



PS126/MAT

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M126

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 126 **SCHOOL NAME:** Jacob Riis School

SCHOOL ADDRESS: 80 Catherine Street NY NY 10036

SCHOOL TELEPHONE: 212.962.21.88 **FAX:** 212.349.7342

SCHOOL CONTACT PERSON: Carlos Romero **EMAIL:** Cromero3@schools.nyc.
ADDRESS: gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christopher Cox & Barry Greenberg

PRINCIPAL: Carlos Romero

UFT CHAPTER LEADER: Barry Greenberg

PARENTS' ASSOCIATION PRESIDENT: Glen Price

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Alison Sheehan and Joseph Cassidy

SUPERINTENDENT: Daria Rigney

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
Carlos Romero	*Principal or Designee	
Barry Greenberg	*UFT Chapter Chairperson or Designee	
Glen Price	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Milagros Rodriguez	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	
Filippa Ferriolo	Member/Teacher	
Nicole Schorr	Member/Teacher	
Christopher Cox	Member/Parent (Co-Chair)	
Barbara Corperalli	Member/Parent	
Emilio Velazquez	Member/Parent	
Peter Pao	Member/Parent	

(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.

The Jacob Riis School PS 126/Manhattan Academy of Technology (MAT) is located on the periphery of Chinatown and is a central part of the community to many students and their families. Serving approximately 770 children from Pre-kindergarten through Eighth Grade, PS 126/MAT also provides classes for special education youngsters on all grade levels, in regular CTT classes, a middle school 12:1 Self-Contained class and Special Education Teacher Support Services (SETSS). The school building is a well-kept, modern building where pride in the students' accomplishments is evident in the prominently displayed student work, art work, and many athletic trophies.

According to the latest census data, in the elementary school, about 29% of the students are Hispanic, 57.6% are Asian, 10.5% are black, and 2.6% are white. The middle school is 36.4% Asian, 22% Hispanic, 13.1% Black, and 29% White. According to our 2010 March ATS official rosters, 146 students, making up a total of 19% of our total student population, are eligible for ESL services as English Language Learners and their predominate language is Chinese (Fukonese or Mandarin). 147 students, 19% of our total student population are entitled to receive Special Education services. A total of 38% of our total students receive Special Education or ESL services. The majority of students are from low-income families and about 69% qualify for free lunch.

In 2010, the school houses three full day pre-k classes, four kindergarten, three first grade, three second grade, three third grade, three fourth grade, three fifth grade classes, six sixth grade, four seventh, and four eighth grade classes. Of those, one on each grade is a collaborative team teaching class for a total of 10 inclusion classes. There is also a freestanding ESL program for grades K-8, which serves all of our English Language Learners. The average class size in Kindergarten through third grade, following the Early Grade Class Size Reduction Program in select early grade is twenty students. The average class size in fourth and fifth is twenty-five students. The average class size in our middle school is twenty-eight. Students are heterogeneously grouped within each grade.

The student body is served by approximately 103 professionals and support staff, including one principal, two assistant principals, 74 teachers, one staff developer, two guidance counselors, seven paraprofessionals, one secretary, two school safety officers, and seven school aides. Of the 74 teachers at the school, 100% are fully licensed and certified and permanently assigned to the school, 68% have more than five years teaching experience, and more than 85% hold a Masters Degree or higher.

PS 126/MAT collaborates with several community-based organizations, including Immigrant Social Services (ISS) and Chinatown YMCA. These organizations provide after school programs for our students until 5:45 p.m. Additionally, Big Brother/Big Sister come in to partner and/or read with our students during lunch. Counseling In the Schools provides a full time psychotherapist for families and students. We also provide first-rate art education, having excellent art and music teachers in both the elementary and middle school. We continue to have a relationship with National Dance Institute (NDI). NDI works with our fourth and fifth graders; this work culminates in a year-end performance for students and families. We also have a swimming program for our second-graders.

Our middle school athletic program offers over 20 interscholastic sports teams and clubs. The elementary school currently has three interscholastic sports teams and we look forward to our program growing.

At 126/MAT, we look at the whole child, as we work towards developing the many facets of each student.

