



**THE M S 126
MAGNET SCHOOL
FOR
ENVIRONMENTAL ENGINEERING**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 14K126

ADDRESS: 424 LEONARD STREET, BROOKLYN, NY 11222
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K126 **SCHOOL NAME:** Middle School 126- Magnet School for Environmental Engineering

SCHOOL ADDRESS: 424 Leonard Street, Brooklyn, NY 11222

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sergio Zamora

PRINCIPAL: Rosemary Ochoa

UFT CHAPTER LEADER: Sergio Zamora

PARENTS' ASSOCIATION PRESIDENT: Agueda Espinal

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA

NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Rosemary Ochoa	*Principal or Designee	
Sergio Zamora	*UFT Chapter Chairperson or Designee	
Agueda Espinal	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Peggy Augoustatos	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Mena	Member/Teacher	
Joann Pollack	Member/Teacher	
Jessika Rosen	Member/Teacher	
Iraida Torres	Member/Parent	
Theresa Cruz	Member/Parent	
	Member/	

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

* 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.

M.S. 126 Magnet School for Environmental Engineering serves grades 6, 7 and 8. Our M.S. 126 community consists of three houses; Land – grade 6, Air – grade 7 and Water – grade 8. Each house has its own unique vision and mission for student engagement and achievement.

In Grade 6, the Land House, we support the development of both independent skills and social skills by encouraging a fundamental respect for oneself, our environment, and the larger world. Students are consistently challenged in their quest for knowledge to seek out and explain connections between and among people and the land environment. Much of our focus within the classroom is on the development of critical thinking skills, as our 6th graders apply new concepts and understandings to an ever-changing world.

In Grade 7, the Air House, we support the intellectual, social, emotional, and physical potential of every student. Our students develop a positive self image through academic success and an awareness of the needs of others, within an ever-changing environment. Students develop a strong desire to preserve and maintain the environment, which sustains life on Earth, and an appreciation of critical thinking to find solutions to real-world problems.

In Grade 8, the Water House, we nurture the development of responsible, thoughtful citizens for life in an increasingly interdependent global society. Students explore the environment in which they live, and critically examine and challenge structures currently in place. Students research individuals' and groups' decisions - and consider cause and effect relationships on our water supply. Students actively seek a means of improving the quality of water, thereby improving the quality of our lives.

At the heart of each grade, however, is a vision of transformation that is centered on using student, class, and teacher data to create programs and interventions that foster a culture of academic excellence and social responsibility.

The staff and students of M.S. 126 Magnet School for Environmental Engineering are actively engaged in meeting – and exceeding - high expectations through a core curriculum of standards-driven academic programs. Within Small Learning Communities, our students gain an appreciation of the skills necessary to communicate in a world where developing technologies determine how we communicate with each other globally, in order to become agents of positive change.

In our Land, Air and Water Houses, students focus on understanding how the environment affects all aspects of life. Students are empowered as they find their voices in smaller learning communities that challenge them to think critically and outside the box in their daily lives. Our students embrace excellence and exceed the standards by being actively involved in exploring educational opportunities both inside and outside of the classroom through creative partnerships with established organizations, including Visual Education Media and Salvadori. Salvadori teaches our students about structures in the built environment, and how structures and our environment are deeply connected.

Students engage in the study of robotics, building structures and the creation of 3-D models as they strive to find real solutions to real-world problems. We infuse a thematic structure into all classrooms to create a thorough education for all of our students, which will positively impact their lives for years to come.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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:	John Ericsson Middle School 126				
District:	14	DBN #:	14K126	School BEDS Code:	331400010126

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K				2009-10 as of 6/18/2010	89.6	90.2	90.6		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3				2009-10 as of 5/26/2010	94.0	94.0	93.2		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	96	132	100	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	172	103	123		66.4	66.4	80.3		
Grade 8	206	185	107						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2008-09	2009-10	2010-11		
Grade 11				2009-10 as of 6/18/2010	5	15	5		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2008-09	2009-10	2010-11		
Total	474	420	330	Since October 31	17	9	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	59	57	51	Principal Suspensions	26	57	58		
No. in Collaborative Team Teaching (CTT) Classes	0	19	31	Superintendent Suspensions	49	68	34		
Number all others	0	0	23						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	75	74	68	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	27	27	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	45	40	37
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	11	7
(As of October 31)	2008-09	2009-10	2010-11	Number of Educational Paraprofessionals	6	6	5
	9	3	147				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2008-09	2009-10	2010-11
(As of October 31)	2008-09	2009-10	2010-2011	% fully licensed & permanently assigned to this school	100.0	100.0	99%
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	66.7	66.7	70%
Black or African American	16.56	19.5	20.4	Percent more than five years teaching anywhere	51.1	51.1	54%
Hispanic or Latino	72.75	72.9	71.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.35	2.9	2.1	Percent Masters Degree or higher	78.0	78.0	89%
White	7.34	4.87	4.26	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	80.9	80.9	99%
Multi-racial			0.0				
Male	45.28	54.0	58.9				
Female	54.72	46.0	41.1				

2010-11 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u> 2009-2010		<u>Category (Check ✓) 2009-2010</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)	✓			✓

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	Restructuring - ADVANCED	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	X	✓					
Hispanic or Latino	X	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	✓	-				
Multiracial							
Other Groups							
Students with Disabilities	X	√ ^{SH}					
Limited English Proficient	X	✓	-				
Economically Disadvantaged	X	✓					
Student groups making AYP in each subject	0	7	1	0	0	0	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	B/ 44.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	C/ 5.9	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	B/ 5.1	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	B/ 31.3	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	B/ 1.8	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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?
-

Strengths

After conducting a review of MS 126's educational program, our Progress Report, our School Report Card, and our most recent Quality Review, we have identified areas of strength and areas of need. Each area is examined below, and we have included our plan(s) for the 2010-2011 school year, which are already in progress, to increase student achievement.

I Strengths

A. Data Collection and Management

We have developed a protocol to publish and disseminate our own data on ARIS, which allows us to view critical data at any time. Data on state tests, DY0 unit tests, class grades, and attendance are published in ARIS Connect for use by educators and administrators. Additionally, our ELA department is working in teacher teams to create our first Data Wall, in order to track student progress, to inform our goals, and to assist us in our planning. ELA teachers are looking closely at standards with aligned performance indicators, and analyzing student work (including class work, formal and informal assessments, etc.), in order to find patterns and trends, and to target specific literacy strategies students need. In this way, students can be gathered together for small group instruction, so as to provide rigorous teaching and learning experiences for all students, regardless of reading level and/ or need.

B. DYO Assessment Program

For a few years our program has been designed to maximize student exposure to performance standards most frequently tested by the state of New York from year to year. This year DYO assessments are being created by teachers, not coaches, to more closely link instruction and assessment. This also creates the need for teachers to collaborate, so that students receive instruction that is consistent – and rigorous – across classrooms. In the core subjects, the curriculum is shaped by what students need to learn in order to be successful and well rounded. The curriculum is also shaped in order to prepare our students for the high-stakes testing by which their progress is monitored. Each curriculum area is adjusted based on data taken from unit assessments. In short, data drives and informs our curricula.

C. New School Theme

As the result of our having received a Federal Magnet Grant, our school now has an overarching theme: Environmental Engineering. The monies we receive facilitate thematic infusion throughout the content areas. We have assigned each grade to a “house” so that grade 6 is now Land, grade 7 is Air, and grade 8 is Water. We are committed to engaging our students in real-world problem solving situations, so that they will develop the critical thinking skills necessary to thrive in a complex, ever-changing world. Students’ inquiry and critical thinking skills are being more challenged than ever, with our technology infused Science Fair projects, which are produced by students in each of our three grades. M.S. 126 has partnered with outside agencies, including Visual Education & Media and Salvadori, to provide additional theme-based, hands-on, creative learning activities for our students. All grades and all subgroups have been strategically chosen to work with one or more of these partners, so as to provide the highest level of student engagement possible.

