three times each week, and to engage in a variety of sports and arts activities five times per week (after school). The student will not be able to participate in the elective without attending the instructional component of the program. We have an option specifically for ELLs to attend a beginner and intermediate mathematics class. We are currently developing other content area driven options for our ELLs in this program.

We are also including templates for teachers of ELLs to complete when collaborating with content area colleagues. Our goal is to increase and improve communication among staff, so that ELLs receive the most effective instruction possible.

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

We have not discontinued any programs/services for ELLs.

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

Students have access to a language lab in the building, and an online component called Renzulli Learning that allows differentiation of material and instruction. All staff members are trained to use Renzulli in order to most effectively implement strategies for both ELLs and non-ELLs. In addition, our Sports and Arts Program offers a specific class geared toward improving reading skills for our ELLs. No distinction is made between students who are able to engage in activities and those who are not – including ELLs.

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

MS126 teachers strive to create lessons that address all learning modalities through the use of software technology, visual aids, audio, and video materials, kinesthetic activities, and relevant field trips. ESL materials include newcomer text books and work books, bilingual libraries, dictionaries, glossaries, language manipulatives, instructional games, graphic novels,

and flashcards.

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

Our ESL program is provided through a freestanding model only. Native Language support is delivered through content-specific scaffolding strategies, bilingual worksheets, content-specific bilingual materials, and bilingual staff members.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

All required services, support, and resources correspond to ELLs' ages and grade levels.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

At the beginning of each school year, our guidance counselor reaches out to families, and provides information about the entire program. MS126 tries to place ELL graduates in the most appropriate high school setting. Consulting with the student and ESL instructor, the guidance counselor helps the ELL apply to a series of schools that will best provide sufficient L1 and L2 support, appealing academic programs, curricula aligned with student career goals, and a location that will not place an undue travel burden on the student and family.

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Professional development will be provided throughout the year as our ELL teachers collaborate with content area teachers to service students mandated to receive ESL instruction. Assorted professional development will also be provided by CEI-PEA and BETAC. The Assistant Principal will attend Professional Development sessions to learn about the Home Language Questionnaire, the LAB-R and how to determine the placement of ELLs, overall, in specific programs.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our ELLs form bonds with their ESL teachers and with their assigned guidance counselors, who assist with their transition to high school. Our counselors and other service providers are also available for student, as needed, as the students adjust to life in middle school.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

The 7.5 hours of ELL training for all staff is provided by CEI-PEA and through Town Hall meetings and BETAC, as appropriate.

### Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

All parents receive translation (verbal/writing) through teachers, volunteers, or DOE websites of communication regarding school events and other key information. We encourage participation of ALL parents, including our ELLs' parents. Our parent coordinator ensures that ELL parents are informed about school matters and information specifically pertaining to this subgroup of students. Parents are invited to a variety of in-school events throughout the year. Our ELL parents are targeted to receive special event invitations, which are paid for by Title III funds.

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

We are partnered with the following organizations: Brooklyn Academy of Music, Mighty Milers, The Greenpoint Lions, Town Square, 94<sup>th</sup> Precinct, PENCIL, and the Greenline Newspaper.

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

We evaluate parents' needs through surveys and face-to-face interviews.

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

Our parental involvement activities inform parents about what their children need, what they are learning, and about available resources in the community – for both children and parents.

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							7	6	10	23
Intermediate(I)							9	4	18	31
Advanced (A)							13	7	9	29
Total Tested	0	0	0	0	0	0	29	17	37	83

NYSESLAT Proficiency results reveal that 23 of our students are at the beginning level: The 23 students are comprised of 7 sixth graders, 6 seventh graders, and 10 eighth graders. A total of 31 students are at the intermediate level: The 31 students are comprised of 9 sixth graders, 4 seventh graders, and 18 eighth graders. A total of 29 students tested at the advanced level: The 29 students are comprised of 13 sixth graders, 17 seventh graders and 37 eighth graders. The total number of students who took the NYSESLAT is 83.

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B							1	1	0
	I							3	6	5
	A							14	5	12
	P							8	5	18
READING / WRITING	B							4	6	8
	I							7	4	18
	A							13	7	9
	P							2	0	0

The NYSESLAT Modality Analysis reveals the following information: In the sixth grade, 1 student scored at the beginning level in listening and speaking. 3 students scored at the intermediate level in listening and speaking. 14 students scored at the advanced level in listening and speaking. 8 students scored at the proficient level in listening and speaking.

In the seventh grade, 1 student scored at the beginning level in listening and speaking. 6 students scored at the intermediate level in listening and speaking. 5 students scored at the advanced level in listening and speaking. 5 students scored at the proficient level in listening and speaking.

In the eighth grade, 0 students scored at the beginning level in listening and speaking. 5 students scored at the intermediate level in listening and speaking. 12 students scored at the advanced level in listening and speaking. 18 students scored at the proficient level in listening and speaking.

The NYSESLAT Modality Analysis reveals the following information: In the sixth grade, 4 students scored at the beginning level in reading and writing. 7 students scored at the intermediate level in reading and writing. 13 students scored at the advanced level in reading and writing. 2 students scored at the proficient level in reading and writing.

In the seventh grade, 6 students scored at the beginning level in reading and writing. 4 students scored at the intermediate level in reading and writing. 7 students scored at the advanced level in reading and writing. 0 students scored at the proficient level in reading and writing.

In the eighth grade, 8 students scored at the beginning level in reading and writing. 18 students scored at the intermediate level in reading and writing. 9 students scored at the advanced level in reading and writing. 0 students scored at the proficient level in reading and writing.



NYSAA Bilingual Spe Ed									0
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ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data reveals that our students perform more successfully in listening and speaking than in reading and writing.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?  
Patterns show that we must include more focus on reading and writing, across the content areas and within ELL classes. We must also provide additional professional development for all teachers, so that they can become more effective at teaching reading and writing to our ELL population.
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?  
Patterns reveal that ELLs fare better in speaking and listening English than in reading and writing in English. This is also evident in tests taken in English.
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.  
ELL periodic assessments are used to group students for targeted instruction within and across content areas. The results also inform instruction – and determine whether or not our ELLs require additional support in specific content

areas. Overall, periodic assessments allow us to make instructional decisions for our ELLs on an individual basis.

- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?  
 We are learning that our ELLs (particularly our newcomers) require instruction in phonemic awareness. We have also learned that many of our ELLs would benefit from bilingual, high interest books.

4. For dual language programs, answer the following:

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

5. Describe how you evaluate the success of your programs for ELLs.

We evaluate our success through formal and informal assessments – and of course, by NYSESLAT scores, and how effective we are at moving our ELLs into proficiency levels.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (10/01/09)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Special Education		
	Teacher/Mathematics		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		

	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	