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:	PS 126/Jacob Riis School				
District:	2	DBN #:	02M126	School BEDS Code:	310200010126

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" 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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	34	52	49		95.0	96.0	96.0		
Kindergarten	75	68	72						
Grade 1	60	78	58	Student Stability: % of Enrollment					
Grade 2	57	59	68	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	62	54	60		94.8		98.0		
Grade 4	46	61	62						
Grade 5	64	46	69	Poverty Rate: % of Enrollment					
Grade 6	117	123	113	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	105	116	116		78.2	68.6	67.2		
Grade 8	94	115	116						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					14	11	3		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	714	722	781		12	7	14		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	10	11	5	Principal Suspensions	92	28	103		
No. in Collaborative Team Teaching (CTT) Classes	91	90	94	Superintendent Suspensions	15	2	10		
Number all others	45	54	57						

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	100	80	154	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	8	33	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	64	74	69
				Number of Administrators and Other Professionals	21	21	20
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	8	7	11
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	2				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0	1	0	Percent more than two years teaching in this school	62.5	67.6	72.0
Black or African American	16.0	14.3	12.2	Percent more than five years teaching anywhere	34.4	67.6	40.0
Hispanic or Latino	29.5	27.6	25.3				
Asian or Native Hawaiian/Other Pacific Isl.	43.8	44.5	47.11	Percent Masters Degree or higher	88.0	85.0	82.0
White	10.6	13.6	14.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.5	99.5	99.0
Multi-racial							
Male	51.9	52.3	52.3				
Female	48.1	47.7	47.7				

2009-10 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"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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 type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): In Good Standing

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</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:		ELA:	
	Math:		Math:	
	Science:		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	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	✓	✓	✓				
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White	✓	✓	-				
Multiracial	✓	✓	✓				
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	8	8	4				

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 – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	92.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	D (5.7)	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	A (22.5)	Quality Statement 3: Align Instructional Strategy to Goals	Outstanding
Student Progress (Comprises 60% of the Overall Score)	A (54.9)	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	Well Developed
<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?
-

In 2007-08, after thoroughly analyzing our literacy data for many years and charging our Inquiry Team to focus on our most vulnerable students in reading, we uncovered that we were teaching a very traditional lock-step curriculum that was inhibiting student independence and learning and not meeting the needs of our diverse learners. In other words, students were good at doing what the teacher told them to do, but not good at writing topics of their own choosing or reading independently for meaning. Students were passively learning—they were vessels waiting to be told what to do. We determined that although our students were excelling on the Standardized Tests, this was not a good measure of what children can really do independently in their reading, writing and math. Consequently we hired a literacy consultant, the Director of Childhood Literacy at NYU, Cynthia McCallister Ed.D., a reading and writing specialist who, along with teachers and administration, have implemented a curriculum of accountability and reformed our reading and writing curriculum structures so that students have more opportunities to learn based on what they need to learn (not based on what the curriculum dictates) and teachers are held accountable to teaching in the students in the curriculum formats. We teach based on what the students can or cannot do and our teachers decide what to teach based on the research they collect. Students have more choice in their reading and writing and they have individual goals so that they meet the standards and benchmarks. Since we have implemented this new curriculum, called Genre Practice, we have recorded significant growth in the quantity and quality of writing and in our reading standardized test scores.

We also continue to target our lowest 1/3, students who have not made sufficient yearly progress on the standardized tests, predictives and our own assessments. Students receive additional support during extended day for 150 minutes of targeted instruction and also during the school day during the literacy block, when intervention teachers and out-of-classroom teachers will push-in to classrooms to support teachers and children in small group reading and writing instruction. Many of these students also receive individual conferences more than once daily and Unison Reading more than four times a week.

In 2008-2009 we initiated two standardized, criterion-referenced and norm referenced assessments to benchmark our students and inform our instruction. We continue to use DIBELS for our K-1 assessment and screen students and code them according to level of risk. Unlike the standardized test, the DIBELS data is available immediately; therefore, instructional goals and benchmarks can be set before it is too late to intervene and remediate the struggling student. Degrees of Reading Power

(DRP) is used to assess reading comprehension for grades 2-8. DRP is the only standardized reading comprehension assessment in existence that is criterion referenced and norm referenced. It gives us a true measure of a student's reading comprehension and will be a good tool to help us capture the reasons why students do not comprehend. Like DIBELS, DRP provides us with results much sooner (3-week) than any of the State standardized assessments, enabling us to set individual student goals and remediate where necessary.

We continue to monitor student progress in regularly scheduled bi-monthly grade meetings and in the Inquiry Team. Based on these discussions, new student/teacher goals and benchmarks may be set and reevaluated after a 6-8 week time-frame.

We monitor student progress in math with end-of-unit assessments as well as teacher conferences and observations during workshop time.

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.

Goal 1: Raise Student Achievement in Literacy

For the last three years we have been implementing the Genre Practice model as a strategy to increase student engagement, independence and achievement. This program has been associated with dramatic gains in student achievement in Math and ELA (see table below).

