



**ALBERT SHANKER SCHOOL FOR
VISUAL AND PERFORMING ARTS**

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

SCHOOL: 30Q126

ADDRESS: 31-51 21ST STREET, LIC, NY 11106

TELEPHONE: 718-274-8316

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q126 **SCHOOL NAME:** The Albert Shanker School for Visual and Performing Arts

SCHOOL ADDRESS: 31- 51 21st Street, Long Island City, New York, 11106

SCHOOL TELEPHONE: 718- 274- 8316 **FAX:** 718- 278- 6512

SCHOOL CONTACT PERSON: Alex Angueira **EMAIL ADDRESS:** aanguai@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stephen Linardic

PRINCIPAL: Alexander Angueira

UFT CHAPTER LEADER: Edwin Hernandez

PARENTS' ASSOCIATION PRESIDENT: Ms. McCoy

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 30 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Dr. Phillip Composto

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
Alexander Angueira	*Principal/Administrators	
Edwin Hernandez	*UFT Chapter Chairperson or Designee	
Ms. McCoy	*PA/PTA President or Designated Co-President	
Nadine Clark	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Georgia Butler	DC 37 Representative	
Stephan Linardic	Teacher/Content Area	
Tracy Peterson	Teacher/Arts	
Frank Murphy	Guidance/Student Support	
John Hallisey	Teacher/Technology	
Michele Bada;	Parent/Students With Disabilities	
	Parent/Bilingual	
	Parent/ELL	
	Parent/Arts	
	Parent/Special Needs	
N/A	Student Representative	
N/A	CBO Representative, if applicable	

Signatures of the members 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.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Intermediate School 126 is located in a working class neighborhood of Long Island City, Queens. It is situated between three major city housing projects, Astoria Houses, Ravenswood Houses, and Queens bridge Housing Development. Our administration consists of our new Principal and three Assistant Principals.

Mission:

We provide a safe learning environment where all students are held accountable and reach high levels of academic achievement. We value open communication between parents, students, and teachers. Our school fosters a spirit of lifelong learning and establishes a community of productive citizens. We promote intellectual curiosity and creative thinking where the entire community, the arts, and all cultures are valued.

Vision:

Through the use of positive behavior interventions and assertive discipline we will make our students secure and safe. In addition, by providing team building for staff, students, and parents, open communication will become an integral part of our community. Our school fosters success through exemplifying diverse life accomplishment. Our students are provided with rigorous curricula, instruction, and assessment aligned with the State Standards while being immersed in the arts. Professional development for parents and teachers is the means to improving instruction and growth for our entire community.

Strengths:

- I.S. 126's talent department works with outside organizations and bring artists in all of the disciplines to residence. Our culminating activities of performances are three times a year, inviting parents, and community to join in the festivities.
- We have always advocated for the use of Bloom's Taxonomy and utilizing the theory of Multiple Intelligence to improve on our students' higher order thinking skills, and these practices are incorporated throughout the arts. Through the Arts we promote diversity and an appreciation for all cultures.
- We offer a wide variety of enrichment and support programs to all students, such as
 - CHAMPS recreational program
 - Career Day
 - Positive Behavior Intervention Systems
 - Student Senate
 - Advisories
 - Options Program for teenage girls
 - Chess Club

- An improved science program is evident and a Regent's course for accelerated students has been re-instituted.
- The English as a second language department effectively addresses the needs of the English language learners.
- Students in greatest need of improvement are identified and receive effective academic intervention services. We use Read 180, Wilson, and other strategies to support our AIS program

Some of our collaborations and community partnerships are:

- Lincoln Center Partnership
- Project Arts – supports any and all arts programs within the school.
- Project Hope Banking Program – enhances and supplements mathematics through the use of visiting bank representatives who involve students in real life hands-on banking activities.
- Periwinkle Program – theatre arts, anti-violence
- St. John's Gear-Up – Gaining early awareness in undergraduate programs
- Jacob Riis After School program
- Round About Theater Residency
- City Year
- NFTE
- Something Digital

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (Version 2010-1B – April 2010

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Albert Shanker School for Visual and Performing Ar								
District:	30	DBN:	30Q126	School BEDS Code:	343000010126				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment <i>(As of October 31)</i>	2007-08	2008-09	2009-10	Attendance - % of days students attended : <i>(As of June 30)</i>					
Pre-K	0	0	0		2007-08	2008-09	2009-10		
Kindergarten	0	0	0		89.2	91.8	TBD		
Grade 1	0	0	0	Student Stability - % of Enrollment : <i>(As of June 30)</i>					
Grade 2	0	0	0		2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.9	93.3	TBD		
Grade 4	0	0	0	Poverty Rate - % of Enrollment : <i>(As of October 31)</i>					
Grade 5	0	0	0		2007-08	2008-09	2009-10		
Grade 6	199	193	227		83.3	81.6	TBD		
Grade 7	220	202	193	Students in Temporary Housing - Total Number : <i>(As of June 30)</i>					
Grade 8	226	228	203		2007-08	2008-09	2009-10		
Grade 9	0	0	0		9	22	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number : <i>(As of October 31)</i>					
Grade 11	0	0	0		2007-08	2008-09	2009-10		
Grade 12	0	0	0		23	28	5		
Ungraded	1	0	2	Special Education Enrollment: <i>(As of October 31)</i>					
Total	646	623	625		2007-08	2008-09	2009-10		
					51	56	59		
				Suspensions (OSYD Reporting) - Total Number: <i>(As of June 30)</i>					
					2007-08	2008-09	2009-10		
				# in Self-Contained Classes	107	224	TBD		
				# in Collaborative Team Teaching (CTT) Classes	74	65	TBD		
				Number all others	33	30	32		
				Special High School Programs - Total Number: <i>(As of October 31)</i>					
					2007-08	2008-09	2009-10		
				<i>These students are included in the enrollment information above.</i>	0	0	0		
					0	0	0		
				English Language Learners (ELL) Enrollment: <i>(BESIS Survey)</i> <i>(As of October 31)</i>					
					2007-08	2008-09	2009-10		
				# in Transitional Bilingual Classes	8	9	9		
				Number of Staff - Includes all full-time staff: <i>(As of October 31)</i>					
					2007-08	2008-09	2009-10		
				# in Dual Lang. Programs	0	0	0		
				# receiving ESL services only	86	107	106		
				Number of Teachers	60	53	TBD		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	20	11	48	Number of Administrators and Other Professionals	13	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	4	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	81.7	88.7	TBD
				% more than 5 years teaching anywhere	63.3	75.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	90.0	94.0	TBD
American Indian or Alaska Native	0.5	0.8	1.0		90.7	94.4	TBD
Black or African American	18.7	20.4	20.0				
Hispanic or Latino	56.2	56.7	55.7				
Asian or Native Hawaiian/Other Pacific Isl.	18.0	14.9	14.9				
White			0.5				
Male	52.9	53.0	54.1				
Female	47.1	47.0	45.9				
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							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced				√		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	√	Math:	
Science:	√	Graduation Rate:	-

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√			-	
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-			-	
Multiracial	-	-	-				
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√				-	
Student groups making AYP in each subject	6	8	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	▶
Overall Score:	81.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:	7.4 <i>(Comprises 15% of the Overall Score)</i>	Quality Statement 2: Plan and Set Goals	▶
School Performance:	23.1 <i>(Comprises 25% of the Overall Score)</i>	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress:	44 <i>(Comprises 60% of the Overall Score)</i>	Quality Statement 4: Align Capacity Building to Goals	▶
Additional Credit:	6.8	Quality Statement 5: Monitor and Revise	▶

KEY: AYP STATUS

√ = Made AYP
 √^{SH} = Made AYP Using Safe Harbor Target
 X = Did Not Make AYP
 - = Insufficient Number of Students to Determine AYP Status

KEY: QUALITY REVIEW SCORE

Δ = Underdeveloped
 ▶ = Underdeveloped with Proficient Features
 √ = Proficient
 W = Well Developed
 ◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

NCLB/SED Accountability: Based on our 2009-2010 Accountability and Overview Report (Annual School Report Card), our school is identified as a Restructuring Advanced Focused school for Elementary/Middle Level English Language Arts for Students with Disabilities and Limited English Proficient. For Elementary/Middle-Level Mathematics, our students made Adequate Yearly Progress. For Elementary/Middle-Level Science, the All Students group met safe harbor qualifications; therefore, our school made AYP in Science. However for Science, the subgroups that did meet their test performance criterion include Black/African American, SWDs and ELLs. For the 2008-2009 school year, our school was also identified in ELA for our SWD and ELL student group. As a result of this trend, our needs assessment in ELA will summarize trends in ELA for SWD and the ELL student groups.

Performance Trends

Over the past three years, I.S. 126 has seen a positive trend on our Progress Report. In 2006-2007, we received a "C" rating. For 2007-2008, our rating increased to a "B". In 2008-2009, I.S. 126 received an "A".

In English Language Arts, 53.7% of our students are at proficiency levels 3 & 4 up from 36.4% in 2007-2008. The median student proficiency scores in ELA have risen from 2.90 in 2007-2008 to a 3.0 in 2008-2009. In Mathematics, 64.4 %53.9% of our students are at proficiency levels 3 & 4 up from 53.9% in 2007-2008. The median proficiency scores has risen from 3.04 in 2007-2008 to 3.19 in 2008-2009.

In 2007-2008, 59.2% of our students exhibited at least one year's progress in ELA, however; in 2008-2009, 66.4% of our students exhibited at least 1 year's progress on the state exam. Of our lowest one-third, 84.7% of our students exhibited at least 1 year's progress. In Mathematics, 63.5% of our students made at least 1 year's progress compared to 57.3% in 2007-2008, while 75% of our lowest third showed at least 1 year's progress.

The 2008-2009 Annual School Report Card shows that I.S. 126 made AYP using the safe harbor target for students with disabilities and ELLS in ELA. In the sixth grade, 80% of our SWD scored between levels 2-4, however; only 11% scored either a 3 or 4 meeting grade level proficiency requirements.

An analysis of our New York State Annual School Report card for the last 3 years indicates that our SWD and ELL populations have the lowest percentage of students achieving level 3 in ELA. In order to bridge this academic gap our action plans will focus on the improvement of curriculum, instruction and assessment for ELA as it relates to our ELL and SWD students.

Aids and Accomplishments

In our most recent Quality Review which occurred in March of 2010 we received an overall rating of “Proficient” This was a major improvement over 2009 “Underdeveloped with Proficient Characteristics”

The 2008-2009 Quality Review findings determined that I.S. 126 “collects and uses a wide range of data to create a picture of the individual students’ strengths and areas of need in English language arts and math.” I.S. 126 uses multiple systems to gather and compile data. These include, but are not limited to Acuity, Scantron, and teacher made assessments. Teachers are provided with multiple professional development opportunities focusing on data analysis to develop individual student goals.

The Quality Review also determined that our administration and teacher leaders effectively communicate “high expectations of student achievement” to students, staff, and parents. The school leaders at I.S. 126 set grade level goals for ELA and math. Teachers meet with parents to share academic expectations through PTA meetings, workshops and other events. Our CEP goals are aligned with the principal’s performance review goals.

According to the Quality Review, school leaders effectively identify challenges and have established a safe and respectful learning environment. Teachers follow curriculum maps and pacing calendars in all core subjects to meet the needs of students. Instructional goals are posted in areas where all students have access to them. A behavioral intervention plan was also created to maintain a safe and effective learning environment. The principal is visible throughout the school, and there is a positive attitude towards teaching and learning.

Barriers to School Improvement

According to the Learning Environment Survey, safety and respect are major barriers to our school efforts. Seventy three percent of teachers surveyed felt order and discipline were not maintained at the school. Forty six percents of parents felt their child was not safe in school. I.S. 126 is implementing a positive behavior system to create a safer learning environment. I.S. 126 has also hired three deans to maintain order and discipline within the building.

Our 2010 Quality Review indicates that we addressed our discipline issues and now “school leaders make effective strategic decisions to address identified challenges, and establish a safe and respectful learning environment.”

The 2008-2009 Quality Review states that there was a need to “ Enable teachers, administrators, parents and students to analyze the impact of instruction and track student progress towards their achievement goals in all core subjects.” Although teachers, administrators, students, and parents are given the means to analyze and track student progress in ELA and math, they have not been provided with the capacity to analyze and track progress within the other core subject areas.

Our 2010 Quality Review indicates that we have already made progress in addressing the 2009 recommendations. We now have established systems for regularly collecting a wide range of assessment data across grades and subject areas, which clearly shows what students know and can do, and informs planning at all levels.

Another area for improvement in our 2009 Quality Review was developing goals and benchmarks with specific timeframes to track student progress in all core subjects. ELA and math teachers have been using Acuity and other online assessments to track progress and set goals. I.S. 126 is working toward developing interim assessments and goals in science and social studies as well.

In 2010 our Quality Review indicates that “uniform portfolios contain student work samples that clearly illustrate progress over time and across all grades, enabling teams of teachers to examine collaboratively trends in student performance.”

Our 2009 Quality Review also indicated a need to improve in using data to differentiate instruction. Professional development needs to be provided more often in the area of data and differentiation.

In 2010 our Quality Review indicates that school leaders help staff to generate differentiated professional development plans to meet individual skills and interests as well as school wide goals.