D. Arts Enrichment

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

- **Sports and Arts Foundation**
We are able to work with The Sports and Arts Foundation through a 21st Century grant, which was acquired by our network, CEI-PEA. Sports and Arts provides students with after-school opportunities to participate in a variety of culturally enriching experiences. Students attend Study Hall and Specialized High School Preparation class. Art, band, dance and cooking classes foster musical and creative talents. Basketball, flag football, fitness and tennis provide opportunities for students to excel in sports and other physical activities.
- **Art, Band and Musical Theater**
During the school day classes are engaged in art, band and musical theater. Ms. Schiff guides students in creating art projects through the use of various media to support in-depth content area studies. Ms. Soto infuses foreign and native language skills with music and teaching into a performance-based framework of learning. Through live in-class performance and student created displays within the school, opportunities for linguistic and creative growth are developed and inspired. Our band teacher, Mr. Sefa, motivates students to learn about music and to play in the school band, which will perform at a variety of celebrations throughout the year.
- Through a councilman’s grant, the Brooklyn Conservatory of Music is providing dance and theater classes and ensembles, and in-house residencies. In fact, our partnership with the Brooklyn Conservatory affords many classes the opportunity to learn Percussion and Electric Guitar, by engaging in the art form itself. In addition to providing these classes and residencies in an after-school program, we are also able to offer a ”Camp” for percussion and electric guitar study during this year’s mid-winter break in February.

E. Extra-Curricular Programs/Elective Program

In an effort to extend teaching and learning beyond the regular school day schedule, MS 126 provides extra-curricular programs that support classroom academics and physical fitness.

These include:

- **Sports and Arts Foundation**
Sports and Arts works closely with our school to prepare students to take tests for Specialized High Schools, to prepare for Math and Science Regents tests, and to focus on student academics in Study Hall. Given our new school theme, Sports and Arts is developing a special curriculum for students interested in furthering their studies after school. Additionally, Sports

- and Arts offers classes in digital photography, art, music and dance.
- **Fitness Program, including C.H.A.M.P.S. and Tennis**
As we strive to incorporate Environmental Engineering into our everyday studies at M.S. 126, we recognize the importance of good health in the natural environment and in the built environment. As students study Land, Air and Water, they come to understand the role that the environment plays in our lives and in our health. Students extend their learning into areas of critical thinking, so that they engage in problem solving, in order to improve both the environment around them, and personal health, as well. In addition to sports such as basketball and flag football, this year students have the opportunity to learn tennis. We are very fortunate to have two of our own staff members, Mr. House and Ms. Shmulevich, teach flag football and tennis, respectively.
- Our Title III funds are allowing us to schedule Saturday trips (for students) to cultural and higher education institutions. We want our children to have learning experiences outside of the classroom and beyond the regular 5-day work week. Students must be exposed to the advantages that higher learning can bring.

Accomplishments

A. Progress Report

We received a grade of B for the 2009-2010 school year. The 2008-2009 Progress Report shows that we were only in the 15th percentile of all middle schools in New York City. For the 2009-2010 school year, however, we were in the 44th percentile of all middle schools in New York City. This is a gain of 29 percentile points.

B. Report Card

Our 2009-2010 State Report Card indicates that we made Adequate Yearly Progress (AYP) in both Math and Science for all subgroups.

C. Quality Review

MS 126 earned a proficient rating for the 2009-2010 Quality Review.

D. Guidance Program

MS 126 currently maintains one guidance counselor. Our Pupil Personnel Team meets bi-monthly to review current cases, to implement strategies to work with students who are at risk academically and/or behaviorally, and to align appropriate resources. Teachers are invited to meet with the PPT to discuss individual students' academic and behavioral issues, and to develop action plans to help students to become successful in all areas of school life.

This year, there is a PPT Committee for each grade level to concentrate intervention efforts on smaller groups of students, with the expectation of greater impact.

Thirty students have been identified as socially and/or emotionally at-risk. Each of the PPT members has "adopted" a group of these students, in order to provide individualized support on a daily basis.

E. Teacher Collaboration

Given our new theme, teacher collaboration has greatly increased. In addition to staff meetings and discussions with America's Choice, Visual Education & Media and Salvadori specialists, teachers plan regularly with colleagues to ensure thematic infusion throughout the content areas. Consistent collaboration fosters a strong sense of professionalism, as well.

Our Principal, Ms. Ochoa, meets regularly with new teachers to discuss needs specific to the development of best practices and challenges faced by pedagogues new to the profession.

We have weekly department meetings and monthly house meetings. In this way, content-specific teachers meet to share best practices; and same-grade level teachers can discuss needs specific to each grade, as well as the needs of students whom they have in common. Much of our focus this year in each core content area includes looking at student work. Additionally, teachers plan for visits to colleagues' rooms during instructional periods to observe specific teaching practices. Debriefing follows and teachers are expected to implement new strategies and practices based on what they learn from colleagues. Accountability is embedded through completed templates and informal/formal administrative observations.

We have created a Common Core State Standards team at M.S. 126. Teachers attend CCSS training sessions and turnkey critical information to other staff members, so that M.S. 126 will be at the forefront of implementing the common core standards. One outgrowth of our in-depth study has been the implementation of our first Data Wall, for ELA. We selected ELA as our focus because it is the only subject in which we did not meet AYP for any subgroups.

Our ESL teachers continue with their push-in, pull-out model of instruction, based on individual ELLs' proficiency levels. We now have the Achieve 3000 "Teen Biz" program, which consists of nonfiction articles for students to respond to; the articles are differentiated by reading level, which is determined through ongoing assessments which are built into the program. As the student's reading level increases, so does the level of the reading material in the program.

ESL teachers collaborate with content area teachers to provide effective support for students being serviced by the ESL department. Unit plan templates are provided for teachers' collaboration, both for push-in and pull-out instruction and support. The templates will be completed as appropriate and kept for review and further planning purposes by the teachers and the supervising Assistant Principal.

Teachers of the same grade also meet to discuss and plan to increase and celebrate "House" spirit, so that students gain a sense of belonging to their house (land, air or water) with a strong sense of pride.

We also have a SESIS team comprised of our school psychologist, AIS/SETSS coordinator and our Special Education teachers. This team meets to discuss, plan, and implement appropriate academic and emotional supports for students with special needs.

F. Staff Development

We increased our staff development for the 2009-2010 school year, based on administrators' findings, resulting from formal and informal observations; teachers' requests, both verbal and written; and our planning for the 2010-2011 school year, given the new theme of our school. Staff development is being provided in-house, as teachers become empowered to share best practices; through America's Choice, as we continue our partnership with the Reading and Writing instructional models; through a Science consultant for the entire Science department, including Special Education teachers and English as a Second Language teachers; through our partnerships with Salvadori and Visual Education Media; and as needed through CEI-PEA.

In addition to our CCSS team attending outside professional development workshops and turnkeying information to colleagues, we have New Teacher meetings with our Principal, and a new Data Specialist/Technology Coordinator, who trains staff in the use of technology, as needed.

We also acquired a Title IIB grant with a three year commitment. Through this grant, we are able to send two teachers to in-depth robotics trainings and one teacher for in-depth training in the use of science probes and related technology.