Year	2006-2007	2007-2008	2008-2009	2009-10
Program	Teachers College (reading & writing)	Genre Practice (writing) Aussie (reading)	Genre Practice (Unison Reading & writing)	Genre Practice (Unison Reading & Writing)
Student Performance	8.3 out of 25 pts.	17.8 out of 25 pts.	22.5 out of 25 pts.	14.9 out of 25 pts.
Student Progress	18 out of 60	42.7 out of 60	54.9 out of 60	44.9 out of 60 pts.

As the level of collective competence amongst our students reaches proficiency, the slope of achievement will flatten. For example, student performance increased by over 50% from 2006-07 to 2007-08 and by almost 25% from 2007-08 to 2008-2009. In 2009-2010, the State changed the scoring process. Reflecting changes in the manner in which test results were recalibrated, our scores in 2009-2010 dropped by 31%. Nonetheless, we will continue to take State data into account, and predict that our students will demonstrate future gains on the State ELA & Math exam now that the scoring criterion has been readjusted. **Our goal is to continue to make steady gains in student achievement. With all variables remaining stable, we anticipate gains in student performance and progress from 2009-10 to 2010-11 to rise by 5% (1.15 points).**

Measurable Objective

In order to monitor reading progress in reading on an interim basis between annual reports and to measure our progress toward Goal 1, we will continue to administer the Dynamic Indicators of Basic Early Literacy in grades K-1 and the Degrees of Reading Power in grades 2-8. Our achievement goals for students as measured by these assessments are as follows:

Objective 1: Students in grades K-1 will continue to demonstrate the successful acquisition of early literacy according to the following rates:

Kindergarten:

50 % of children meeting the DIBELS benchmark by January 2011

75 % of children meeting the DIBELS benchmark by the end of AY 2011

First Grade:

60 % of children meeting the DIBELS benchmark by January 2011

75 % of children meeting the DIBELS benchmark by the end of AY 2011

Objective 2: Students in grades 2-8 will continue to demonstrate the successful development of reading competencies as measured by the DRP according to the following rate:

Maintain achievement gains that keep pace with national averages (10 points per year in grades 2-3/ 4 points per year in grades 3-8)

Objective 3: Unison Reading records will show teachers meeting with 8 Unison Reading groups a week/per teacher within the Reading Block. 35 weeks of school =280 records:

Our goal will be for teachers to meet 80% of this objective to average 224 records per teacher.

Action Plan

- Grade level teams will meet to analyze and interpret progress monitoring data in October, February and June. Teachers will determine the degree to which students met measurable objectives for *raising student achievement*.
- Unison reading will serve as the school-wide reading program. Unison Reading sessions will provide students with instruction in phonics, vocabulary, fluency, and comprehension, in addition to relational and attitudinal factors that

contribute to reading achievement.

- Professional Development will focus on the quality of reading instruction through observations, cohorts, residencies, and teacher response groups (teacher-to-teacher observations).
- Unison Reading will be conducted by the teacher within the work time of the Reading Block. Each teacher will conduct two Unison Reading groups for 15 minutes daily.
- Teachers will file their Unison Reading records in a weekly folder and these records will show evidence of the frequency and quality of reading instruction.
- One-one conferences will be conducted by the teacher when they are not doing Unison Reading. Students who lack independence and fall below expected growth trajectories in reading will be seen more frequently.
- Each child will be responsible for their achievement towards their goal evidenced on the Portfolio Conference Forms filled out during the one-one conferences.

Evidence

- Degrees of Reading Power scores in October, February and June
- Running Records: All students who fall below 50% will be assessed by running record 2X a month, and students who show no growth will have a weekly running record.
- Unison reading records will show evidence of instruction for low-achieving students

- Running records and portfolio conference notes will indicate whether child is transferring skills learned in unison reading into their independent reading.
- Teachers will file their Unison Reading records in a weekly folder and these records will show evidence of the frequency and quality of reading instruction.

Goal 2: Raise reading achievement of academically at-risk students

In order for at-risk students to eventually meet grade-level standards, their rate of achievement must necessarily outpace the national average. This year we intend to look closely at the impact of our curriculum on the academic development of at-risk students to insure they are making more than adequate progress.

Measurable Objective

Grades K-1: The number of students who score “intensive” on DIBELS in September will fall to 50% by January and to 75% by June.

Grades 2-8: The average rate of improvement in DRP scores for students who score in the lowest 20% on the DRP in September will outpace the national average rate of growth by 10%.