According to the 2009 Quality Review, I.S. 126 needs to “establish systems and procedures for staff to share expertise and examine student work and data rigorously.” With the introduction of teacher teams and through the work of the inquiry teams, I.S. 126 hopes it will provide teachers with more opportunities to examine and discuss student work and data more rigorously.

In 2010 our Quality Review indicates that while we have made progress in creating teacher teams we still need to work on them. "Teacher teams meet regularly to utilize data effectively to make informed decisions to improve student learning. However, the existing professional collaborations do not fully promote teacher's shared leadership roles as decision makers.

Parental involvement continues to be a barrier to the improvement of I.S. 126. Although parents are given a multitude of opportunities to meet with teachers, they are not provided with enough workshops or services. Parent-teacher conferences often do not have a significant turnout.

Our 2010 Quality Review indicates that school leaders clearly communicate school goals and action plans which result in the school community working together effectively to support student learning. The school consistently uses newsletters, the school messenger phone program, progress reports and emails to notify parents, students and staff of the instructional plans and practices that inform the school's direction.

ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goals	Description
Goal # 1: By June 2010, 65% of our teachers will be using student data to differentiate instruction as measured by walkthroughs and feedback	After conducting our needs assessments, the SLT found that our Quality Review clearly stated that we needed to increase the number of teachers using student data to differentiate instruction. As a result we decided to make this a school wide priority.
Goal #2: By June of 2010, our Social Studies and Science department will have engaged in the process of developing and implementing units of study that are standards based and meet the needs of our students as evidenced by lesson plans, walkthroughs, PD agendas, observations, and an updated pacing calendar.	After conducting our needs assessments, the SLT found that our Quality Review clearly stated that we needed to establish interim checkpoints that are monitored through the year in order to achieve maximum learning outcomes in all core subjects to meet the needs of individual and groups of students. As a result we decided to make this a priority for our Social Studies and Science department.
Goal #3. By June 2010, there will be a 3% increase in Special Education students achieving 1 year progress as evidenced by the NYS ELA exam and NYC Progress Report data.	After conducting our needs assessments, the SLT found that our ELL and Special Education students did not make AYP this year. As a result we decided to make these 2 subgroups a priority for the 2009-2010 school year.
Goal #4. By June 2010, 90% of our teachers will be involved in the inquiry process, as active participants on teacher teams.	This is a Chancellor's initiative that needed to become a school wide focus.
Goal #5. By June 2010, there will be a 3% increase in ELL students achieving 1 year progress as evidenced by the NYS ELA exam and NYC Progress Report Data.	After conducting our needs assessments, the SLT found that our ELL and SWD did not make AYP this year. As a result we decided to make these 2 subgroups a priority for the 2009-2010 school year.

	<p>students.</p> <ul style="list-style-type: none"> • Our administration and data specialist will train our ELA staff on the use of ARIS, Acuity and other online assessments as a tool for differentiating instruction and monitoring student progress. • Teacher teams will be formed to analyze student data and use it to differentiate instruction. • ELL teachers will be placed on teacher teams which will meet 6 times a month with a Writing Matters consultant to assist them with implementing the revised ELA pacing calendar for their ELL students. <p>Mid Course Correction Plan: We will have a mock Quality Review in January to see if we are on target to meet our goal. We will also survey our teachers in February and assess how far we are in completing our goal.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Sources: Tax Levy, Title I, NYSTEL, Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval (frequency) of periodic review: Monthly Instrument(s) of Measure: Walkthrough Reports Projected Gains: 5% increase of differentiation in instructional practice.</p> <p>There will be quarterly review of online Acuity and Performance Scantron assessments to monitor student progress.</p> <ul style="list-style-type: none"> • Evidence of growth in reading fluency, stamina, vocabulary, range of genre, quality of reader response as measured by ongoing teacher assessments, Fountas and Pinnell, Scantron, status of the class running records, and conferencing notes. • SRI levels as measured by READ 180. • A polished portfolio that meets or exceeds ELA standards showing evidence of growth in writing ability based on improved grammar, conventions, spelling, content, revision, editing, and structure of writing pieces. • Formal and informal observations by administration

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area **SOCIAL STUDIES/ SCIENCE**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2: By June of 2010, our Social Studies and Science department will have engaged in the process of developing and implementing units of study and benchmark exams that are standards based and meet the needs of our students as evidenced by lesson plans, walkthroughs, PD agendas, observations and an updated pacing calendar.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Social Studies and Science Department Responsible staff members: APs, Data Specialist and Literacy Coach will be the point person Implementation Timelines: November 2009-June 2010 Actions and Strategies:</p> <ul style="list-style-type: none"> • Social Studies and Science teachers will meet bi-monthly after school in teaching teams to craft the units of study and update the pacing calendars with modifications for our Special Education and ELL students. • The budget will be used to purchase support from Teaching Matters which will consist of 10 onsite visits from a consultant and the implementation of the Voices and Choices units of study for our Social Studies department. . • Monies will also be used to pay for substitute teachers to free teachers up for meeting and debriefing over the units of study. • Our Network support team will be utilized to assist the administration with the curriculum. • In Science our teachers will work on the creation of benchmark exams to follow the progress of all students. • Students will be targeted for afterschool Science and Social Studies classes. • Our Special Education and ELL students will be given Science and Social Studies instruction by a highly qualified Science and SS teacher where possible. • Our Bi-lingual special education class will receive Science instruction from a licensed Science teacher. • Access Science was purchased to supplement Science text for our ELLS and Special Education students.

	<p>Mid-Course Correction Plan: Using Teacher Team minutes and conversations with teachers we adjusted our goal in January, 2010. We realized that we would not be able to implement new units of study in Social Studies and Science. Instead our Writing Matters staff developer focused on best practices PD with our SS department and the units of study will be implemented in September 2010. We re-focused the teacher teams on creating benchmark exams in SS and Science and it made the goal much more attainable. The Science department will need additional assistance in September 2010 to create new units of study that are adjusted to meet the needs of our ELL and Special Education students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding sources: Tax Levy, NYSTEL, Fair Student Funding, Title III, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval (frequency) of periodic review: Monthly Instrument(s) of Measure: Walkthrough Reports, Teacher Team Notes Projected Gains: A new unit will be created every 6-8 weeks and four benchmark exams will be created.</p> <ul style="list-style-type: none"> • Weekly teacher observations that exhibit units of study that are grade appropriate and spiral through expected learning outcomes. • Curriculum maps at each grade level that are standards based, meet the needs of our all students and is shared with the school community. • The program will begin in February and the units of study will be completed by April.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts for SWDs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: By June 2010, there will be an increase of 3% in Special Education students achieving 1 year progress as evidenced by the NYS ELA exam and NYC Progress report data.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: All special education students and teachers Responsible staff members: APs, Data Specialist and Literacy Coach will be the point person Implementation Timelines: September 2009-June 2010 Actions and Strategies:</p> <p>Through professional development, inter visitations, administrative walkthroughs, teacher observations, coach assistance, SBST support, Special Education department meetings, faculty conferences, and common preps, guidance from the ICI, the Special Education department will implement:</p> <ul style="list-style-type: none"> • Balanced Literacy Program- Reader’s and Writer’s Workshop Model <ul style="list-style-type: none"> ▪ Rituals and Routines ▪ Pacing calendar aligned to state standards • Leveled classroom libraries organized by genre • Differentiated Instruction <ul style="list-style-type: none"> ▪ Conferencing ▪ Running records to determine student’s reading level • Infuse the arts through cultural partnerships and integrate the writing process within the Arts • Quarterly ELA Instructional Goals for all four core subject areas. • Quarterly ELA Group Goals in all four core subject areas. • Analysis of student data to differentiate instruction using assessments such as Acuity, Scantron, and teacher assessments. • Academic Intervention Services for at-risk SWD. • Project Success for all SWD Level 1s and 2s during extended day. • Teachers will implement the use of visual aids, hands-on activities, and other scaffolding

	<p>strategies to increase student comprehension</p> <ul style="list-style-type: none"> • Read 180 program for SWD to increase reading proficiency, decoding, and comprehension strategies • The Arts will help support the development of comprehension skills • In addition, the Arts facilitate the social acceptance of diverse skills • CTT teachers will be programmed according to area of content so that they will be working only with one ELA teacher all year. The same teachers will teach ELA to my self contained classes. • Our ELA SWD teachers will utilize study island as an instructional tool and have access to laptops. • Special Education teachers will be programmed to teach both self-contained and CTT in no more than 2 subject areas where possible. • Bi-weekly Prep and Learns will be offered to all Special Education teachers. <p>Mid-Course Correction Plan: To be determined, if a mid course correction is necessary based on data from periodic reviews.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding source: Tax Levy, Title I, NYSTL, Fair Student Funding, Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval (Frequency) Of Periodic Review: Monthly Instrument(s) of Measure: Periodic assessments, weekly administrative observations, SRI scores. Projected Gains: 3%</p> <ul style="list-style-type: none"> • Online assessments will be used to monitor student progress. • There will be an increase of 3% in Special Education students achieving 1 years progress as evidenced by the NYS ELA exam • Increase in proficiency levels within the modalities on the NYSESLAT • The use of running records and teacher created assessments to monitor student progress • Weekly teacher observations, walk throughs, intervisitations, demonstrations • Evidence of growth in reading fluency, stamina, vocabulary, range of genre, quality of reader response as measured by ongoing teacher assessments, Fountas and Pinnell, Scantron, status of the class running records, and conferencing notes. • SRI levels as measured by READ 180. • Our 2 ITA assessments will be used as a tool to measure student progress.

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :** _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #4: By June 2010, 90% of our teachers will be involved in the inquiry process, as active participants on teacher teams.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Teachers Responsible Staff Members: Administrators, Data specialist and Coaches Implementation Timeline: October 2009 through June 2010 Action and Strategies:</p> <ul style="list-style-type: none"> • Our lead inquiry team will meet weekly to target our lowest third in ELA, 15 ELLS and 15 Special Education students. • Content area teacher teams will meet minimally twice a month and will focus on utilizing hard and soft data to drive instruction. • Content area teaching teams will be meeting to create baseline unit exams and utilize the results to create student goals and rubric based student benchmarks to monitor student progress. <ul style="list-style-type: none"> ▪ Meeting time will be provided for teacher teams through common preps and modifying of school schedule. ▪ Teachers will be trained on Teacher Team protocols so they can run effective meetings. ▪ Our LSO will provide support for our administration and teachers to successfully run the teacher team. ▪ Teacher teams will be given access to ARIS and other data sources during the day. ▪ Students will be targeted by the administration and given to staff during an August data dive

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding sources: Tax Levy, NYSTEL, Fair Student Funding, Tile III, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Interval (Frequency) Of Periodic Review:</u> Monthly <u>Instrument(s) of Measure:</u> Attendance Sheets <u>Projected Gains:</u> 5% increase in teachers attending teacher team meetings.</p> <ul style="list-style-type: none"> • Team meetings will be documented with agendas and minutes. • Development of grade appropriate benchmark papers as writing exemplars for all students. • Weekly observations by administration.

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area (where relevant) : ELA for ELLs

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #5: By June 2010, there will be an increase of 3% in ELL students achieving 1 year progress as evidenced by the NYS ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: ELL teachers and ELL students. Responsible Staff Members: Administrators, Data specialist and Coaches Implementation Timeline: October 2009 through June 2010 Action and Strategies:</p> <ul style="list-style-type: none"> • All ELL students will be identified and programmed for our pull out ELL program. • Read 180 and Wilson will be used by our Special Education teachers as tool to increase reading proficiency, decoding, and comprehension strategies in our Special Education ELL population. • Per session funding will be used to offer after school assistance to our ELL population. • ELL teachers will be provided with PD on collecting and analyzing data and use it to differentiate instruction. • 37.5 minutes will be utilized to provide ELA instruction to targeted ELL students. • Increase and encourage enrollment in our SES programs which will prepare students for the ELA exam. • Teachers will use Acuity and Performance Series assessments to monitor student progress toward gaining exemplary gains on the ELA exam. • Revision of our ELA pacing calendar by implementing Teaching Matters / Writing Matters within the Writer’s Workshop. • ELL teachers will be placed on teacher teams which will meet 6 times a month with a Writing Matters consultant to assist them with implementing the revised ELA pacing calendar for their ELL students.

	<ul style="list-style-type: none"> • Analysis of student data to differentiate instruction using assessments such as Acuity, Scantron, and teacher assessments. • Teachers will utilize appropriate instructional materials, visual aids, hands-on activities, technology and other scaffolding strategies to increase student comprehension. • A gender based Advisory program will be implemented to assist ELLs with cultural and adolescence issues. • The Arts will further develop students' comprehension skills and support their individual learning styles. • Workshop Wednesday s will be utilized to provide support for our ELL parents. • Translation services are provided to ELL parents attending school meetings, and for all school documents. • Our Bi-lingual special education class will receive Science instruction from a licensed Science teacher. <p>Mid Course Correction Plan: We will have a mock Quality Review in January to see if we are on target to meet our goal.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding sources: Tax Levy, NYSTEL, Fair Student Funding, Tile III, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Interval (Frequency) Of Periodic Review:</u> Online assessments will be used to monitor student progress.</p> <ul style="list-style-type: none"> • Our 2 ITA assessments will be used as a tool to measure student progress. <p><u>Instrument(s) of Measure:</u></p> <ul style="list-style-type: none"> • The use of running records and teacher created assessments, and student portfolios to monitor student progress. • Weekly observations, walk throughs, and inter-visitations by the administration. • Evidence of growth in reading fluency, stamina, vocabulary, range of genre, quality of reader response as measured by ongoing teacher assessments, Fountas and Pinnell, Scantron, status of the class running records, and conferencing notes. • SRI levels as measured by READ 180. <p><u>Projected Gains:</u></p> <ul style="list-style-type: none"> • Increase in proficiency levels within the modalities on the NYSESLAT.