Our weekly and monthly meetings with staff members provide us with various opportunities to look at student work alongside various data, so as to develop a culture of in-depth academic planning for student success. One of our major goals this year is to build capacity: One way for us to accomplish this is to have our ELA teachers create a Data Wall. It gives them the opportunity to study data on their students – as individuals and in groups – to track progress and to share best practices. Our expectation is that eventually, our ELA teachers will work with colleagues in other departments to create other Data Walls.

Challenges

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

In order to make AYP in all content areas for the 2010-2011 school year, we are continuing to focus strategically on ELLs and Students with Special Needs (IEPs). All of our Inquiry Team work in every department will include both English Language Learners and Students with IEPs as focus groups. We will continue to deepen our study of vocabulary instruction, so that students will be engaged in learning Tier 1, Tier 2, and Tier 3 vocabulary words, specific to both their ELA proficiency level (for ELLs) and the content area(s).

Each teacher will identify 5 students who to be targeted for intervention, as part of our Inquiry process. Students at levels 1, 2, 3, and 4 will be targeted for small group instruction that is tailored to meet their academic needs. Students who achieved levels 3 and 4 will receive instruction aimed at increasing vocabulary, which will be embedded in complex texts.

We are continuing to utilize the America's Choice model in ELA. Although we have neither literacy nor math coach, our department meetings, our grade level meetings, and inter-visitations among colleagues afford us many opportunities to critically study student work and to share best practices. A Science consultant continues to work with our Science department several times per month to assure that we are effectively embedding test preparation strategies throughout the school year. We are giving predictive exams in all CORE subject areas. CORE subject teachers work diligently to align curricula and DYU unit exams with the new common core standards.

Since ELA is the only subject in which we did not make AYP for *any* subgroup, we have increased the use of specific programs for our subgroups. Our self-contained special education students are using the "Passport Reading Journeys" online program. Our AIS Reading and Math teachers are working with small groups of at-risk students, using the "Success Maker" Program and direct instruction techniques.

We are working to increase reading across the content areas. We have implemented a "Book of the Month Club" for Math, Science and Social Studies. These content area teachers

read aloud a pre-selected picture book to their classes, who take notes and complete a nonfiction review report accompanied with a rubric for planning and assessment purposes. The Book of the Month shows students that there is a strong connection between math and science – and the real world.

Every teacher has been trained in the use of ARIS. They are becoming more adept at collecting and analyzing data, which is helping them to better understand the needs of both individual students and groups of students. Teacher teams are using data to inform instruction throughout the building. Differentiation of instruction is becoming more commonplace, as a result.

B. Maintain a B on the Progress Report

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

Academic Expectations:

Given our new theme, Environmental Engineering, and several outside partners to assist us in planning, we are increasing academic expectations for students, as well as rigorous instruction for teachers. Our school theme is infused into every subject area. Our parents are pleased, overall, with the expectations we set for their children.

Communication:

Given our goal of thematic infusion throughout the content areas, we are continuing to increase levels of teacher collaboration. Accountability is high. Various forms of collaboration include, but are not limited to, collaboration between individual teachers during prep periods and after school; among teacher teams during department meetings and grade level meetings; among outside agencies with whom we are partnering and staff members, parents and students; among members of our School Leadership Team; among teachers and students during Inquiry Team meetings; and through meetings with various representatives of the school community.

Engagement:

In addition to providing a more rigorous academic program for all students, we are continuing to reach out to parents, particularly parents of English Language Learners and students with disabilities. We recognize the need for parents to have a solid connection with the school, in order to strengthen the support system in place for students. Therefore, we continue to seek active partnerships among parents, students and teachers.

Safety and Respect:

We are continuing our efforts at developing the highest level of safety and respect in our school. We currently have one full-time dean, one part-time dean, one guidance counselor and one social worker on staff. There is a Ladder of Referral with which every staff member is expected to comply, in order to maintain consistency across the school.

Our Pupil Personnel Team has been instrumental in targeting the needs of specific students. Teachers provide a strong presence in the hallways and meet frequently with support staff to discuss concerns about particular students, and to create action plans to provide support for those students.

Student Performance & Student Progress

ELA

The challenges within our ELA department are as follows:

1. The percentage of students at proficiency (level 3 or 4) and making one year of progress must increase by 5 points.
 2. The percentage of students moving from not meeting standard level to meeting standard level must increase by 5 points.
- * Despite our growth within some subgroups, we continue to seek increased student proficiency. This is especially true for our English Language Learners and our students with disabilities.

Mathematics

The challenges within our Mathematics department are as follows:

1. The percentage of students at proficiency (level 3 or 4) and making one year of progress must increase by 5 points.
 2. The percentage of students moving from not meeting standard level to meeting standard level must increase by 5 points.
- * Despite our growth within some subgroups, we continue to seek increased student proficiency. This is especially true for our English Language Learners and our Special Education population.

C. Quality Review

The challenges identified as per our reviewer are:

- Improve student behavior and meet students' social, academic and emotional needs more closely.
- Promote and support teacher teams in knowing the next steps in their planning as they collaborate and plan, especially for those delivering instruction to English language learners and special education students.
- Identify data-led long-term and short-term goals and produce detailed plans to meet the precise needs of English language learners and special education students.
- Extend the use of technology to support the teachers in setting classroom goals to meet the differentiated needs of students, teachers and caregivers to increase opportunities for continuous learning.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

1. By June 2011, we will increase the percentage of tested students, in all subgroups, making at least one year's progress in both ELA and Mathematics by 5 percentile points, as measured by NYS ELA and Mathematics Tests. Additionally, we will increase the percentage of tested students, in all subgroups, who did not meet standard level (on the 2010 ELA and Math tests) to *met standard level* on the 2011 NYS ELA and Mathematics Tests by 5 percentile points.
2. By June 2011, we will have provided at least 25% of our instructional staff with 25 or more hours of magnet-related professional development, thereby completing the pilot year's implementation of our magnet curricula.
3. By June 2011, at least 50% of our students will have been exposed to the magnet program.
4. By June 2011, the teacher level of satisfaction will increase by 10 percentile points, as measured by our annual Learning Environment Survey.

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 2010-11 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, PLA, 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 & Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase the percentage of tested students, in all subgroups, making at least one year’s progress in both ELA and Mathematics by 5 percentile points, as measured by NYS ELA and Mathematics Tests. Additionally, we will increase the percentage of tested students, in all subgroups, who did not meet standard level (on the 2010 ELA and Math tests) to <i>met standard level</i> on the 2011 NYS ELA and Mathematics Tests by 5 percentile points.</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>We have adjusted our curriculum calendar. ELA and Math departments meet weekly to look at student work and to share best practices, in order to effectively differentiate instruction. This year, teachers will take turns facilitating the meetings, in our efforts to expand and extend the responsibility for professional development to teachers. Our goal, overall, is to have the staff work together to increase student achievement at all ability levels, and for all sub-groups. For the first time, our ELA teachers are creating a Data Wall, to track student progress and to share best practices. This will enable us to build capacity, as our ELA department takes on the responsibility of training other departments in the creation of their own Data Walls. ELA teachers will also work with small guided reading groups to increase every student’s independent reading level by two levels. Interim assessments are given in each of the core subjects. Results are analyzed by teachers in order to plan for differentiated instruction. We also have Inquiry Teams focused on maintaining or increasing level 3 and level 4 students’ progress throughout the year. These Inquiry Teams will focus on increasing vocabulary through the use of complex texts. We recognize that attendance plays a critical role in student achievement; to that end, we are striving to increase overall student attendance to at least 92% for the entire year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Our instruction is aligned with the Common Core State Standards and the Children First agenda. Additionally, we are implementing several programs. America’s Choice for grades 6-8: AC provides job-embedded professional development for Readers Workshop. AC provides technical support to all teachers in the Readers and Writers workshop models. Teacher teams, the school leadership and AC consultants conduct regular walkthroughs to assess instructional practice and student outcomes. Forums with and by teachers will assess professional development and findings from walkthroughs, to prepare for next steps. The Journeys Reading program is being used for self-contained special education students. V-Math is being used for our Extended Day Program. Our ELLs are assigned to the Achieve 3000 program. Success Maker is used for AIS in both reading and math. In-depth studies of Bloom’s Taxonomy will enable our teachers to develop students’ critical thinking skills. Our librarian/media specialist is collaborating with content area teachers to incorporate project-based work and appropriate resources. Funding is available from Title I, Title III, FSF, Magnet Grant Funds, and SW ARRA funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Bi-monthly walkthroughs’ logs with commentaries Bi-monthly teacher forums’ agendas and minutes Every student will increase independent reading by at least two levels by the end of the school year Professional development attendance logs and AC’s technical summaries 2010-2011 unit test data; Standardized Test data; NYSESLAT results will demonstrate an increase of at least 20% of students scoring at proficiency level Online Assessment programs (built into purchased programs)</p>