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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	80	40	30	30	55	3	3	20
7	76	56	30	30	90	3	4	20
8	88	62	30	60	25	3	3	26
9								
10								
11								
12								

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)	Description: Provide a brief description of each 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.).
ELA:	Class size groups during the day through teacher guided groups and 8-10 periods of ELA a week. AIS students are programmed in small groups with a HQ Reading teacher. Programs include Rewards, and Scholastic Read 180. AIS is also provided during Project Success (extended day 37.5 minutes) as well as after school through our SES providers in small group settings.
Mathematics:	Skills Maintenance Workbook, NYS Mathematics (Continental Press), Measuring Up, Breakaway Math, Comprehensive Assessment of Mathematics Strategies, Manipulatives, Math the Write Way, Buckle Down, Tabula Digita. Group instruction during the school day at 90 minute intervals, 8-10 times a week. 37.5 minute blocks for “Project Success” tutoring four days a week, after school services provided by SES.
Science:	Small groups during the day as teachers work with guided groups. Tutoring after school for all Level 1s and Level 2s. There are also 37.5 minute blocks for “Project Success” tutoring four days a week.
Social Studies:	Small groups during the day as teachers work with guided groups. Doing DBQ’s, Exit projects for all grades. There are also 37.5 minute blocks for “Project Success” tutoring four days a week.
At-risk Services Provided by the Guidance Counselor	Counseling services provided individually or in small groups based on student needs for our “at- risk” students at 40 minute intervals.
At-risk Services Provided by the School Psychologist:	Counseling services provided individually or in small groups based on student needs for our “at- risk” students at 40 minute intervals.
At-risk Services Provided by the Social Worker:	Counseling services provided individually or in small groups based on student needs for our “at- risk” students at 40 minute intervals.

At-risk Health-related Services:	The nurse and school secretary will monitor and update all 504 students and students with IEPs requiring health related services by an occupational therapist, physical therapist, and adaptive physical education teacher.
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy

Part I: School ELL Profile

A. Language Allocation Team Composition

LSO/District:	
School:	The Albert Shanker School of Visual & Performing Arts
Principal:	Mr. Alexander Angueira
Assistant Principal:	Lydia Tsiforas
Assistant Principal:	Laura Parente
ESL Coordinator:	Maria Megaris
Guidance Counselor:	Frank Murphy
Coach:	Barbara Kolnik
Transitional Bilingual Teacher:	Sandra Estrada
ELA Teacher	Demitra Konstantakopoulos
Related Service Provider:	NA
Network Leader:	John OMahoney
Parent Coordinator:	Rosalyn Henderson
Parent:	Mary McCoy
SATIF:	NA

B. Teacher Qualifications

- Number of Certified ESL Teachers – 6
- Number of Content Area Teachers with Bilingual Extensions - 0

Number of Certified Bilingual Teachers- 0

Number of Special Ed. Teachers with Bilingual Extensions- 1

Number of Certified NLA/FL Teachers –

Number of Teachers of ELLs without ESL/NLA Certification – 0

C. School Demographics

- Total Number of Students in School - 630

- Total Number of ELLs -127 (40 (31.4%) of these ELLs are SP. ED. and 17 of them are x-coded as per their IEP, therefore do not get ESL services - *Total includes Biling.Sp.Ed.class*)

- ELLs as Share of Total Student Population 20%

Part II: ELL Identification Process

1. The steps our school follows to initially identify those students who are ELLs is as follows:

- Every new student who is enrolling for the first time into our NYC public school system is given a Home Language Identification Survey (HLIS) in the language best understood by the child's parent or guardian. It is at this time that our ESL Coordinator, who is highly qualified with the ELL identification process' conducts an informal interview with the child's parent or guardian to ensure that the HLIS is correctly and completely filled out. The ESL Coordinator has been fully trained by the Dept. of Ed.'s ELL Compliance Specialists, in the ELL Identification Process, and has turn keyed this information to our Guidance Counselors so that there is always a qualified pedagogue during the initial enrollment. If the informal interview needs to be conducted in a native language that the above personnel does not speak, then another pedagogue who does speak the native language will be called to provide assistance in the interview by translating. If no on site personnel can provide translation, then we utilize the Department of Ed.'s over-the phone interpretation services, which are available in over 150 languages.
- The ESL Coordinator reviews all completed HLIS forms and takes into account all information obtained through the interview to determine if the child's home language is one other than English. If it is, then it is explained to the parent that the child will be administered within ten days of registration, the Language Assessment Battery-Revised (LAB-R) to determine their English proficiency level and service eligibility. Parents are advised that if their child is eligible to receive ESL services, then they need to attend a Parent Orientation, so they can be informed about each program available to ELLs. If the parents express that it is difficult for them to return for an orientation if needed, then the ESL Coordinator accommodates their situation by conducting the Parent Orientation at this time. We are fortunate to have in house staff who speak the native languages of the majority of our ELL population, thus making this process possible.
- The ESL Coordinator administers and scores the LAB-R.
- Any student who scores below proficiency on the LAB-R becomes eligible for state-mandated services for ELLs.
- If the determined home language of a student is Spanish, and he or she score below proficiency on the LAB-R then a

Spanish LAB is administered to determine language dominance. This assessment is administered by a Spanish Bilingual teacher, who has been trained by the ESL Coordinator. Once again, it is the ESL Coordinator who scores the exam.

During the registration of transfer students or readmits, the ESL Coordinator runs a test history to determine if they require ESL services or not. If the parent is present, an informal interview is also conducted to find out about the child's background and schooling. This aids in determining if the student is SIFE or not. If they also happen to be Special Education students, then the IEP will be reviewed to determine eligibility for ESL services.

To ensure that all our ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT), the ESL Coordinator is responsible for monitoring and verifying ATS reports such as the NYSESLAT Eligibility (RLAT) and Admit reports throughout the school year. In addition, the ESL Coordinator makes sure that the NYSESLAT testing schedule provides for all testing accommodations that may be required for ELLs with Individual Educational Plans (IEP). All teachers involved with the administration of the NYSESLAT have been fully trained by the ESL Coordinator. The Testing and ESL Coordinator always attend any Regional Testing Meeting pertaining to the NYSESLAT to ensure that proper testing procedures are followed, required information on answer documents is complete and accurate, and all testing materials are secure and properly returned.

Results of this exam are evaluated annually in order to determine whether or not the student continues to be eligible for ESL services and to monitor their progress in obtaining proficiency in English. The RNMR report is used to identify progress in the modalities of speaking, reading, writing, and listening. Teachers use this data to differentiate individual or group instruction to address students' specific needs.

2. To ensure that the parents of our English Language Learners understand all three program choices, we have the following structures in place:

First, we send an Entitlement Letter to the parents of each eligible student in the child's home language with the child's LAB-R score. This is done no later than ten school days from the child's date of admission. Inclusive in the letter are the three choices of services to which the child is entitled. Within the Entitlement Letter, parents are invited to attend a formal Parent Orientation session in September, which we always try to coordinate with "Meet the Teacher" night in efforts to increase attendance. During this orientation, each ELL program, state standards and assessments, as well as the modifications given to ELLs for these tests will be explained and parents can ask questions. In addition we offer, at the parents' convenience, one-on-one conferences throughout the school both in the early afternoon and evening, allowing working parents more flexibility to attend. These orientations are always conducted with the ESL/Bilingual and Parent Coordinators, with on site translators. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. In addition, parents are informed of their child's right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there is not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

3. After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session, or taking them home to fill out and returning them as soon as possible. At this time, we inform them that if they do not return the selection form, the child will be placed in a Transitional Bilingual program by default. If this program is not available, then their child will be placed in the ESL program. A second invitation is extended however to any parent who has not yet returned their Program Selection form, as well as a courtesy call, in their home language, to remind them that these forms must be returned if we are to honor their preferred program selection.

4. The criteria used to place identified ELL students in bilingual or ESL instructional programs are the Parent Survey and Program Selection forms. If at that time, we have an insufficient number of students with the same program requests, then the parents are offered a transfer within the district assuming availability of seats, but are informed that if within the school year we do meet the minimum number of students with the same requests, they will be notified and given the option to transfer their child to our school. For any student whose parent did not return a Parent Survey and Program Selection form, he or she will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. As stated above, this default placement will only take place once all our attempts have gone unanswered.

Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. For the parents of our continuing ELLs, we send written notification of their continued entitlement along with their current NYSESLAT score and required time allotment for ESL services. Though not encouraged, we honor any request for a program change, if the service is available.

5. In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. For the school year 2008-2009, we had six newly enrolled ELLs entitled to services and all six parents chose to place their child into the ESL program. Prior to that, in 2007-2008, we had similar results; there were six newly enrolled ELLs and all with the exception of one, selected the ESL program. We will continue to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children.

6. Our programs are aligned to what parents have been requesting. Parental choice and options are always respected and fulfilled as per CR Part 154 Regulations.

Part III: ELL Demographics

A. ELL Programs -

English as a Second Language (ESL)

Transitional Bilingual (TBE)

IS 126 is currently implementing an English as a Second Language Program (ESL) and a Transitional Bilingual Program (TBE). There are three self contained ESL classes: one sixth grade, one seventh grade, and one eighth. Students in our ESL Programs receive all instruction in English with native language support. Our Transitional Bilingual program consists of one bridge seventh and eighth grade self-contained class, which is Special Ed. All Special Education students in a self contained or in an inclusion class whose IEP mandates ESL services receive the required instruction according to CR Part -154 regulations through a programmed AIS/ESL class, conducted by a highly qualified dual licenced ESL/Reading teacher or are mainstreamed into our PCEN ESL Writing class, which is conducted in a smaller group setting by a fully licensed ESL teacher.

B. Currently our total ELL population is one hundred and twenty seven (127).

The Years of Service for each subgroup of ELLS is as follows:

SIFE – Zero (0)

ELLs 0-3 Years (Newcomers) –Thirty-eight (38)

ELLs 4-6 Years – Fifty-one (51)

ELLs with completed 6 Years or more (Long Term) – 38

From our one-hundred twenty seven total ELL population, forty(40) of these students are Special Ed.

Our Transitional Bilingual Program consists of 7 SWD

The Years of Service breakdown for these students is as follows:

SIFE – Zero (0)

ELLs 0-3 Years (Newcomers) –Two (2)

ELLs 4-6 Years – three (3)

ELLs with completed 6 Years or more (Long Term) – Two (2)

We have two ELL Sp. Ed. students in a TBE program who are in an alternate placement. Each student has a language paraprofessional and is mainstreamed into an ESL class to receive their required amount of services by a fully licensed ESL teacher.

Our Freestanding ESL Program is composed of one hundred and twenty (120) ELLs. The Years of Service breakdown for these students is as follows:

SIFE – Zero (0)

ELLs 0-3 Years (Newcomers) –Thirty-six (36), four of them are Sp. Ed.

ELLs 4-6 Years – Forty-eight (48), twenty (20) of them are Sp. Ed.

ELLs with completed 6 Years or more (Long Term) – Thirty-six (36), nine (9) of them are Sp.

**Number of ELLs by Grade in
Transitional Bilingual Education**

Language	6 th Grade	7 th Grade	8 th Grade	TOTAL
Spanish	0	1	6	7
TOTAL	0	1	6	7

**Number of ELLs by Grade and Language Group in
Freestanding English as a Second Language Classes**

Language	6 th Grade	7 th Grade	8 th Grade	TOTAL
Spanish	28	29	18	75
Chinese (Cantonese)	1	0	0	1
Bengali	5	4	4	13
Urdu	7	2	2	11
Arabic	5	1	4	10
Albanian	1	0	0	1

Hindi	0	0	1	1
Serbo Croatian	1	0	1	2
Swedish	0	1	0	1
Tibetan	0	2	0	2
Portuguese	0	1	1	2
Slovak	0	1	0	1
TOTAL	48	41	31	120

GRAND TOTAL FOR ALL PROGRAMS	48	42	37	127
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III. Programming and Schedule Information

1 & 2. To ensure that the mandated number of instructional minutes is provided, our ESL Coordinator analyzes each individual ELL's NYSESLAT level to assure from the very beginning of the school year that the mandated number of instructional minutes is provided according to CR Part-154 requirements.

The organizational and program models we have in place to deliver instruction to our ELLs are as follows:

The Transitional Bilingual Program (TBE) – This program is currently composed of one self contained Special Education class. This class is composed of both seventh and eighth graders. The program model for this class is block and students' proficiency levels are heterogeneous. The program provides grade curriculum level content area instruction in the native language as well as in English in accordance with the CR-Part 154, the Aspira Consent Decree, and the Language Allocation Policy of New York City. Fully certified and highly qualified Bilingual Special Education teachers provide all instruction.

- Beginners - NLA 60% / Eng. 40 %
- Intermediate – NLA 50 % / Eng. 50%
- Advanced – NLA 25 % / Eng. 75 %

The program's instructional components include:

- Language Arts – the language arts instructional component is delivered through instruction in Native Language Arts (NLA), English as a second language(ESL), and English language arts (ELA)
- Content area instructional component - the content area instructional component is delivered through instruction in the native language and English through ESL methodologies.

The bilingual classroom reflects students' cultural and linguistic backgrounds. Our goal is to transfer literacy skills from L1 to L2 and attain English proficiency within three years.

All instruction is standards based using the America's Choice model along with instructional strategies such as scaffolding, graphic organizers, and modeling.

Native Language Arts and ESL instruction is given daily for 45 minutes each. Content area instruction is done in the Native Language using ESL strategies and a summary of the lesson is given in both English and Spanish.

Instruction consistently develops and uses leveled higher order thinking skills and questioning to transition students from fluency in their native language to fluency in English.

Mini-lessons, vocabulary, group and independent work, sharing, and a remedial summary are integral parts of daily instruction.

Teachers encourage the use of academic language and discourage code switching.

Classroom libraries consist of diversified levels of authentic literature in both Spanish, and English.

Differentiated instruction is based on the students' individual IEP recommendations and data from various assessments such as the NYSESLAT, ELA, ELE, Interim Assessments, state performance tests, and teachers' exams and observations.

Teachers have access to appropriate instructional materials in both English and Spanish and are sent to professional development workshops that focus on the instruction of bilingual students.

The Freestanding ESL Program – This program currently consists of three classes, one on each grade level (6-8). The organizational model of these classes is departmentalized. All three classes are heterogeneous and follow a block program model. For our Advanced level ELLs, if they are in the sixth grade, then they are placed in a mainstream class where their Language Arts teacher is also fully licensed in ESL. In addition, all former ELLs from the last two years have also been placed in this class. Our Advanced level ELLs in the seventh and eighth grade are mainstreamed into an ESL class in order to receive their required amount of ESL services. All Special Ed. ELLs Fully certified and highly qualified ESL teachers provide all instruction in English with native language support.

- Students who score at Advanced Level on the spring 2009 NYSESLAT receive 180 minutes of ESL instruction per week.
- Students who score at the Beginning or Intermediate Levels on the spring 2009 NYSESLAT receive 360 minutes of ESL instruction per week.

The program includes two components:

- Language Arts instructional component – the language arts instructional component is delivered through instruction in English language arts (ELA) and English as a second language.

- Content Area instructional component - the content area instructional component is delivered through instruction in English using ESL methodologies and strategies.

Instruction is designed to develop skills in listening, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills.

Instructional Strategies

In both programs all ELL students receive the same rigorous standards-based curriculum as monolingual students, and all instruction follows the America's Choice model. The America's Choice Program supports all areas of literacy through the use of extensive leveled classroom libraries in English and Spanish and a balanced literacy/math program, each having a ninety-minute block.

3. The instructional approaches and methods that are being used to make content comprehensible and enrich language development, are inclusive of mini lessons, read alouds, pair share, independent reading/writing journals, interactive reading/writing, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary using ExC-ELL strategies and text comprehension using the strategy of deconstructing and then reconstructing the text. In order to challenge our students to use higher order thinking skills, **teachers are encouraged to frequently use open-ended questioning**, accountable talk, debates, and non-fiction reading and writing. Some methodologies used to carry out the lessons are scaffolding, CALLA, TPR, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

4. Differentiated Instruction is always planned for to better meet the learning needs of each individual student. The following assessments will be used to differentiate instruction:

- The NYSESLAT scores
- LAB-R scores
- ELL Periodic Assessments
- ELE and Spanish LAB scores
- Acuity Interim Assessments
- Running Records
- Scantron Performance Series
- Subject area test and quizzes
- Portfolios
- The New York State ELA and Math test scores
- The New York State Science Performance and Social Studies Test (eighth grade only)
- Teacher Observations

The instructional plans we have in order to differentiate instruction for our specific ELL subgroups are as follows:

For SIFE students, which we currently do not have, we would initially assess them in all content areas in order to determine their academic abilities and deficiencies. They will be placed in an appropriate grade level self-contained class, but for added assistance a bilingual teacher will push into their Language Arts and math class to provide them with native language support. In addition, this teacher can assist in modifying assignments in order to meet these students' individual needs and enabling them to achieve academic success. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Students will also receive additional academic intervention services in small group settings during and after school which will focus on literacy skills. The instructional programs we have selected to use for intervention are Wilson and Keys to Learning. Both these programs focus on the development of phonological awareness and reading comprehension skills. Our goal is to provide these students with the support necessary to have them "catch up" to grade level. Diagnostic reading and writing assessments will be ongoing and reviewed collaboratively between the students Language Arts teacher and our school's reading teacher in order to develop a more prescribed plan of intervention.

Our ELLs who are in this country less than three years, have been placed in an age appropriate Block Class, which means the travel together as a group. They receive ESL and Language Arts instruction by a fully certified ESL teacher. All other Instruction is departmentalized and conducted by fully certified teachers who have received professional development in ESL strategies. There is a focus on using visuals and graphic organizers to support instruction. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Since it is required from NCLB, that all ELLs who have been in the U.S. over one year take the English Language Arts (ELA) exam we have aligned the ELL curriculum to the ELA curriculum.

For our ELLs who have been receiving services for four to six years, we will focus on the development of their cognitive academic language proficiency (CALP) and metacognitive skills by utilizing Bloom's Taxonomy. Students will work collaboratively on challenging activities which will involve the use of higher order thinking skills. Ongoing assessments will be utilized to identify learning targets and plan for intervention strategies that will be utilized to address weaknesses.

Our long-term ELLs, who have obtained an advanced level on the NYSESLAT, are placed in a monolingual classroom, to the greatest extent possible. Fortunately, we have Language Arts teachers who are also fully certified in ESL; hence these ELLs receive both their Language Arts and ESL instruction from the same teacher in order to better meet their particular learning needs. Academic Intervention Services are also given during the day in small class settings where there is a focus on further developing reading comprehension and higher order skills, writing, and building their understanding of academic language. The 2009 NYSESLAT, Years of Service Report (RYOS), and ELA Assessments are used to identify the students who are need of this AIS service.

For ELLs identified as having special needs, instruction depends on the students individual educational plan (IEP). However, many of these students are receiving Read 180, which is a research-based program that has many instructional components to enhance literacy utilizing computers. There is a use of audio equipment with this subgroup as well. Class instruction and assignments are differentiated in order to meet students' individual needs. Visuals, graphic organizers, and hands on activities are used to assist students in learning.

5. Our targeted intervention programs in the content areas are offered in English with native language support for all our ELLs in a Freestanding ESL program and in English and Spanish for our ELLs in a Transitional Bilingual program. These interventions supplement regular class instruction during and after the school day.

ELA – For ELLs scoring a level 1 or 2 (scaled score 635) programs include Rewards, Scholastic sprint reading, Project Success (37 ½ minutes), after school (SES). The Gear Up program provides academic push in services to all our 8th grade students and the City Year program provides academic push in services to all our 6th and 7th grade students.

For our ELLs that are in the U.S. less than three years we offer the Title III after school program (Beginners Group)

For our ELLs that are in the U.S. four or more years we offer the Title III after school program (Advanced Group)

We also provide an extended day (37 ½ minutes) program to ELLs who are here less than one year with a focus on phonemic awareness and vocabulary. Jacob Riis -Star after school program homework help.

Mathematics – Having available Impact Math texts in Spanish since the majority of our ELLs home language is Spanish. AIS Math during the school day, Skills Maintenance Workbook, NYS Mathematics (Continental Press), Measuring Up, Breakaway Math, Math Assessment System, Soaring Scores on the NYS Mathematics Assessment, Manipulatives, Math the Write Way, Tabula Digita. There are also 37 ½ minute blocks for “Project Success” tutoring four days a week. The Gear Up program provides academic push in services to all our 8th grade students and the City Year program provides academic push in services to all our 6th and 7th grade students. Title III after school program-Math

Science - Small groups during the day as teachers do with guided groups. Tutoring after school for all Level 1s and Level 2s.

There are also 37 ½ minute blocks for “Project Success” tutoring four days a week. The Gear Up program provides academic push in services to all our 8th grade students and the City Year program provides academic push in services to all our 6th and 7th grade students. Title III after school program-Science, Preparing for the state exam and utilizing the inquiry process to conduct experiments and scientific investigations. Gear Up’s Saturday Science Program for 8th grade students.

Social Studies - Project Success (37 ½ minutes) tutoring in answering DBQs and preparing Exit projects for all grades.

6. For continuing transitional support for students reaching proficiency on the NYSESLAT, we have placed these students together in a monolingual grade appropriate class, and if possible, in one composed of children who have had similar experiences. An ESL teacher who has formerly taught these pushes into the Language Arts class once a week to monitor their academic performance and provide instructional support using ESL strategies when needed. This allows for collaboration between teachers to ensure that the academic needs and social well being of this particular group of students is being met. Any student identified as needing additional academic services, is encouraged to participate in our Title III after school ESL program and given an application.

In addition the monolingual class teachers will have received the required ESL professional development as per Jose P. and will continue to have ongoing staff development in the area of ELL instruction. Another very important part of our transitional support is offering these students participation in our ELL gender based advisory classes where they can come discuss any pertinent academic or social issues. Ongoing conferencing is conducted between the ESL Coordinator and the Language Arts teachers who service these students, allowing for a continuous monitoring of their academic performance.

7. We are currently working on realigning our ELA curriculum so that it coordinates better with the new national standards and focuses

on differentiating instruction by utilizing tiered lessons. The ELA core curriculum we have chosen to adopt is Writing Matters by Teaching Matters, which is inclusive of a core curriculum library. Our current curriculum, America's Choice will be used as a supplement.

8. We have no plans to discontinue any services for our ELLs. We are always striving to increase effective supplemental services for ELLs, as well as increase the professional development afforded to all teachers of ELLs.

9. All ELLs are afforded complete and equal access to all school programs. All instruction is standards based and aligned to NYC and NYS grade core curriculum and receive all city and state mandated services that they are entitled to. All instruction is grade appropriate standards based. Students identified as being at risk because they scored a level 1 or 2 on the state ELA or math test, receive supplemental academic services both during the school day and after school through our extended day Project Success program.

10. Some instructional materials used include:

- Leveled classroom libraries in all genres, including grade specific core curriculum bilingual libraries
- The Read 180 program – Used with our Special Ed. ELLs.
- REWARDS and
- The Writing Matters program
- Getting Ready for the NYSESLAT and Beyond textbooks
- Impact Math (English & Spanish Version)
- Access English
- Access- American History (7&8 Grade), American Journey (8th Grade), maps & atlases,
- Access Science (6,7,8) Science Labs & Kits, Scott Forsman science books,
- Building Levels of Comprehension, Soar to Success, and Measuring-Up are used in AIS ELA classes
- Destination Math, Break Away Math, Finishline, Glencoe Skills Intervention in Mathematics, and NYS Review in Mathematics are used in AIS Math classes
- On Location (Levels-Introductory &1), Milestones, and Math Success textbooks used after school
- Technology is an integral part of the lesson. All rooms are equipped with computers and internet services, and each floor has its own set of mobile Laptops, Smartboards, and LCD projectors. We also have two computer labs in which all ELLs receive computer and internet training, and create projects using Power Point and Excel. Interactive software such as Smart Response and AirLiner are also being utilized. Smart Response is an assessment program that enables students to answer teacher-created tests and quizzes via handheld remote controls. The software generates instantaneous student data which is used for student grouping and differentiation, as well as automatically tracking and graphing student results. AirLiner is a wireless slate that allows teachers or students to control any software application, write notes, highlight information, etc. from anywhere in the classroom.

- Audio equipment is used to provide students with more practice with conversation, listening skills, and develop fluency to improve literacy overall.

11. Native Language support is delivered in our *Transitional Bilingual* classrooms by having a leveled library in the native language, prominently displayed word walls, charts, artifacts, and labeling of objects in the classroom in both languages. This socioculturally supportive school and classroom environment will allow students to develop linguistically, academically, and cognitively. This structure shows students that we value and encourage multilingualism.

It has been proven that literacy in the native language correlates positively with the acquisition of literacy in a second language, with that in mind we use a step by step process that begins by the students acquiring the academic vocabulary in their native language. The goal of vocabulary development is the transfer of key content area terms from the native language into English. In order to make this transfer most effective, vocabulary is first presented in the native language. Teachers scaffold concepts to engage students, model strategies, and use a lot of visuals and graphic organizers. Instruction consistently focuses on the development and usage of higher order thinking to enable students to transition from fluency in their native language to fluency in English. All instruction is provided in accordance with CR-Part 154. Instruction in the native language constitutes 60% of class time, with English making up the remaining 40%. As the students' English proficiency increases, instructional time in the native language decreases.

12. All resources and required services support and are aligned with NYS standards and the grade specific core curriculum in all content areas.