Subject/Area (where relevant): Magnet /Theme Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will have provided at least 25% of our instructional staff with 25 or more hours of magnet-related professional development, thereby completing the pilot year’s implementation of our magnet curricula.</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>Given our new theme of Environmental Engineering, we are working with several partners: Salvadori, Visual Education & Media, Tech-Ed Systems and Teaching Matters. Teachers receive professional development both inside classrooms (often through residencies) and off-site. Teaching Matters has been paired with our school to provide support with technology and differentiated instruction. Tech-Ed Systems provided us with a STEM (Science, Technology, Engineering and Mathematics) Cart, through which students work with different technology in a virtual laboratory. Teachers are working in teams to utilize the resources available (which are many).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The Federal Magnet Grant we received is covering most of the costs of the programs. The budget allocations will appear in Galaxy by the end of November 2010. The following allocations have been proposed: A full-time Magnet Site Coordinator, Magnet Resource Specialists (salaries with fringe \$315, 628); per session at a cost of approximately \$42,000; equipment at a cost of \$52,654; supplies at a cost of \$9,400; library books and textbooks at a cost of \$421; contractual services at a cost of \$41,850. The total cost in monies allocated is \$494,623.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of progress include the following: Project-based work, online program assessments, teacher observations, teacher feedback, meetings between/among colleagues and organization specialists, bi-annual on-site visits focused on classroom observations to assess level of engagement and progress, monitoring of various formal and informal assessment data, summative assessments by the Magnet Site Coordinator; and ongoing observations of METIS specialists and the M.S. 126 administrative team.</p>

Subject/Area (where relevant): Magnet Program/Student Exposure

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 50% of our students will have been exposed to the magnet program.</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>Our plan is to infuse environmental engineering knowledge, concepts and skills throughout all curriculum areas. For the school year 2010-2011, we have designated specific grades, including ALL subgroups to receive various experiences and residencies. Teachers are working in teams to share new skills with many classes. So far, the following schedule is ongoing: Salvadori Monday: 7th graders learn about architecture and engineering through an in-depth study of the urban landscape/built environment. Robotics Tuesday: 6th graders work with Lego Robotics kits to design different types of robots Barry Wednesday: A consultant works with our Science department to provide professional development to both our seasoned teachers and our new Science teacher. Through professional development, Mr. Levine, our consultant, is helping our 8th graders to make AYP for the second year in a row. Read Aloud Thursday: Teachers select a book critical to our school theme to share with students. STEM Cart Friday: 6th graders conduct experiments through the use of a virtual lab.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Books have been purchased for our school library to support our new theme. Salvadori, Teaching Matters, Tech-Ed Systems and Visual Education & Media have been acquired through our Federal Magnet Grant. Specific amounts have been budgeted as follows: Equipment (HP Notebook carts and STEM Cart) - \$52,654; Materials (Robotics NXT Sets and Salvadori Supplies) - \$9,400; Library Books and Textbooks (nonfiction) - \$421; Contractual Services (Vision Education and Media, Salvadori)- \$41,850</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Indicators of progress include the following: Project-based work, online program assessments, teacher observations, teacher feedback, meetings between/among colleagues and organization specialists, bi-annual on-site visits focused on classroom observations to assess level of engagement and progress, monitoring of various formal and informal assessment data, summative assessments by the Magnet Site Coordinator; and ongoing observations of METIS specialists and the M.S. 126 administrative team.</p>

Subject/Area (where relevant): Learning Environment Survey:
Teacher Satisfaction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the teacher level of satisfaction will increase by 10 percentile points, as measured by our annual Learning Environment Survey.</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>A bulletin board will be designated as the “message board” in the general office to post up-to-date information for teachers. Example: Daily morning notes, postings, professional development opportunities, celebrations, etc.</p> <p>Learning successes that align with academic goals will be celebrated regularly at Town Hall meetings, weekly team meetings, grade level meetings, PA meetings, Pep Rallies, Sports events, etc.</p> <p>Each teacher will develop a Professional Growth Plan. Professional goals will be aligned with curricular maps, CEP and our school-wide Professional Development Plan. Professional Growth Plans will be reviewed every other month by the Assistant Principal for progress-monitoring.</p> <p>Teacher participation in the SLT will increase by 25%.</p> <p>Teacher teams (Common Core State Standards, Inquiry, LAP, Academy, Safety, etc.) will drive school-wide initiatives to improve instruction and student outcomes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Decisions are made by Teacher Teams, including the Common Core State Standards team. Teacher teams design and deliver professional development for colleagues. Teacher teams spearhead professional development through learning, planning and implementing other learning experiences for staff members.</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>Results of 2010-2011 Learning Environment Survey Meeting Agendas and school artifacts Professional Growth Plans Professional Development program School Leadership Team meetings, Agenda, and Minutes</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	46	53	49	42	12	8	3	44
7	62	77	68	37	15	10	4	63
8	39	42	46	31	10	12	2	51
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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: America’s Choice, Success Maker pull-out program	Throughout the day, students are immersed in thematically-infused classes in Environmental Engineering. America’s Choice will be used throughout the ELA department in a specialized push-in, pull-out model with AIS students in all grades, including ELLs and students with disabilities. Success Maker, an educational software program, will supplement, differentiate and personalize instruction. Success Maker is designed to evaluate, support and challenge learners. The program is designed for use for at least 3 days per week. Early morning and after school AIS students will receive small group instruction in ELA using the following scientifically researched based programs:
Mathematics: Success Maker pull-out program	Throughout the day, students are immersed in thematically-infused classes in Environmental Engineering. Success Maker, an educational software program, will supplement, differentiate and personalize instruction. Success Maker is designed to evaluate, support and challenge learners. The program is designed for use for at least 3 days per week. Cambium Learning Group’s V-Math will be used to provide a combination of structured teacher-led instruction and student-centered technology for students struggling in mathematics.
Science: Robotics, Salvadori, LEAD Green Design, Project-Based Learning	AIS students including ELLs and students with disabilities will benefit from collaboration with Salvadori’s LEAD Green design program and project-based learning two to three times per week throughout the school year. During after school and in the early morning, AIS students including ELLs and students with disabilities will receive small group instruction in a multi-sensory Robotics program.
Social Studies: Salvadori, LEAD Dream Spaces, Multi-cultural Project-Based Learning	AIS students including ELLs and students with disabilities will benefit from differentiated instruction in collaboration with Salvadori’s LEAD Dream spaces program and multicultural project-based learning bimonthly, throughout the year.
At-risk Services Provided by the Guidance Counselor: One guidance counselor	MS 126 has one full-time guidance counselor who services general education students and special education students, as needed, in small groups and on a one-to-one basis.
At-risk Services Provided by the School Psychologist: One school psychologist	MS 126 has a school psychologist 4 days per week. He provides AIS counseling services, general education counseling services, and counseling services to students with disabilities on a one-to-one basis, throughout the school day. The school psychologist also evaluates AIS students for additional AIS services, related services, and special education services.
At-risk Services Provided by the Social Worker: One social worker	Two days per week MS 126 has an on-site social worker who provides AIS counseling services and classroom observation / evaluations for AIS students, general education students, and special education students.
At-risk Health-related Services: Nurse, 2 Park Slope Counselors, Leo’s Eyeglasses for Excellence	MS 126 has a full time nurse who provides general health services. Two Park Slope clinicians work with AIS students on a one-to-one rotating basis. Three days per week they provide counseling services and behavior modification techniques. The Leo’s Club also provides free eyeglasses to any AIS student through their Leo’s Eyeglasses for Excellence Program.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6, 7, 8 Number of Students to be Served: 69 LEP Non-LEP