13. To assist newly enrolled ELL students before the beginning of the school year we have implemented Project Jump Start, where we conduct several orientations to our school. In May our principal visits each of our feeder schools to introduce himself and our school to future incoming sixth graders. At this time he invites all fifth graders and their parents to a special orientation to our school. Flyers about the event are distributed in many languages. At the orientations students and accompanying parents are introduced to administration and sixth grade faculty, informed about differences they will encounter between the elementary school set-up they are accustomed to and that of our middle school, view performances or works from our Arts department, watch a video clip of special school events, tour the school, and are given the opportunity to meet with sixth grade teachers to discuss instructional practices and view artifacts. In house translators are present during these orientations. In August, prior to the opening of school we will have another orientation for the parents and students of newly registering students.

Professional Development and Support for School Staff Development

1. Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following:

- making content comprehensible for ELLs
- demonstrating researched based strategies to use with ELLs, including Native Language support
- enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth

Our coaches in Literacy and Math, as well as the ESL Coordinator will work collaboratively with content area, ESL and Bilingual

teachers to support instruction. This support will take the form of demonstration lessons, modeling of individual teaching strategies, analysis of data to drive instruction, and sponsoring workshops to ensure effective implementation of instructional models.

2. To support staff in assisting ELLs as they transition from elementary to middle school and then from middle school to high school we have implemented an advisory program for ELLs in each grade level. Classes are formed by gender and age, and are conducted in small group settings, The program focuses on assisting and guiding students with personal and social concerns.

Other procedures we have in place to help smooth the transition and assure academic and emotional success are as follows:

- Project Jump Start, as we mentioned before helps inform students and their parents about our school before actual enrollment in order to facilitate adjustment and reduce anxiety.
- A partnership between our guidance counselors and the guidance counselors of our incoming and exiting students, in efforts to ensure proper program placement. Pertinent information is shared with administrators, teachers, and any other necessary school personnel.
- For our eighth grade ELLs, guidance counselors work in collaboration with the St, Johns Gear-up to offer a series of workshops to parents and students on the high school application process. Gear-Up provides transportation and accompanies students and their parents to NYC's high school fairs. Individual appointments are welcomed for any parents that need more assistance or information in regards to high school requirements or selection.

All school personnel work collaboratively to foster an environment that is positive and supportive.

3. The minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P. will include but not be limited to the following:

September – ESL Mandates and Principles of Learning-*Language Allocation Policy Calendar* for ELLs

October – Data Analysis & Differentiated Instruction

November - Lesson Planning using ESL Strategies/Rubrics

December – Second Language Acquisition/BICS and CALPS

January – Academic Language Development

February – Bloom's Taxonomy

March- ELL periodic Assessments and implications for instruction

April – What is the NYSESLAT?

May- Testing Strategies and Testing Modifications for ELLs

June- Annual Measurable Achievement Objectives of ELLs

Parent Involvement

1. -Our school encourages parental involvement by notifying and inviting all parents to attend PTA meetings, parent workshops, and other parental events via Phone Messenger, an email distribution list, Principal-to- Parent monthly letters, and the school website.

Written correspondence is in English and Spanish, as well in the other home languages of our ELLs such as Bengali, Urdu, Arabic. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual.

- We hold an open house in September where parents will be able to visit classrooms, meet teachers and become familiar with subject curriculum and teacher expectations.
- There are ongoing ELL orientations where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages.
- Our Title III program provides English Language Learners' parents with the opportunity to attend informative workshops about all state assessments, testing accommodations and promotional policies for ELLs. These workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two workshops and each session will be one and a half hours long. Parents will be presented with information on all statewide assessments and testing accommodations for ELLs. Packets of sample state tests will be distributed in order to help parents understand the format and types of questions, and how to help their children prepare for these assessments. Parents will be informed of all promotional criteria pertaining to ELL students. Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible.
- Our Parent Coordinator who serves as a liaison for our parents is planning the following workshops:
 - ESL/Computer Classes in the evening
 - NYS Assessments
 - Healthcare/ Nutrition
 - Low Cost Housing
 - Immigration Services
 - Promotional Policies
 - High School Fair

2. We partner with several Community Based Organizations (CBOs) and agencies which provide workshops and services to our parents. They are listed as follows:

Jacob Riis Settlement House - provides ESL classes for our ELL parents. These classes are for beginner and intermediate English language learners.

Your Child Safety Services - provides workshops on keeping our children safe.

Home Health Educational Services - provides workshops on nutrition and whole body wellness.

Learning Leaders - trains and certifies the parents to be volunteers in the school.

HEART: Teaches students compassion and empathy.

3. Parents, the Parent Coordinator, administration, guidance counselors, and teachers work collaboratively to determine the issues that need to be addressed during PTA meetings and through workshops.
4. We always strive to provide quality workshops that will meet the diverse needs of our parent population. All parent workshops and meetings revolve around the dissemination of pertinent educational information, mandates, and the well being of the family.

Part IV: Assessment Analysis

A. NYSESLAT Proficiency Results

	Grade 6	Grade 7	Grade 8	TOTAL	%
Beginners (B)	8	4	6	18	14%
Intermediate (I)	9	17	13	39	31%
Advanced (A)	31	21	18	70	55%
TOTAL TESTED	48	42	37	127	100%

NYSESLAT MODALITY ANALYSIS

MODALITY AGGREGATE	PROFICIENCY LEVEL	6	7	8
LISTENING /	B	2	1	1

SPEAKING				
	I	3	2	3
	A	32	29	19
	P	11	10	14
READING/ WRITING	B	7	4	6
	I	9	14	13
	A	29	21	18
	P	3	3	0

1. We use a running record to assess the early literacy skills of our ELLs. Each student is individually administered an informal reading inventory designed to provide diagnostic information about their independent reading level and reading strengths or needs. The insights that the data provides about our ELLs is that most of them have an independent reading level that is at least two grade levels below their present grade. The implications from this data are first used by teachers to drive differentiated instruction, match students with just right books, and form guided reading groups. Secondly, it informs school leadership about the type of reading intervention program we need to implement. Currently we have implemented Read 180, an instructional software program with all our special education ELLs. Once more teachers receive adequate training in the utilization of the program, we plan to use it with all our ELLs.

2. After examining the results utilizing the four areas of cognition (listening, speaking, reading and writing) the following patterns were noted:

- In all grades (6-8) the demonstrated combined *highest scores* were in the listening/*speaking* components of the NYSESLAT.
- In all grades (6-8) more students were able to obtain a proficient level in the listening/*speaking* components, but still require services because they were not able to achieve proficiency in the *reading/writing components of the exam*.
- In all grades (6-8) we had fewer students scoring on the beginning level of English proficiency in the listening/*speaking* components, whereas that number increases for the *reading/writing components of the exam thus increasing the number of students who receive an overall proficiency level of Beginning*.
- In grades 7th & 8th the demonstrated *lowest scores* were in the *writing* component of the NYSESLAT.
- In all grades (6-8) most of our students are scoring on Advanced in all modalities tested.

- It was our 8th grade where no students were able to achieve Proficient on the *reading/writing modalities*.

3. The implication for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (LAB-R, ELA, ELL Interim Assessments, Acuity Interim Assessments, and teacher-made tests/observations).

We have designed and implemented a clear and present focus on the diversified needs of the ELL population with regard to their linguistic developmental requirement and their first language and culture. The program seeks to provide all English Language Learners complete accessibility to a standards based curriculum that parallels that of the monolingual settings.

All students will be instructed in all modalities in order to move students from the beginning level to the intermediate, from intermediate to advanced, and from advanced to passing the NYSESLAT. Consistent and structured use of ESL methodologies and standards will help students acquire English language proficiency.

Particular attention will be given to those students at the intermediate and advanced level who need improvement in the reading and writing modalities of the NYSESLAT. Incorporation of the America's Choice Program and attention to the NYC Performance Standards for English Language will focus on the desired skills. The NYS Standards for English as a Second Language (ESL) also address all four modalities in standards 1-5, as we will target reading and writing for our advanced students.

4. a.

Test	Grade	Level I	Level II	Level III	Level IV	Total				
NYS ELA	6	6 (15%)	25(61%)	10(24%)	0	41				
	7	0	27(71%)	11(29%)	0	38				
	8	4(13%)	26(81%)	2(6%)	0	32				
Level Totals		10(9%)	78(70%)	23 (21%)	0					
		Level 1		Level 2		Level 3		Level 4		
Grade		English		English		English		English		
NL		NL		NL		NL		NL		
Total										
NYS MATH	6	4	1	11	1	28	1	0	0	46
	7	8	0	11	0	18	1	2	1	41
	8	2	0	18	0	15	0	0	0	35

NYS Science	4	40	1	40	2	18	0	1	0	101	
	8										
NY Social Studies	5	52	10	14	2	25	5	1	0	109	
	8										
NYSAA Bilingual Sp. Ed.		0	0	0	0	0	0	0	0	0	

* Our current eighth graders have not yet taken the NYS 8th grade Science or Social Studies exam, it will be in June.

Language Arts

- In reference to the ELA exam in **Grade 6**, a total of forty-one students took the exam. Six scored a Level 1, twenty-five a Level 2, 10 a Level 3 and none a Level 3.
Level I = 15%, Level 2 = 61%, Level 3 = 10%, Level 4 = 0%
- In **Grade 7**, a total of thirty-eight students took the exam. Zero scored a Level 1, twenty-seven a Level 2, eleven a Level 3 and none a Level IV.
Level I = 0%, Level 2 = 71%, Level 3 = 29%, Level 4 = 0%
- In **Grade 8**, a total of thirty-two students took the exam. Four scored a Level 1, twenty-six a Level 2, two a Level 3, and none a Level 4.

All Grade Totals - Level I = 9%, Level 2 = 70%, Level 3 = 21%, Level 4 = 0%

After examining these results, we noticed that across all grades 6-8 most students scored a level II, and no students scored a level IV. In grade 8, the highest number of students (94%) scored below grade level proficiency. In grades 7, even though we had no students scoring a level I, the majority of students scored a level II.

4a & b. The implications of these results are:

- To stress more strategies for reading and writing, so there will be more growth in L2.
- To implement differentiated instruction based on assessments results and student's language proficiency level within smaller grouping.
- To focus on the development of academic vocabulary and higher order thinking skills using Bloom's Taxonomy
- To scaffold instruction and conference more with students.
- To provide students with a level one and two with after-school and Saturday programs.

- To provide more native language support
- To provide students with AIS service in Language Arts during the school day consisting of no more than ten students per class.
- To assess more frequently in order to monitor comprehension and identify skills not mastered

Math

- In reference to the NY State exam in Grade 6, a total of forty-six students took the exam. Five scored a Level 1, twelve a Level 2 and twenty-nine a Level 3.
Level 1=10.8%, Level 2=26.0%, Level 3= 63% Level 4 = 0%
- In Grade 7, a total of forty-one students took the exam. Eight scored a Level 1 eleven a Level 2, nineteen a Level 3, and three a Level 4.
Level 1 = 19.5%, Level 2 = 26.8%, Level 3 = 46.3%, Level 4 = 7.3%
- In Grade 8, a total of thirty-five students took the exam. Two scored a Level 1, eighteen a Level 2, fifteen a Level 3.
Level 1 = 5.7%, Level 2 = 51.4%, Level 3 = 42.8%, Level 4 = 0%

After examining these results, we noticed that our **6th** grade had the highest % of students achieving at or above grade level proficiency 63%.

In our **7th** grade, 53.6% of the students who took the exam achieved at or above grade level proficiency, however this grade had the highest amount of students scoring a level 1.

It was our **8th** grade that did not do as well. This grade had the highest % of students not achieving grade level proficiency 56%.

Only our **7th** grade had students scoring a Level IV.

The implications of these results are:

- To implement differentiated instruction within smaller grouping
- To increase the usage of manipulatives.
- To provide students with a level one and two with after-school and Saturday programs.
- To provide students with AIS service in Math during the school day.
- To provide students with more practice using strategies to solve word problems.
- To increase the development of academic language in mathematics.
- To implement the usage of math journals so students can reflect on their learning.

Science

In reference to the NY State Science exam that our students took in the fourth grade, a total of one hundred two students took the exam. Forty scored a level I, forty two a level II, eighteen a level III, and one a level IV.

Level I=40%, Level 2=41%, Level 3= 18% Level 4 = 1%

After examining these results, we noticed that 81% of the students who took the exam were not able to achieve proficiency, therefore well planned intervention with highly monitored assessments must be implemented.

To best address the specific needs of our ELLS we have purchased a science program, Access Science that is a standards-based middle school program designed for ELLs. It covers the content while developing their language proficiency in English. Coach Science, is used as a supplementary text to target the science concepts and skills students have demonstrated to need remediation in.

Instructional practices that our science teachers are implementing are as follows:

- Use benchmark assessments to pinpoint content knowledge that needs to be mastered
- Native language libraries aligned to the science curriculum
- Differentiating instruction within smaller grouping
- Break assessments into smaller chunks
- Introducing key concepts and vocabulary needed to understand content
- Increasing hands on learning through Labs
- Conducting experiments using the inquiry process
- Utilizing visual aids and graphic organizers
- Giving clear and precise directions and modeling
- Restating the lesson ideas as a summary in the end of each lesson
- Reviewing previously taught concepts
- Increasing the development of academic language in science.
- Infusing technology with instruction via Smart Boards, Power Points, and Laptops

We offer and encourage our students to partake in our Saturday Science program sponsored by our partnership with St. Johns, the Gear-UP program. Classes actually take place at Tanglewood Preserve so students can experience real life science activities and conduct experiments. Transportation is provided

Social Studies

In reference to the NY State Social Studies exam that our students took in the fourth grade, a total of one hundred nine students took the exam. Sixty two scored a level I, sixteen a level 2, thirty a level 3 and one a level 4.