Number of Teachers 4 Other Staff (Specify) AIS, as needed

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

We have a freestanding ESL program, which includes 4 licensed ESL teachers, 69 students to be served ranging in grades 6 through 8. Instruction is provided through a push-in model for high-intermediate and advanced students in the content areas, and through a pull-out model for beginning and low-intermediate students during ESL classes, to the greatest extent possible. Each student receives either 180 minutes of instruction or 360 minutes of instruction, as mandated by level of English proficiency. Students will receive instruction as mandated, for the remainder of the school year.

Overview of the Title III Program

We are currently offering an eight-week ESL Saturday Academic Program. The program will begin on March 5th and will end on April 23rd, 2011. Our Saturday Academy includes two components: Professional Development for the teachers from 9:00 until 10:00 a.m. and the Student and Parent component from 10:00 until 1:00 p.m.

Based on our most recent NYSESLAT scores and teacher observations, it was determined that our English Language Learners in grades 6 through 8 required additional support in reading, listening, speaking and writing English. We also recognized the necessity for our ELL students to be successful in all of the content areas: Test prep is an important element in our Saturday program. Therefore, our educational approach is to provide literacy-based math and science instruction through technology and hands-on activities. In order to best meet individual students' academic needs, our program includes both individualized and small group instruction with peer support. Translation in both Arabic and Spanish is provided for students on the Smart Board.

The program is taught weekly by three teachers, on a rotating basis. One of the teachers is an ESL certified teacher. Another teacher is a certified math teacher; another is a certified science teacher; and the other teacher is a certified special education teacher. Our teachers collaborate to support the specific learning needs of all students in the program. A supervisor will be hired to oversee the program on Saturday.

The following materials will have been purchased to support our Title III program: Bilingual libraries: Arabic/English and Spanish/English, cassette tapes and cassette recorders, nonfiction leveled libraries, software to develop students' letter/sound recognition and phonemic awareness, and bilingual dictionaries / thesauruses. In order for our students to learn English as rapidly as possible, we purchased many materials with strong picture cues to develop sight word vocabulary. This is particularly important for our newcomers.

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 is being provided through our partnership with CEI-PEA, the Office of English Language Learners and as scheduling permits, through the Department of Education. By the end of the school year, we expect to have received professional development on topics including the following:

- * Content Area Instruction for English Language Learners
- * Increasing Content Area Vocabulary for English Language Learners

- * Meeting the Emotional Needs of Students from Various Cultures
- * Teaching Strategies for Students Who are New to the English Language

Parent Component

We view our parents as vital members of our school community. We recognize that parental impact is great upon our students, and that the best way to provide support for our children is also to provide support for our parents. Therefore, our ESL teacher spends two hours of the Saturday program with the attending parents. During that time each week, a segment of the video series “We Are New York” is viewed and discussed. The parents spend another hour learning English using the Rosetta Stone Program in our Language Lab. For the third hour, our parents join their children in the classroom. When parents and children come together with a teacher, the parents often learn new concepts and are able to help their children with work assigned at home. Our Saturday Academic Program strengthens the bond between parents, children, and the school.

Due to the fact that our focus is on the content area and literacy, as part of a culminating activity and cultural experience, there will be two planned trips. One will be to the Hall of Science in Queens and to El Museo del Barrio in Manhattan. The parents and the participating students will be invited. Costs include admission fees and rental of a bus.

Form TIII – A (1)(b)

School: MS 126 BEDS Code: 331400010126

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

Section III. Title III Budget

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$4,989	100 hours of per session for ESL and General Ed teachers to support ELL Students: 100 hours x \$49.89 (current teacher per session rate with fringe)
	\$2,610.50	50 hours of per session: 50 hours x 52.21 = \$2,610.50
Purchased services - High quality staff and curriculum development contracts.	\$2,500	Consultant(s) from CEI-PEA to work with staff twice monthly
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1,889.50	Bilingual libraries: Arabic/English and Spanish/English, cassette tapes and cassette recorders Nonfiction leveled libraries
Educational Software (Object Code 199)	\$500	Software to develop students' letter/sound recognition and phonemic awareness
Travel	\$2,511	Trips for students and parents in our ELL school community
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

In order to determine our school's written translation and oral interpretation needs, we used our Home Language Surveys, information gleaned from blue emergency cards, letters sent home in English and Spanish with tear offs choosing preferred language of communication, and face to face discussions with parents when students are admitted into our school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Major findings indicate that approximately 15% of our families prefer communication from our school to be disseminated in a language other than English. Other languages spoken and read include Spanish, Polish, Chinese and Arabic. The findings were reported in letters and phone calls made (in the languages of choice).

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.

Every document sent home is translated into Spanish and Polish by our school staff. For other languages we use translation available through the Chancellor's website: <http://docs.nycenet.edu/docushare/dsweb/Get/Documents>. We also use services of the Translation and Interpretation Unit-New York City Department of Education Office for Family Engagement and Advocacy and/or parents in our building who are able and willing to volunteer their services as needed.

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

Our oral interpretation services are provided by staff members, including teachers, and parents, to whom we reach out for assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Again, we ensure that documents and oral communication is presented in the preferred language of the parent, to the greatest extent possible. Our teachers, paraprofessionals, and parent volunteers take care of much of the work in this area. The Translation and Interpretation Unit-New York City Dept. of Education Office for Family Engagement and Advocacy assist us, as does the Chancellor's website.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
- Enter the anticipated Title I, Part A allocation for 2010-11:	150,439	288,324	438,763
1. Enter the anticipated 1% set-aside for Parent Involvement:	2,883	1,505	4,388
2. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,416	*	
3. Enter the anticipated 10% set-aside for Professional Development:	28,832	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 99%
6. If the percentage of high quality teachers during 2010-2011 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

TITLE 1 PARENT INVOLVEMENT POLICY

School Parental Involvement Policy

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

1. The John Ericsson M S 126 Magnet School for Environmental Engineering will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the EDCEP/ DCEP Addendum) under Section 1112- Local Education Agency Plans of the ESEA:

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

M S 126 agrees to implement the following statutory requirements:

- The school will incorporate this parental involvement policy into its school improvement plan
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1% of Title 1,

Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other activities, including ensuring –
 - That parents play an integral role in assisting in their children’s learning;
 - that parents are encouraged to be actively involved in their child’s education in school;
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

2. M S 126 will take the following actions to involve parents in the process of School review and improvement under Section 116- Academic Assessment and Local Educational Agency and School Improvement of ESEA:

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

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

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

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

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

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

4. Middle School 126 will take the following actions to conduct, with the involvement of parents, annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1 Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

~ DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED;

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

~ ALL SCHOOL PROGRAMS ARE DISCUSSED WITH THE PARENT LEADERSHIP.