Level I = 57%, Level 2 = 14%, Level 3 = 28%, Level 4 = 1%

After examining these results, we noticed that 71% of the students who took the exam were not able to achieve proficiency. We also noticed that even though this was the exam that the greatest amount of students took in their native language (Spanish), the majority of these students still scored a level one.

Once again, to best address the specific needs of our ELLS and maintain program consistency we purchased Access History. Content is standards based and age-appropriate. It provides best practices in ESL instruction with academic content.

The implications of these results are:

- To build background knowledge and connect content with students
- Native language libraries aligned to the social studies curriculum
- Introducing key concepts and vocabulary needed to understand content prior to reading or discussion
- Utilizing many visual aids such as timelines and graphic organizers
- Increasing the development of academic language in social studies
- Restating the lesson ideas as a summary in the end of each lesson
- Infusing technology with instruction via Smart Boards, Power Points, Virtual Tours and Laptops
- Conducting debates
- Infuse lessons with the Arts, role playing

In regards to how ELLs are faring in tests taken in English as compared to the native language there were very few students who chose to take the exam in their native language, therefore we were not able to note any significant difference. Their scores ranged from a level 1 to a level 3, with the majority still not able to achieve proficiency. What we found interesting was that only one out of our seven bilingual students chose to take one exam, social studies in their native language and was not a newcomer. The student scored a level 1.

After analyzing the test data along with the Years of Service Report (RYOS), we noticed the following trend:

- All the students who took an exam in their native language were newcomers 0-3 years, with the exception of one. The majority of our ELLs feel academically stronger in the English language than that of their native language

that the majority of our ELLs feel academically stronger in the English language than that of their native language

Native Language Test

All our students who took the ELE are special education students in a self-contained class.

Like all the other assessments we analyzed, it is the highest proficiency level that is the lowest. Students are not reaching the highest level of proficiency in their native language.

ELE	Q1-1-25 percentile	Q1-26-50 percentile	Q1-51-75 percentile	Q4-76-99 percentile
(Spanish Reading Test)	1	4	1	0

The implications of these results are:

- guided reading instruction to ensure comprehension
- clarify unfamiliar vocabulary, concepts, idioms, and grammatical forms.
- develop reading comprehension and writing skills through literature and content-area study of vocabulary and concepts in Spanish
- native language libraries aligned to the curriculum
- increase quantity of content-area reading with teacher guidance.
- provide ample opportunities and materials for independent reading in Spanish.
- select high-quality age appropriate literature.
- interactive word wall in Spanish

ELL Interim Assessments

A specific analysis of data from the 1st interim assessment, November 2008 demonstrated that our 7th and 8th grade needed to improve the most in the Reading modality (61% was the average score).

In regards to the 2nd Interim assessment, November 2009 our 6th grade still scored the lowest in the Reading modality (77%), however our 7th grade now scored the lowest in the listening modality. For our 8th grade both the Reading and Listening were the lowest (41%).

Our 6th grade fared the highest average across all the three modalities (Listening, Reading, and Writing) tested in both assessment 1&2, overall (82%), While our 8th grade fared the lowest, with a 56% average. It is fair to note however, that it was the 8th grade that had the most newcomers (Less than 1 year in the U.S.)

The school leadership and teachers are using the results of the ELL Interim Assessments to drive differentiated instruction, focus lesson planning, identify ELLs who need supplemental academic intervention services, and plan for professional development that demonstrates successful strategies to use with ELLs.

After analyzing the data from the Interim Assessments, the school is learning which specific skills ELLs are not meeting the standard on and are targeting these skills in their instruction.

5. We currently do not have a *Dual Language Program*.
6. The success of our ELL programs is evaluated using the NCLB guidelines.
 - Making adequate yearly progress in ELA and Mathematics

- Annual increases in the number or percentage of ELLs making progress in learning English (as determined by adequate scale score gains made in the combined modalities of the NYSESLAT)
- Annual increases in the number or percentage (11.1% in 2009) of ELLs attaining English proficiency by the end of each year, as determined by the NYSESLAT

Principal's Signature _____

Date _____

Part E: 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: 130 LEP

5 Non-LEP

Number of Teachers 3

Other Staff (Specify) 0

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.

School Description

Intermediate school 126 is located in a working class neighborhood of Long Island City, Queens. It's situated between two major city housing projects, Astoria Houses and Queens Bridge Housing Development. It is currently a Title I school with a poverty index of 82%. We currently have 630 students registered of which 127 (20%) are ELLs. The ethnic breakdown of our student population is Hispanic 55.7%, African American 18%, Asian 18.7%, White 7% and Native American .4%. Our administration consists of one Principal and three Assistant Principals. The school day is divided into eight periods from 8:00 a.m. to 2:30 p.m., and then there is an extended day consisting of 37 and a half minutes Monday – Thursday, which provides all level 1 and low level 2 students with remedial instruction in Language Arts and Math. Our school offers parents of ELLs a choice between an ESL and bilingual program. The formation of bilingual classes is contingent upon the number of ELLs of one language group within two consecutive grade levels as per CR-Part 154. Our goal is to have ELLs become English proficient by the end of their third school year. The average student attendance is 89%. Our classes are organized homogeneous according to reading scores achieved in the spring 2008. The pedagogical staff consists of 51 teachers. 100% are fully licensed and permanently assigned. 86% have Master's Degrees or higher and over 55% have been teaching for more than five years.

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.

Language Instruction Program

Under the No Child Left Behind Act, all children must reach proficiency on challenging state academic achievement standards and state academic assessment. This applies to ELLs as well. We will provide our students with additional after-school support to ensure that they will be able to meet New York State Standards.

The proposed after-school program at I.S. 126 will assist ELLs in meeting the NYS standards. It has been designed to service students from in grades 6 – 8, and will provide ELLs with supplemental instruction in an after-school program two days per week. Instruction will focus on enhancing students' abilities in the areas of Reading, Writing, Speaking, Listening, Mathematical skills, and Science concepts. The program will target ELLs who scored at the beginning and intermediate levels on the NYSESLAT or LAB-R, and/or are a level 1 or 2 on the 2009 State ELA and/or Math assessments.

Two certified content area teachers, one in literacy, the other in math, will instruct classes two times a week, one and a half hours per session, from 3:05 – 4:35. A fully certified ESL teacher will provide push-in services to each class. Once the State Math test is over, math instruction will end, and science instruction by a certified teacher will begin in order to help students better prepare for the State Science Test and Science Fair projects. All instruction will help to develop the four language skills. As for the literacy class, it will operate at two levels. The first level, session one will target newcomers, those who have been in an English Language school system for one year or less and have scored a Beginners level on either the NYSESLAT or LAB-R. Instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, sight word fluency, and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel) The second level of targeted students will consist of students at the high intermediate to advanced levels of English Proficiency. Many of these students will have received bilingual and/or ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction and direct instruction of reading and writing skills will help these students to meet the standards. The last 8 sessions of the literacy class will be direct preparation for the NYSESLAT.

- Classes will meet for 18 weeks, two sessions per week for one and a half hours each.
- Group sizes will be maintained at 15 students per teacher. There will be two classes with a total of 30 students.
- Instruction will be provided using a variety of ESL methodologies and strategies recommended and supported by scientifically based research including the use of hands on activities, manipulatives, and modeling. Consistent use of scaffolding techniques, building background, activating schema, graphic organizers, questioning, cooperative learning and frequent opportunities for interaction and discussion will also

improve comprehension and higher order thinking skills. All activities will integrate the language skills of listening, speaking, reading and writing.

For the first level literacy class (Beginners-Intermediate), the textbook selected to be used is *On Location: Reading and Writing for Success in the Content Areas* –Levels: Introductory and 1), it is published by McGraw-Hill, a leading provider of materials specifically for English language teaching. It is a leveled reading and writing supplemental series specifically designed for ELL middle and high school students at beginning to intermediate levels. It provides a gradual progression to academic English, allowing learners to develop powerful academic reading, writing, and communication skills. This program incorporates scientifically based research regarding the direct teaching of reading skills combined with the promotion of instructional practices that develop language and literacy through a focus on comprehension. It focuses on major skills and standards concepts tested in most standardized state tests, reading comprehension, fluency, literary concepts, vocabulary development, and word analysis, structured listening, speaking, and writing activities. Clear, simple language and illustrations support higher order skills. The program also includes: An Assessment Program which provides diagnostic, end of unit and end of level tests, rubrics for scoring writing, and a student self-assessment checklist, A Student Practice Book, An Audio CD and a Teacher’s Edition and Training Video.

For the second literacy class (High Intermediate – Advanced), the textbook to be used is *Milestones* (Level A&B), published by Heinle Cengage Learning another leading provider of textbooks specifically for ELLs. Every unit provides instruction, practice, and assessment in all skill areas while offering high-interest literature and content –area reading selections. Reading strategies and academic vocabulary are clearly introduced and practiced to assist in comprehension. There is assessment embedded within each unit as well as a progress check and online assessment tracker.

Supplemental textbooks include Empire State NYSESLAT, which provides students with question types that parallel those found on the NYSESLAT along with a skill analysis and proficiency charts that track student progress. Math and science resource books (word problems, hands on science activities), as well as general instructional supplies including chart paper, chart stands, CD/cassette players, overhead projectors, markers, notebooks, pencils, etc. will be purchased to support the after-school ELL Program.

One of our school attributes is that it has a diversely rich student population, and we want to make sure our students are given every opportunity to learn about different cultures and embrace differences. Therefore, to help our ELL students with the process of assimilating into a new culture we implemented a gender based Advisory Program. Classes within this program are conducted by fully licensed ESL teachers in small group settings (15:1). Each class meets once a week for the duration of the entire school year. Recent former ELLs as well as newly admitted students from other countries not entitled to ESL services are also invited to attend. In order to better address the cultural and adolescent needs of these students we decided to organize these classes by grade level and gender.

The goals of the Advisory Program are to:

- To develop an understanding and appreciation of other cultures as well as one’s own
- To create a positive and supportive learning environment
- To build self-esteem
- To resolve conflicts and make decisions

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 Program

IS126's Title III Professional Development program this year will primarily focus on learning how to use data in order to improve student outcomes.

- A study group will be formed consisting of three teachers, two of which are fully licensed ESL teachers. The study group will meet for eight sessions. Each session will be one and a half hours. Sessions will be conducted bi-weekly, beginning in December and ending in May.
- The goals of the study group are as follows:
 - Analyze data from our 2009 NYSESLAT and ELA scores, and the RYOS report for ELLs here 5 or more years in order to identify our L2 Stalls for our target population.
 - Analyze the 2009 ELA item skills analysis report, the 2009 NYSESLAT proficiency levels for each modality, the Acuity ITA (Diagnostics) and Acuity Predictive in order to identify their learning targets.
 - Administer a customized diagnostic assessment for the specific learning targets
 - Share learning targets, target population, and data results with all teachers that provide instruction to these ELLs, as well as with the students selected for our study.
 - Develop and disseminate a menu of effective instructional strategies used by teachers that address the learning targets.
 - Track students’ academic performance between the first and second Acuity Assessments and ELL periodic assessment 1 & 2.
 - Re-administer the same diagnostic assessment we created in order to see if our target population’s performance increased in the targeted skills.
 - Share findings-Did the implementation of the instructional strategies from the menu, help improve the academic performance in the learning targeted skills of our target population?

Other – Parent Involvement

IS 126's Title III program provides English Language Learners’ parents with the opportunity to attend informative workshops about all state assessments, testing accommodations and promotional policies for ELLs.

- Parent workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two workshops and each session will be one and a half hours long.
- The ESL Coordinator, Math coach, or other trained school personnel, along with the Parent Coordinator will facilitate the parent workshops.
- Parents will be presented with information on all statewide assessments and testing accommodations for ELLs.

- Packets will be distributed in order to help parents understand the format, types of questions, and how to help their children prepare for these assessments.
- Parents will be informed of all promotional criteria pertaining to ELL students.
- Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible.

- Instructional supplies will be purchased to support the parent workshops.
- Refreshments will be purchased and served to parents who attend the workshops.

Form TIII – A (1)(b)

School: I.S. 126

BEDS Code: 343000010126

**Title III LEP Program – 2009-2010
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (<i>fringe benefits included</i>) <i>Per Session</i> Instructional 15,382.18 Professional Development 1,796.04 Parent Involvement 377.20	\$17,555.42	<i>Instructional :Teachers (after school): 36 Days x 1.5 Hours x 3 Teachers = 162 x \$49.89 = \$8,082.18</i> <i>Teacher for Advisory Classes: 7,300 (10% of total salary)</i> <i>Cost: \$15,382.18</i> <i>Prof. Dev: Teachers: 8 Days x 1.5 Hours x 3 Teachers = 36 x \$49.89 =1,796.04</i> <i>Parent Involvement: Guidance Counselor: 2 Days x 1.5 Hours x 1 Counselor = 3 x \$50.90 =152.70</i> <i>ELL Coordinator: 2 Days x1.5 Hours x 1 Coordinator = 3x \$49.89 = \$149.67</i> <i>Math Coach: 1 Day x 1.5 Hours x 1 Coach = 1.5 x \$49.89 = \$74.84</i> <i>Cost: 377.20</i>
Purchased services (<i>Object Code 685</i>)	\$0	
Supplies and materials (<i>Object Code 100</i>) Instructional 2,000.00 Professional Development 50.00 Parent Involvement 50.00	\$2,100.00	<i>Instructional: Milestones Student Workbook A, 30 at 16.50 each = \$495.00</i> <i>Milestones Student Book B, 12 at 66.00 each =792.00</i> <i>Milestones Student Workbook B, 10 at 16.50 each = \$165.00</i> <i>General Instructional Supplies: \$548.00</i> <i>Cost: \$2,000</i> <i>Prof. Dev: General Supplies: \$50.00</i> <i>Parent Involvement: General Supplies: \$50.00</i>
Educational Software (<i>Object Code 199</i>)	\$ 0	

<p>Travel (<i>Object Code 633</i>) Boat (<i>Object Code 669</i>) Bus</p> <p>Instructional 534.00 Professional Development 0 Parent Involvement 36.00</p>	<p>\$570.00</p>	<p><i>Instructional: Student Trip- Circle Line Cruise to ELLIS ISLAND & STATUE of LIBERTY</i> 32 tickets at \$12.00 each= 384.00 1 bus at \$150.00 Cost: \$534.00</p> <p><i>Parent Involvement: Parent Chaperones for student trip to ELLIS ISLAND & STATUE of LIBERTY</i> 3 adult tickets at \$12.00 each= \$36.00 Cost: \$36.00</p>
<p>Other (<i>Object Code 400</i>)</p> <p>Instructional 0 Professional Development 30.00 Parent Involvement 50.00</p>	<p>\$80.00</p>	<p><i>Prof. Dev: Refreshments: \$30.00</i> Cost: \$30.00</p> <p><i>Parent Involvement: Snacks and Refreshments: \$50.00</i> Cost: \$50.00</p>
<p>TOTAL</p>	<p>\$20,305.42</p>	

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

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

The data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- a. **Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence**
- b. **Student Registration Form – at this time an informal interview helps us determine the language need of the parents**
- c. **Home Language Identification Surveys (HLIS)**
- d. **The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group**
- e. **Place of Birth report (RPOB)**
- f. **Parent Orientations**
- g. **Parent/Student Ethnic Identification Surveys**
- h. **Emergency cards- parents' language preference is written on the card**
- i. **PTA meetings**

This data is recorded and maintained on ATS, cumulative files, student emergency cards, surveys, and parent language surveys.

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Bengali, Urdu, and Arabic as the second largest translation groups. A parent letter was sent out reporting the findings of the Parent Language Survey, and a listing of the languages in which we will be providing written translations and oral interpretations.

Part B: Strategies and Activities

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

The written translation services our school will provide are primarily for correspondence to parents. These include:

- a. **Translated Bill of Rights and Responsibilities**
- b. **Student Registration Form**
- c. **Translated Home Language Identification Surveys**
- d. **Parent/Student Ethnic Identification Surveys**
- e. **Parents' Preferred Language forms**
- f. **ELL Parent Orientation and Regional Conferences**
- g. **Monthly newsletters and calendars**
- h. **Special forms (lunch forms, blue emergency cards, health)**
- i. **Permission slips/consent forms**
- j. **High School information**
- k. **Promotional Criteria**
- l. **Promotion in Doubt Letters**
- m. **Testing and SES information**
- n. **Legal, disciplinary, and safety matters.**
- o. **Summer School Forms**
- p. **After School Programs**

School staff will provide written translation services in-house. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

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

The oral interpretation services our school will consist of the following:

- a. **Parent workshops**
- b. **Parent Teacher Conferences**
- c. **ELL Parent Orientation and Regional Conferences**
- d. **High School information**
- e. **Promotional Criteria**
- f. **Testing and SES information**
- g. **Legal, disciplinary, and safety matters.**
- h. **Phone Messenger**
- i. **PTA Meetings**

Oral interpretation services specific to our students with special needs are as follows:

- a. **New Student and Parent Enrollment Interview**
- b. **Initial Counseling Meeting**
- c. **Manifestation Determination Review (MDR)**
- d. **Behavioral Intervention Plan and Functional Behavioral Assessment**

School staff will provide oral interpretation services in-house. If necessary, an outside vendor will also be utilized.

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>

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. In addition, in our lobby, which is the main entrance we have posted in English and the 8 languages as per the Chancellor’s Regulations the signs indicating to parents the availability of language services and directing them to the location of these services. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

The Major Home Languages are broken down as follows:

- English ---- 260
- Spanish---- 253
- Bengali ---- 30
- Urdu-----23
- Arabic ----- 22
- Portuguese ----7
- *All other languages are less than 5

Translation Services

Of the foreign languages, the percentage of parents needing interpretation and translation written is approximately 27% (170 parents).

These findings will be shared with the parents through Parent/Teacher’s Association meetings, Parent email distribution and backpack mailings.

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:	419,190	25,548	444,738
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,191	255	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	4,191	255	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21,000	1,277	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	21,000	1,277	
6. Enter the anticipated 10% set-aside for Professional Development:	41,910	2,554	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	41,910	2,554	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 96
 However based on our January BEDS Report, 98.5% of our teachers are HQT!
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.

The Principal will continue to closely analyze the school’s instructional program and teaching staff to determine areas of need. Program changes will be made (changes in teaching assignments) where appropriate to ensure teachers are correctly assigned and are scheduled to complete the necessary requirements for their licensing. The annual BEDS survey will be closely reviewed to ensure accurate reporting.

I.S. 126 will use the anticipated 5% Title I funds to pay for academic courses toward certification. Teacher programs will be re-evaluated to ensure alignment with teaching credentials/certification.

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.

1. I.S. 126Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

I.S. 126Q will conduct two parent workshops and one parent forum to enable parents to provide input in the development of the school parental involvement plan.

2. I.S. 126Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

I.S. 126Q will present the data results for standardized tests at a PTA meeting, a parent forum and at a SLT meeting.

3. I.S. 126Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent Coordinator
- Parent Budget Workshop
- Parent Promotional Policy Workshop
- Provide translations

4. I.S. 126Q will coordinate and integrate Title I parental involvement strategies with the following other programs: [with parental involvement strategies:

- Title IID, Part 154, AIS
- Title I PCEN by:
 - Creating an informational video to be shown at PTA's
 - Distributing a parent newsletter
 - Conducting SLT meetings

5. I.S. 126Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. 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 about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The evaluation of the Parent Involvement policy will be conducted through a school-wide parent survey which will be tallied and summarized by the School Leadership Team. Parents will be members of the evaluating committee.

6. I.S. 126Q will build the schools' and parent's 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 specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. The State's academic content standards will be explained at a CEC meeting and a Parent Orientation meeting held in September – “Meet the Teacher Night.”

ii. the State's student academic achievement standards will be explained at:

1. “Meet the Teacher Night”
2. Parent Orientation Workshop – September /CEP Goals-needs/ Strengths
3. High School Night
4. ESL Night/ Methods and Strategies/requirements for State Exams

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.) will be presented at a:

- Parent Technology Workshop/using LAP tops and SMART Board for presentation
- A NYSTART Workshop
 - ESL Workshop
 - Special Education Workshop
 - ARIS Workshop

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing the following:

- Parent Workshops
 - Computer Workshops to teach parents how to access homework helper
 - Dial-A-Teacher Services
 - SES
 - NYSTART Training
 - Gear-Up
 - Public Library Card application
 - ARIS Workshops
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing:
- Parent Coordinator Workshop
 - Agenda Books
 - Diversity Training
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Establishing a Parent Resource Library
 - Presenting at SLT
 - Presenting at Instructional Team Meeting
- e. The school will take the following actions to ensure that information related to the school and parent- 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 practicable, in a language the parents can understand by:
- Mailing out the Parent-Compact to every parent on or before September 30, 2009.
 - Distributing this policy to all parents of participating Title I, Part A children on or before September 30, 2009.
 - The SLT will evaluate the PIP June 2010
 - Translating into Spanish, Urdu, Hindi, Bengali, Korean, Arabic, Russian, Taglo

- Hiring translators for workshops and meetings

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o Providing literacy training for parents from Title I, Part A funds
- o Paying parent childcare and transportation for meetings
- o Training parents to enhance the involvement of other parents
- o Scheduling meetings at convenient times for the majority of the parents
- o Adopting model approaches to parent involvement
- o Developing appropriate roles for community-based organizations and businesses

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by The School Leadership Team. This policy was adopted by the I.S. 126Q on September 1, 2006 and will be in effect for the period of three years.

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 at the NYCDOE website link provided above.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

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 at the NYCDOE website link provided above.

School Responsibilities

I.S. 126Q will:

1. I.S. 126 will utilize the Writing Matters curriculum for all students in grades 6, 7, and 8. The Writers Matters Program is research-based and used nationwide to achieve literacy standards. All teachers delivering instruction must be fully licensed and certified. Academic Intervention Services will be provided for all students who did not meet the promotional criteria in the previous grade. Guidance Counselors will be available to counsel all students who do not meet the promotional criteria.
2. I. S. 126 will also utilize the Teaching Matters Program to enhance our Language Arts and Social Studies.
3. Hold two parent conferences; one in the Fall and one in the Spring to discuss the Parent Compact.
4. Provide parents with two student progress reports and four standardized ATS Report Cards.
5. Conduct two Parent-Teacher Conferences a year, and one "Meet the Teacher Night."
6. Allow parents to participate in "Career Day," College Fair, Dance Core Team, Health Jam and Dance Theatre of Harlem presentation.
7. The Parent Involvement Policy will be presented at PTA meetings twice a year for review and revision.
8. The school will convene an SLT meeting at the beginning of the school year to review current data, the CEP goals and revise the SWP Plan.
9. I.S. 126 will conduct a "Meet the Teacher Night" with an ELL workshop prior to the meeting that informs parents about all of the Title I, Part A programs in September. A second meeting will be conducted in October in the morning, so it will be convenient for all the other parents who did not attend the September meeting.
10. I.S. 126 will provide information to parents in six different languages, with translators, Translated information in languages needed and the

use of available staff members.

11. I.S. 126 will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's programs, and the proficiency levels students are expected to meet.
12. On request of parent groups and the PTA, I.S. 126 will provide opportunities for regular meetings for parents to formulate suggestions and participate as appropriate in decisions about the education of their children.
13. I.S. 126 will provide each parent and individual student report about the performance of their child on State assessments in math, language Arts provided by the NYSTART.
14. I.S. 126 will provide each parent timely notices when their child has been taught for four consecutive weeks by a teacher who is not highly qualified as defined by the term in Section 200.56 of the Title I Act.

Parent Responsibilities

- 15) Parents will be given access to ARIS so they can track their child's progress.

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- o Becoming familiar with the Citywide Discipline Code and reviewing it with my child.
- o Reviewing all school-wide regulations and policies, such as no cell phones with my child.
- o Supporting school-wide regulations and policies.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
- o Respect all adults in the school
- o Respect myself and others
- o Help to maintain a clean and healthy learning environment
- o Wear my school uniform
- o Read a minimum of 25 books per year
- o Communicate with the guidance counselor, dean, teacher or assistant principal if anyone harms or threatens to harm me
- o Respect other people's property as my own

SIGNATURES:

IS 126 Q _____

SCHOOL

DATE

PARENT(S)

DATE

STUDENT

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

126 had been identified as a Title 1/SWP in its 5th year of restructuring. Although we have made significant strides in the last 3 years we know that we still need to improve our student performance index to meet our AYP, as described in our needs assessment.(pgs 11-13) It is necessary to provide Academic Intervention Services to those targeted students, as well as develop a strong instructional program using Balanced Literacy, Teaching Matters, and Impact Math. A variety of data used in conjunction with input from the Leadership Team, Instructional Team, and the Parent Involvement Committee. We have worked diligently to analyze and discuss the data available to determine our next steps to improve student performance. Decisions to determine budgetary priorities for 2009- 2010 school wide projects and the necessary programs needed to improve instruction will be implemented.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **Students who score a 1 or 2 on ELA and Math State exam receive pullout and push in AIS services as well as 37.5 minute periods of tutoring 4 days a week.**
 - 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. **In addition to the Project Success 37.5 minute tutoring, our school houses a variety of after school-SES programs in addition to the Jacob Riis Afterschool program which provides “Homework Help” and other extra curricular activities.**
 - o Help provide an enriched and accelerated curriculum. **Advanced Science Students take Regents Earth Science and Advanced Math Students take Algebra Regents course in 8th grade. There is also a Math Olympiads program for students who excel in this subject area.**
 - o Meet the educational needs of historically underserved populations. **IS 126 has a variety of SES providers, afterschool programs, Periwinkle Theater, and other academic and arts programs to meet the needs of our population.**
 - 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. **There is a guidance counselor for each grade level and the SBST has a Social Worker and Psychologist. There is also a SAPIS worker in our**

building. St. John's Gear Up program is working with our students by supporting them with tutoring, programming, and exposing them to post high school choices. Our school also has the Options program for girls.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

98.7% of our teachers are highly qualified to teach our students. We will continue to improve our highly qualified percentage by programming and providing 5% set aside funding for teachers to take courses in their area.