Adoption

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

This policy was adopted by John Ericsson Middle School on September 23, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating in Title 1 Part A children on or before September 24, 2011.

Principal's Signature: _____

Date _____

SCHOOL PARENT COMPACT

School Responsibilities

Middle School 126 will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement. We will accomplish our goals in the following ways:

- We will implement an instructional program that is aligned with state and city standards.
- We will use school-wide data to review and revise all aspects of the instructional program, as appropriate, in order to meet the academic, social and emotional needs of our students. This includes students who are learning English as a second language and our special education student population.

- Teachers will use a variety of instructional approaches that are appropriate to the curriculum, grade level, and students' diverse learning style and abilities.
- The administrative and teaching staffs will determine the priorities for professional development, based on assessment of students' learning, teachers' need and current school improvements research findings.
- We will provide parents with frequent reports on their children's progress. Our reports are based upon ongoing formal and informal assessments. These will include quarterly report cards and parent/teacher contact, as necessary.
- We will hold Parent / Teacher Conferences on the following dates:

Monday, November 15, 2010, Evening
 Tuesday, November 16, 2010, Afternoon
 and again in the spring
 Wednesday, February 16, 2011, Evening
 Thursday, February 17, 2011, Afternoon

- We will provide parents reasonable access to staff. Please contact the Parent Coordinator.
- Parents can make appointments in advance to speak to Teachers/ Guidance Counselors
- Parents can observe instruction if advance notice is given and approved by Principal
- Parents are invited to take part in school trips, cultural events, and volunteer for school functions

Parent Responsibilities:

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

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

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

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

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

Staff Member: _____ Signature: _____
 Print Name

Date: _____

Parent: _____ Signature: _____
 Print Name

Date: _____

Student: _____ Signature: _____
 Print Name

Date: _____

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

An Integrated Co-Teaching Services instructional model in the 6th, 7th and 8th grades, a Co-Teaching instructional model for the English Language Learners, thematic infusion across the content areas, a differentiated professional development program for teachers and a DYO assessment model in all core subjects are strategies aimed to meet the needs of all children at MS 126 to help them meet the State's proficient and advanced levels of academic achievement. We continue to increase the level of rigor, as we increase our expectations for students and staff, alike.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- 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 School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

The incorporation of the America's Choice model in all ELA classrooms establishes rituals and routines and increases the academic rigor in the ELA classroom. This is accompanied by a robust professional development program and a dedicated America's Choice expert who supports the effective implementation of the model. Additionally, America's Choice assures that the teaching and learning across each grade are consistent.

Our Partnerships with Visual Education Media, Salvadori, the Brooklyn Academy of Music, PENCIL, CEI-PEA, The Lyons Club, Dell Computers, Sports and Arts/ SES after school program provide real life, rigorous, and enriching academic and social experiences for all students. These wonderful learning experiences are delivered via in-house residencies, visits to cultural institutions, project based learning and our technology infused standards based instruction.

By involving 95% of the staff in inquiry based action research, targeted ELLs, SPEDs, the lowest 1/3, at-risk students and students who have scored at levels 3 and 4 on state tests are identified via a systematic analysis of summative and formative data. Teachers of each core subject identify at least 5 low-performing students or high performing students to include in their inquiry work. The inquiry work is embedded in lesson planning and daily instruction. Research based strategies focusing on the development of academic vocabulary is incorporated in the instructional model and formative assessments are administered to track student progress. Additionally, a core of non-pedagogues provide emotional and social support through individual and family counseling sessions, mentoring, and group interventions (for at risk students and students who are retained in the same grade.)

3. Instruction by highly qualified staff.

99% of the M.S. 126 staff are highly qualified teachers.

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

Every teacher and administrator completed a Professional Growth Plan to determine professional goals and to select their professional development plan for the previous school year. These will be re-visited and individual professional goals will be updated and aligned with the school wide goals. The professional development plan is based upon the individual teacher's professional needs, which are discussed between each teacher and his or her supervising Assistant Principal or the Principal. Professional development is planned ahead for the year. High quality professional development is delivered by America's Choice, our IEP Specialist, various Consultants, a New Teacher

Mentor, the DOE, CEI-PEA and NYC Leadership Academy mentors and coaches. This year, given our new theme, we have additional professional development provided by our partners; Salvadori, Visual Education & Media, Tech-Ed Systems and Teaching Matters.

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

Current Progress Report and Quality Review performance, dynamic Professional Development Program, Small Learning Communities and a professional, collaborative learning community are emphasized during team interviews and candidate selections. We also have a new status in the community: We are the Magnet School of Environmental Engineering with much to offer to students that is not available in the surrounding community.

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

We strongly believe that parents play a critical role in their children's educational and social well-being. We have an active Parent Coordinator, active Parent Association, strong parent representation on the School Leadership Team, parent workshops during the week and on Saturdays, Title III allocation funds for family trips, language and technology instruction. Our Principal's breakfasts include targeted groups of parents. We also have the use of an automated phone messenger and monthly mailings to connect with families. We use interpretation and translation services to reach Hispanic, Polish and Arabic families, so that no family is left out.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Programming allows teachers to participate in subject meetings once a week. Meetings are designed to provide a forum for teachers to participate in instructional decisions. Other opportunities for teachers to voice their views and impact decisions are at the monthly Town Hall Meetings, monthly grade level meetings, through surveys and our Principal's "open door" policy. This year, teachers coach teachers in the creation of assessments, analysis of data and to share input in the assessment process. Through formal and informal observations, the use of assessment data is discussed in relation to goal setting, student outcomes and differentiation of instruction. Additionally, inter-visitation and sharing of best practices is encouraged to support the development of a culture of inquiry throughout the school.

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

ICT, Co-Teaching, AIS, SETTS, Push in and Pull out models are used to support struggling learners. 95% of the staff is involved in inquiry work with targeted (struggling) students in all sub groups. Through the use of formative assessments and unit tests students are assessed to determine if academic progress is in alignment with interim and long term goals.

Members of the school Pupil Personnel Team process requests from staff for PPT consultation. Data is collected from a variety of sources including anecdotal records, observations, and interviews. A collaborative analysis of the problem/situation is conducted. The team then develops a plan of action that identifies the individuals and resources that will be responsible / necessary for successful implementation.

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

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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			242,193	✓	P
Title I, Part A (ARRA)	Federal	✓			148,935	✓	P
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			TBD	✓	P
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			2,760,519	✓	P

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

– IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

The SINI Grant we received (please see next page) will provide us with professional development in the form of an F-Status teacher. The teacher will provide push-in services to support levels 1 and 2 students in the ELA classroom.

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

School Under Registration Review (SURR)

Teachers will receive professional development in groups and individually, in the forms of coaching, modeling, lunch and learns. Parents will also be provided with workshops throughout the year, so as to gain an in-depth understanding of what their children need and ways to support them at home.

3. 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.

Parents will be notified through the School Leadership Team, PA meetings, and letters. Information will be provided through translation services, as needed.

Title I SINI Grant School Chart
Funding Period – September 1, 2010 to August 31, 2011

School DBN: 14K126 School Name: MS 126

Note: For below, your accountability phase, year, and category information can be found on column K on the 2010-2011 SINI schools spreadsheet. Your differentiated accountability can be found in column N.