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.

IS 126 places professional development for administrators, coaches and staff at a high level. We believe that learning is on-going and important to improve our collaborative team work and student performance. Attending conferences that are relevant to the programs being implemented at our school will provide the appropriate foundation to implement the programs effectively. Teachers / Administrators who have attended PD to promote imbedded professional develop, attend conferences (Balanced Literacy, Writing Matter, National Math Conference, Making Data work for you, highlight instructional practices, using data, reading data, and applying data to drive instruction are now an emphasis. Our SSO provides our administration and teachers with high quality PD. We also have created individual PD plan for every teacher in our building following the Santa Cruz teaching standards. We will continue to build a powerful communication between our parents and school to assist our students in every way by providing literacy and math nights and information about the progress of their child.

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

In order to attract highly qualified teachers to our school we have attended hiring halls and job fairs, collaborated with our community schools and utilized the Fellows Program. The Regional Mentor Program has provided our new teachers with instructional support all year. We have created a brochure highlighting the numerous programs, prestigious collaborations our school is involved with, and promoted our band, dance performances and our creative student artwork in our school. We have provided teachers with the opportunity to pay for their courses they are taking to improve their qualifications. We will provide appropriate programming for teachers in their licensed areas to eliminate where possible teachers teaching out of license. We are using our 10% set aside to provide PD opportunities for all staff.

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

We have been building on the parent involvement and providing successful events to promote attendance. We hope to continue in 2009-2010 by implementing family literacy services to parents two evenings a week for ESL, holding Meet the Teacher Night and giving parent workshops on Standards, Data (Interim Assessments), two SES provider evenings to inform parents about the programs offered, two High School Nights, two theater nights involving parents, their children, as well as teachers, a 6th grade parent orientation to inform parents of expectations, curriculum, parent involvement, Parent Compact, CEP, school policy and discipline codes.

Throughout the year any performance or school wide event will be aligned with a parent meeting or workshop to bring up attendance.

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. **Not Applicable**

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.
Through staff development days prior to school commencing, grade conferences, coaches and lead teachers planning time and scheduled time with teachers, utilizing the technology coordinator to provide training, disseminating information through written correspondence, as well as administration meetings with teachers we will provide appropriate training to improve the achievement of individual students and overall instructional program.

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.
Again we will utilize all NYS assessments, NYC assessments, assessments that are provided by Read 180, Impact Math and teacher created assessments and student work that measure student's strengths and weaknesses. These assessments will provide sufficient information to base data driven instruction and identify student's progress on a timely basis.

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.

TITLE I PROGRAMS ARE MONITORED FOR Coordination and integration of Federal, State, and local services and programs TO ENSURE THAT THERE IS NO DUPLICATION OF SERVICES AND TO ENSURE EQUITABLE AND ACCESS FOR ALL STUDENTS REGARDING THE USE OF TITLE I FUNDS

IS 126 has incorporated a Violence Prevention Program, School wide Project, Middle School Intervention, Project Arts Adult Education, Sure Score, Positive Behavior Intervention System and Gear-up which are all aligned with the Federal, State and local services as well as the NCLB.

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.

NCLB/SED Status: Restructuring Year 5 **SURR¹ 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.

See Needs Assessment, Section III of CEP page 12

	<u>School Restructuring Plan 2004-2005</u>	<u>Modifications Since Restructuring</u>
Smaller Learning Communities	<p>Smaller learning communities provide students with:</p> <ul style="list-style-type: none"> • A choice of three academies – Academy for Literacy and Art, Academy for Math and Music, and an Academy of World Cultures and Performing Arts. • A stronger connection between students and their teachers. • A sense of community identity for teachers, which provides for greater collaboration in the areas of professional development and growth. 	<ul style="list-style-type: none"> • In order to create a safer environment, smaller learning communities are now horizontally aligned into grade level communities. • Each community has been assigned an assistant principal. There are three deans for the entire school community. The deans are assigned to a grade. • Students are still given the option of an Art, Music, or the Dance program.
Advisory	Overcoming Obstacles will be used in	<ul style="list-style-type: none"> • Overcoming Obstacles is no longer aligned with a book or value of

¹ School Under Registration Review (SURR)
MAY 2009

<p>Program – Overcoming Obstacles</p>	<p>the school’s planning for restructuring in one of several ways:</p> <ul style="list-style-type: none"> • As the basis for advisory program • As an addition to balanced literacy and or the social studies curriculum • To align with or compliment a book of the month and/or value of the month <p><u>Goals of an Advisory Program</u></p> <ul style="list-style-type: none"> • To help students develop the skills necessary to interact positively with teachers and peers. • To help the students develop the skills necessary to assume an appropriate degree of responsibility for the learning process. • To generate a positive school climate. 	<p>the month.</p> <ul style="list-style-type: none"> • Targeted 8th grade ELLS have advisory classes. • Targeted ELLs have advisory classes that are gender based. • Advisory curriculum is based on teaching compassion for others and goal setting. • PBIS – Positive Behavior Intervention Services has been added as a behavior modification component • Through PBIS, students are rewarded based on positive behavioral outcomes.
<p>Balanced Literacy Program</p>	<p>Our school has consistently struggled to meet AYP with both ELL and SWD in ELA. As a result, the restructuring plan called for a balanced literacy program, America’s Choice. The features of America’s choice that had assisted the school in making progress are:</p> <ul style="list-style-type: none"> • Initial assessments of students are carefully analyzed to provide a profile of each student as a reader and writer. • A uniform curriculum for all teachers on the same grade level. 	<p>While we still use a balanced literacy approach we have implemented the Writing Matters curriculum for all 3 grades. The features of Writing Matters that have assisted the school in making progress are:</p> <ul style="list-style-type: none"> • A uniform curriculum that addresses the needs of high, medium and low functioning readers and writers. • Standard based rubric assessments for all students with specific rubric based teacher comments. • A Writing Matters staff developer works with my ELA and ELL teachers on assessing student work as a tool for driving instruction. • Benchmark assessments have been created and administered every

	<ul style="list-style-type: none"> • Curriculum aligned with New York State Standards • Instructional strategies geared toward individual, small group, and whole class needs providing a better climate for academic intervention services. • Literacy coach and the literacy Assistant Principal facilitate professional development and departmental meetings. 	<p>4-6 weeks to all students.</p> <ul style="list-style-type: none"> • The creation of teacher teams to analyze student data and use it to create differentiated lessons for our students. Teacher teams are provided with meeting time during the day to meet and plan. • Literacy coach and the literacy Assistant Principal facilitate professional development and departmental meetings. • Ap's meet with teachers to create individualized PD plans for all teachers based on the Santa Cruz teaching standards
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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.

See Needs Assessment, Section III of CEP
See Section V of CEP
See Appendix I of CEP
See Appendix II of CEP

Part B: For Title I Schools Identified for Improvement

3. 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.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$ 446,775 ; 10% of Title I allocation = \$ 44677.5

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Professional Development will be implemented throughout the year during Faculty conferences, classroom visits, inter-visitations by coaches, demonstration lessons by coaches, common preparations, after school (per session), lunch and learns, planned sessions, and the professional development outside our school offered by the region Read 180 is high priority to all our special education teachers and we continue to provide professional development to improve instruction in reading for this population. “School Attuned”, ELL methodologies and strategies, science, , Building Basic Reading Skills (Sp. Ed and ELL), Data Analysis, and those offered that will pertain to our needs at regional and city level.

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

We utilize our coaches and veteran teachers, as well as the NYC Mentor Program to provide on going support to our teachers at all times. We have also provided our teachers with information and they are encouraged to use the online HOUSSE to demonstrate subject matter competency. Highly qualified funds have been allocated to pay for courses in the high need areas such as science and math. We will continue to provide our teachers with appropriate professional development to address our needs

5. 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.

As we have done in the past we will provide our parents with written correspondence, meetings, “Meet the Teacher night” and provide translations and translators for all our most needed languages. We will inform parents in a timely manner and follow all regulations necessary to keep our parents up date on their child’s progress throughout the year.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NA

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.

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

**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.

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)*² 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

² 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Ongoing review of the pacing calendar. Teacher conferences discussing standards based instruction.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? **The pacing calendar is aligned to the state standards. After review of the pacing calendar, modifications needed to be made for our English Language Learners.**

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. **Modify pacing calendar to meet the needs of our ELL students. Create curriculum maps to promote higher order thinking skills and vocabulary enrichment. Teacher Teams will create curriculum maps, with support from ISC, which will include skills to be mastered, strategies to be utilized and student outcomes to be attained.**

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process

strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Classroom visits, observations, departmental meetings and projects will assess the rigor of lessons and inclusion of process strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Lack of the use of manipulatives, writing, group work, and alternative assessments

1B.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.

Professional development will focus on incorporating the Process Strands into the Math lessons with an emphasis on the Problem Solving and Communication Strands.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Classroom observations and walkthroughs have verified that ELA instruction is dominated by direct instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

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? **Classroom visits indicate teacher directed instruction as well as independent seat work..**

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. **Professional development will be offered on strategies to differentiate instruction as well as strategies to create classroom environments to foster cooperative learning, thereby actively engaging students in their studies. Teacher teams will be formed to address these issues.**

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

Through observations and classroom visits and sharing of best practices

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

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

Implementation of the Workshop Model and use of the Impact Math program should lend itself to student engagement and away from direct instruction, but quite often this is not the case. A small percentage of teachers use technology, on a regular basis, during math class to enhance their teaching and student learning.

2B.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.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Professional development will focus on the use of technology in the classroom as well as implementing research based strategies to differentiate instruction. Teacher Teams will be created to analyze data and develop lessons.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
Teacher turnover rate is assessed by analyzing the number of new and transfer teachers we have each year.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our turnover rate is quite low and is usually related to teachers retiring or finding a higher paying job outside of NYC. On an average, approximately 2 teachers leave on their own accord. Unfortunately, because of budget cuts this year, our teacher turnover rate increased.

3.4: 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.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our ESL/Bilingual coordinator and ELL Network Support Specialist, literacy and math coaches, and technology teachers conduct most of our professional development on-site. These individuals provide on-going high quality professional development sessions regarding curriculum, instruction, ELL data analysis and its implication for instruction. A particular focus of our PD has been on providing content area teachers who instruct ELLs with ESL strategies that support the particular instructional needs of these students. In order to reach even more teachers, we have implemented Prep & Learn workshops, inter-visitations, and common planning periods.

Teachers are also sent to city and district PD workshops to the greatest extent possible given our budget constraints. All PD is founded on current research, addresses the particular needs of our ELLs, and helps us meet our school's educational goals.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

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?

- On-going PD focusing on effective strategies and differentiating instruction to meet the needs of all students
- Faculty conferences
- Departmental meetings
- Prep and Learn workshops
- Inter-visitations
- Common planning periods
- Classroom observations
- Demo lessons
- Participating in off-site PD
- Bulletin Boards
- Walkthroughs

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 issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all

teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We have an ESL\Bilingual Coordinator, who within the first ten days of the school year gathers, analyzes, disaggregates, and disseminates all data pertaining to our ELLs (i.e. NYSESLAT, ELE, ELA, Math, LAB-R) to all teachers involved in instructing our ELLs.

In addition, we have formed an ELL Data Team that tracks the academic performance of ELLS and focuses on identifying areas of weakness.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

On-going meetings are held with the ESL\Bilingual Coordinator, administrators, Literacy and Math coaches, ELL Data Team, ESL and Bilingual teachers, and all other teachers involved with the instruction of ELLs. At these meetings, data is analyzed in order to track the academic progress of each individual ELL student and identify their strengths and weaknesses, Data is also sorted by class and grade level in order to track overall class performance and compare grade level performances between ELLS and non-ELLs.

In addition, class profiles are prepared for all ESL and Bilingual classes, which indicate individual student proficiency levels in each modality (reading, listening, speaking, and writing). These data profiles are given to all teachers involved with the instruction of ELLs and used to address the specific needs of individual students.

5.4: 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.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment, Surveys, feedback from department meetings and supervisor observations and feedback.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

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 school's educational program?

We have not yet met AYP for ELL and Students with Disabilities. We have not met grade level proficiency requirements in ELA/Science for our ICT and self-contained SWD population. Walkthroughs have shown a lack of Differentiated Instruction in ICT classes as well as modification of lessons and exams. Some CTT and self-contained special education students attended our Summer Success Academy.

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.

More professional development for special education and general education teachers about procedures and instructional strategies, formation of Teacher Teams, interclass visitations, common prep periods for ICT teachers and mentoring.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment, Classroom observations, review of records, department meetings

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

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?

Poor student performance for some students, inability for students to meet their goals, inability for students to make a year's worth of progress

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.

Professional development for general education teachers, observations from supervisors, IEP teacher will facilitate service delivery and check-in with special education teachers, IEP workshops, Prep and Learn, ICT workshops on professional development day for all teachers, Special education supervisor will monitor IEPs. Teacher Teams have been established to address these issues.

We are getting additional support from ISC.

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>

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.)

Currently, in IS 126, there is only one (1) identified as a Student in Temporary Housing. However, the STH data is carefully monitored because the school is aware that the STH population may change over the course of the year.

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

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, backpacks, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation.

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.