Accountability Phase: Improvement Corrective Action Restructuring
 Year in accountability phase: year 1 year 2 Advanced
 Accountability Category: Basic Focused Comprehensive
 Differentiated Accountability Intervention: SQR ESCA JIT Not Required

List all accountability measures (ELA, Mathematics, Science, and Graduation Rate) identified for improvement. Include the grade level (Grades 3-8 and/or High School) and specific subgroups (All Students, Asian, Black, Hispanic, Native American, White, Multi-racial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities) that did not make AYP. *Note: For below, your accountability measure and subgroups can be found in the columns noted below.*

1. (Column P) _____
2. (Column Q) _____
3. (Column R) _____
4. (Column S) ELA/all students Black/Hispanic/economically disadvantaged/LEP/SWP
5. (Column T) _____
6. (Column U) _____

Describe each activity. Indicate whether the activity is for planning (P), conducting (C), or follow-up (F) of the DA intervention. If the activity is for follow-up/implementation, indicate the recommendation that it addresses. Indicate the cost and dates for each activity. *Note: Do not exceed the total cost allocated to your school found in column O.*

Activity to Address SINI Status	P	C	F	Cost	Dates of Activity

<ul style="list-style-type: none"> F-status Reading teacher will use push in model to support level 1 &2 students in ELA classrooms. 6.5 hrs per day X \$335/day (with fringe) x 4days/week X 15wks Materials (?) Professional Development: “Reading Strategies; Standards Based Instruction” Lunch and Learns Materials (photocopies, 30 copies of “Reading Strategies,” 30 copies of “Standards Based Instruction.”) Assessment – Inquiry Team Study “Studying Effectiveness of Program on Student Achievement.” Per Session: Reading Teacher 1 ELA tchr } 7 hrs. X 3 tchrs X \$42= \$882 1 Data Specialist 1 AP 7hrs X 1 X \$44 = \$252 Parent Workshops 3 workshops “Test Sophistication” and “Reading Strategies for your Child.” Per Session 1 Reading tchr X 3 sessions X 2 Hours each X \$42 = \$252 Materials (photocopies 50 copies of “Reading Strategies for your Child” and 50 copies of “Testing Sophistication.”) Before and After School Reading Program Saturday Academy 5 teachers X 8 sessions X 4 hrs/session X \$42 = \$6720 During the week Academy 3 teachers X 23 sessions X 2 hrs/session X \$42 = \$5796 Materials: Success Maker, Achieve 3000 	X		\$20,100	2/8/11-5/27/11
	X		NC	2/8/11 – 5/27/11
	X		\$450	
		X		2/8/11 – 5/27/11
	X		\$1,190	2/8/11 – 5/27/11
	X		\$252	2/8/11 – 5/27/11
	X		\$492	2/8/11 – 5/27/11
	X		\$6,720 \$5796	2/8/11 – 5/27/11
	X	X	NC	
Total amount for this school:			\$35,000	

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: ELA – All Subgroups

SURR Group/Phase: Advanced-
Comprehensive

Year of Identification: 2010-2011

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
Joint Intervention Team March 22 – March 23, 2011	Pending JIT Review	Pending Recommendations

APPENDIX 7: 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.)
5 students
2. Please describe the services you are planning to provide to the STH population.
 - Before-school, after-school, and/or summer programs;
 - Counseling services;
 - Outreach efforts to identify children and youth living in homeless situations and help them access school programs;
 - Basic needs such as clothing, uniforms, school supplies, and health-related needs;
 - Transportation once the student is permanently housed;
 - Tutoring services;
 - Parental involvement programs that make a special effort to reach out to parents in homeless situations;
 - Research-based programs that benefit highly mobile students;
 - Data collection to assess the needs and progress of homeless and other highly mobile students;
 - Other services that are not ordinarily provided to permanently housed Title I students and are not available from other sources;
 - AIS services, as needed

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	John Ericsson Middle School 126					
District:	14	DBN:	14K126	School		331400010126

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.6	91.7	90.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.0	94.3	94.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	96	132	98	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	172	103	119		66.4	80.3	80.3
Grade 8	206	185	111				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	15	13
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	474	420	329	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					30	17	9

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	59	57	54	Principal Suspensions	26	57	58
# in Collaborative Team Teaching (CTT) Classes	0	19	29	Superintendent Suspensions	49	68	35
Number all others	42	37	25				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	53	45	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	14	11
# receiving ESL services only	75	74	TBD				
# ELLs with IEPs	8	27	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	4	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	33	% fully licensed & permanently assigned to this school	100.0	100.0	94.9
				% more than 2 years teaching in this school	60.4	66.7	75.0
				% more than 5 years teaching anywhere	52.8	51.1	65.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	78.0	82.5
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	76.4	80.9	88.4
Black or African American	16.5	19.5	21.0				
Hispanic or Latino	72.8	72.9	70.8				
Asian or Native Hawaiian/Other Pacific	3.4	2.9	2.1				
White	7.4	4.8	4.3				
Male	55.1	54.0	59.0				
Female	44.9	46.0	41.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					v

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	X				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial		-	-				
Students with Disabilities	vsh	vsh	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	44.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	5.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	31.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA	District 14	School Number 126	School Name M.S. 126
Principal Rosemary Ochoa		Assistant Principal Jeannie Grace	
Coach		Coach	
Teacher/Subject Area Michael Mena, ESL		Guidance Counselor Sergio Zamora	
Teacher/Subject Area Jessika Rosen, Sp Ed		Parent Iraida Torres	
Teacher/Subject Area Darline Michel, Sp Ed		Parent Coordinator Phyllis Zawrotniak	
Related Service Provider		Other	
Network Leader Nancy Ramos		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	333	Total Number of ELLs	69	ELLs as Share of Total Student Population (%)	20.72%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part I B: 100 % of ESL teachers are certified in ESL.

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

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

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

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

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

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

Our Parent Coordinator provides outreach to our new family members. She sees to it that parents view the orientation video in their native language as soon as possible, after the LAB-R has been hand scored by one of our three pedagogues (assigned to this task). The program choices are then explained to the parents (in their native language). Once parents have a clear understanding of Transitional Bilingual, Dual Language, and Freestanding ESL programs, they are asked to sign a parent option form. If parents choose a program that we do not currently offer, our Parent Coordinator assists them in finding a location where that program exists. We make sure that the parents know about our ESL program, as well. This entire process is completed within 10 days of enrollment.

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

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

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

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

Parents choose their preferred program based on the video and the information presented in their native language. After they have an understanding as to what is available for their child, we inform them of program availability at M.S. 126. We can also advise them

about how to proceed, whether or not they decide to enroll their child in our ESL program.

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	17
SIFE	7	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	31

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	3	5	15	4	8	31	0	1	61
Total	15	3	5	15	4	8	31	0	1	61

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	24	19					59
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							0	3	4					7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1	0	2					3
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	17	27	25	0	0	0	0	69

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our freestanding ESL Program has 16 sixth graders in the Spanish language group, and 1 sixth grader in the Polish language group. We have 24 seventh graders in the Spanish language group, and 3 seventh graders in the Arabic language group. We have 19 eighth graders in the Spanish language group, 4 eighth graders in the Arabic language group, and 2 eighth graders in the Polish language group.

Paste response to questions 1-4 here

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

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

We also provide our intermediate and advanced ESL students with 2 periods weekly of the Achieve 3000 online program. Our beginning English Language Learners receive both direct instruction from ESL teachers and online instruction through the Rosetta Stone program.

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

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

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

We have 69 English Language Learners and four ESL teachers on staff.

Schedules are set up to meet the mandated number of instructional periods for each student. Again, ESL services are delivered through push-in, pull-out and co-teaching models throughout the content areas. Achieve 3000 is also used for every student twice weekly, during pull-out instruction.

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

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

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

Rosetta Stone

Differentiated instruction

Alphabet recognition and Phonemic awareness instruction

Bilingual fiction and nonfiction texts

Academic Intervention Services and Supplemental Education Services

Achieve 3000 "Teen Biz" Program

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

We provide Academic Intervention Services for English language learners who have been receiving services for 4 through 6 years. We are also using Achieve 3000.

Our long-term ELLs are included on our Inquiry Teams across the content areas, to the greatest extent possible. Our focus for the year 2010-2011 is to increase content knowledge through academic vocabulary.

English Language learners who have IEPs receive push-in and pull-out instruction. Teachers collaborate and plan for both instruction and assessment purposes. Achieve 3000 is being used, as well.

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

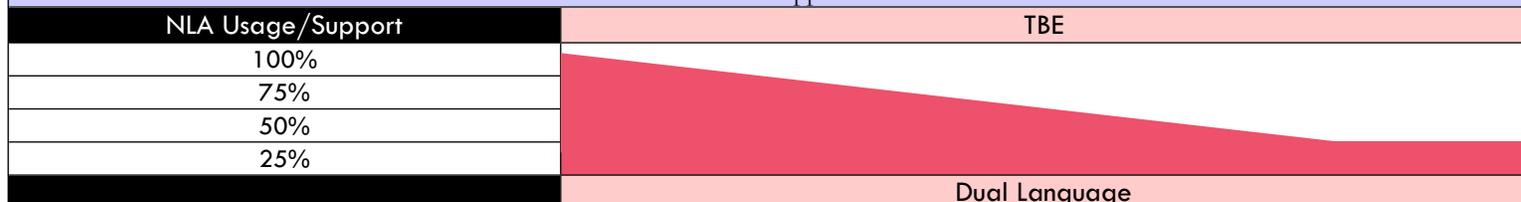
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

MS126 ELLs receive state-mandated number of ESL services in the form of push-in support during literacy, math, social studies, and science blocks. Students are encouraged to work cooperatively on projects and are grouped heterogeneously by ability within their L1 cohort. Push in teachers sit with newcomers and beginning students during class-wide instructional delivery and provide additional support materials to students to assist with comprehension. During independent work blocks, ELLs work with the ESL instructor to review learning goals. Content is re-taught when needed and supported through L1 support and translation. Finally, we are using Achieve 3000, which provides students with reading passages to respond to - on each student's appropriate reading level.

We are providing professional development for content area teachers that focuses specifically on the learning needs of our ELLs. Monitoring progress of ELLs who have tested out happens on a communicative basis among staff members. ESL staff members confer with content area teachers about the academic progress of ELLs who have passed the NYSESLAT exam. Content teachers are made aware of ELLs who have achieved Proficient status and of the testing accommodations that should be afforded them for assessment purposes. In fact, ELLs will be afforded appropriate testing accommodations for up to two years after testing out of our ESL

program, according to NYSESLAT scores. Any staff member who pushes in for a current ELL can also closely monitor the progress of a student in that class who is a transitional (2 years) post ELL.

In addition to the Sports and Arts Program, we are also able (through a federal magnet grant) to provide students ongoing programs with Salvadori, Visual Education & Media, and Robotics. These programs provide all students (including ELLs) opportunities to take part in hands-on, technologically based learning experiences; and to attend an academic class after school three times each week, and to engage in a variety of sports and arts activities five times per week (after school).

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

We have not discontinued any programs/services for ELLs.

Students have access to a language lab in the building that allows differentiation of material and instruction. Our Sports and Arts Program offers a specific class geared toward improving reading skills for our ELLs. No distinction is made between students who are able to engage in activities and those who are not – including ELLs.

MS126 teachers strive to create lessons that address all learning modalities through the use of software technology (including Achieve 3000), visual aids, audio, and video materials, kinesthetic activities, and relevant field trips. ESL materials include newcomer text books and work books, bilingual libraries, dictionaries, glossaries, language manipulatives, instructional games, graphic novels, and flashcards. We are also using a Scholastic Guided Reading Library for small guided reading groups.

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

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

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

Student receive Foreign Language instruction at M.S. 126. The language of study we currently offer is Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development will be provided throughout the year as our ELL teachers collaborate with content area teachers to service students mandated to receive ESL instruction. Assorted professional development will also be provided by CEI-PEA and BETAC. The Assistant

Principal will attend Professional Development sessions to learn about the Home Language Questionnaire, the LAB-R and how to determine the placement of ELLs, overall, in specific programs. The Assistant Principal and one ESL teacher will also attend a 5-session professional development workshop that will include an in-depth study of the Common Core State Standards, with which we are aligning our curricula in all academic areas.

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

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

E. Parental Involvement

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

.Paste response to questions 1-4 here

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

We are partnered with the following organizations: Brooklyn Academy of Music, Mighty Milers, The Greenpoint Lions, Town Square, 94th Precinct, PENCIL, and the Greenline Newspaper and the Greenpoint Gazette. We have also partnered with Achieve 3000 to specifically service our ELLs. Achieve 3000 reinforces key literacy skills through the use of nonfiction content.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	8	3					14
Intermediate(I)							4	13	13					30
Advanced (A)							10	9	6					24
Total	0	0	0	0	0	0	17	30	21	0	0	0	0	68

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	1	1				
	I							1	4	2				
	A							9	10	6				
	P							7	9	12				
READING/ WRITING	B							2	6	2				
	I							5	9	14				
	A							9	8	5				
	P							2	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	5	0	0	15
7	17	6	0	0	23
8	11	6	1	0	18
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		10		2		0		17
7	11		14		1		0		26
8	8		8		2		0		18
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	12		17		7				36
8	3		7		3				13
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	18		10		9		0		37
8	6		3		4		0		13
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

At MS126, we monitor our students' literacy development through a variety of methods. All of English Language Learners are assessed in September using the Writing and Reading Assessment Profile (W.R.A.P.) designed by Pacific Learning. The W.R.A.P. profile allows us to determine their guided and independent reading levels on the Fountas and Pinnell scale. We also record their writing skills (in English) at the same time. The W.R.A.P. is re-administered in February. We also administer the Periodic Assessment exam in October and February. This data, along with the previous year's NYSESLAT scores allow us to develop an instructional program for our English Language Learners that is tailored to their individual linguistic needs.

The data that we have reviewed through LAB-R, NYSESLAT, Periodic Assessment and W.R.A.P. profiles, as well as anecdotal records from our ESL teachers, indicate that the Reading and Writing modalities require an increased level of attention and focus. This is consistent with second language acquisition research findings which show that the acquiring of fluency in academic language follows proficiency in Listening and Speaking. In an effort to support the acquisition of academic language proficiency among our ELL student population, our school has introduced the Achieve 3000 Literacy program into our curriculum. Our school has also enrolled in the English Language Learners Literacy Institute, a program offered under the auspices of the Department of Education – The Division of Students with Disabilities and ELLs. Our school utilizes Native Language Support in our Freestanding ESL instructional model to the greatest extent possible, our ESL teachers are all bilingual, speaking languages represented by 95% of our ELL population. We have native language libraries in all of the languages represented by our ELLs. Although instruction is largely conducted in English, students are always afforded support in their Native Language whenever possible.

We evaluate the success of our instructional program on an ongoing basis. The Achieve 3000 program allows for real time monitoring of student progress. The multiple administrations of the Periodic Assessment as well as the W.R.A.P. allow for the identification of specific areas of concern correlated to the New York State ESL standards. Ultimately, we hope that by increasing the focus of our instructional program in the areas of Reading and Writing we will experience a higher percentage of students who obtain proficiency in all of the modalities on the NYSESLAT. In previous years the percentage of students testing proficient hovered in the 10% range of all students tested. We expect to double that number this year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		