Action Plan: Additional instructional resources will continue to be provided to K-1 students who score in the “intensive” category on DIBELS and to students in 2nd through 8th grade who score in the lowest 20% on the September DRP assessment. These resources include supplemental instruction during the extended day program, push-in instructional support, and increased one-on-one instruction in the classroom (twice the average).

1. Monitor extended day record keeping targets: Each teacher will be responsible for providing one Unison Reading group session to every student who is required to attend

the mandatory extended day program.

2. Examine quality of Unison Reading records and portfolio conference records: The School Inquiry Team will systematically review informal and formal assessment records of students who scored in the lowest 20% on the progress monitoring assessments in order to make judgments about a) the extent to which teachers are implementing Genre Practice formats with fidelity; and, b) the extent to which at-risk students are supported by the Genre Practice curricula. The Inquiry Team will make a formal report to the principal in May 2011 which will address these concerns.

The Inquiry Team will report their findings to the principal with recommendations for professional development and instructional improvement.

3. Continue to provide consistently high-quality reading instruction through Unison Reading. In 2009 teachers were mandated to provide children who fall below 50% nationally on the progress monitoring assessment receive Unison Reading with a teacher 2x/week for 15 minutes and 2x/week independently with their group. This mandate will be continued.

Evidence

- Extended Day Unison Reading Record Tallies will show evidence that students who are academically at risk receive three supplemental Unison Reading instructional sessions per week.
- Unison Reading Records will show evidence of students' participation in group reading experiences
- Running Records will show evidence of individual student reading behaviors
- Conference records of teachers' one-on-one interactions with students will show evidence of teachers' and students' perceptions of reading strengths, needs and goals
- Results from progress monitoring assessment will show evidence of students'

- relative performance to other children at grade level
- Low inference classroom observations (conducted by Inquiry Team members) will provide insights regarding program fidelity

Goal 3: Improve impact of teacher professional development in relation to student achievement outcomes in reading

For the last three years we have implemented a professional development program to support the implementation of the Genre Practice curriculum and the Unison Reading program. This year we intend to look closely at the impact of our professional development initiative on student achievement. Our professional development system operates on the logic that fidelity to the Genre Practice model will result in predictable improvements in achievement. The Genre Practice model incorporates a record keeping system whereby teachers document their own perception of students' strengths, needs and goals in relation to learning standards, as well as students' perceptions of their own strengths, needs and goals. Through dialog, students gain awareness of and agency in relation to their competencies.

Measurable Objective

Objective 1: Teachers are currently required to take Unison Reading Records during each Unison Reading session. Teachers are expected to document eight reading sessions week.

Objective 2: Teachers are required to take Conference Records of their one-on-one interactions with students. Teachers are required to show evidence of having met with high-risk students on a weekly basis and all other students twice monthly.

Action Plan

- Assessment documents will be developed to align with learning indicators from the Common Core Standards. Through professional development, teachers will be trained to use these indicators as a reference during one-on-one conferences and to employ the language of the standards in the process of documenting insights about student learning.
- Professional development opportunities will be extended to literacy teachers to support their ability to use the standards as a conceptual framework to identify factors that contribute to literacy competency.
- **Evidence**
- APs will conduct quarterly tallies of math teachers' Conference records to insure the mandate is met. Evidence that Goal 3 was met will be demonstrated by the following:
 - Teachers will successfully meet 80% of the Unison Reading Record mandate, recording, on average, six reading sessions per week.
 - Teachers will successfully meet 50% of the Conference Record mandate (2 records monthly for high risk students and once monthly for all other students)
- **Goal 4: Improve impact of teacher professional development in relation to student achievement outcomes in math**

For the last three years we have implemented a professional development program to support the implementation of the Genre Practice in the literacy curriculum. This year we intend to apply the Genre Practice model to the math curriculum.

Our professional development system operates on the logic that fidelity to the Genre

Practice model will result in predictable improvements in achievement. The Genre Practice model incorporates a record keeping system whereby teachers document their own perception of students' strengths, needs and goals in relation to learning standards, as well as students' perceptions of their own strengths, needs and goals. Through dialog, students gain awareness of and agency in relation to their competencies.

Measurable Objective

Teachers are required to take Conference Records of their one-on-one interactions with students. Teachers are required to show evidence of having met with high-risk students on a weekly basis and all other students twice monthly.

Action Plan: Common Core Standards in math will be incorporated into list of indicators that teachers will use as a reference in their Conferences.

Assessment documents will be developed to align with learning indicators from the Common Core Standards. Through professional development, teachers will be trained to use these indicators as a reference during one-on-one conferences and to employ the language of the standards in the process of documenting insights about student learning.

Professional development opportunities will be extended to math teachers to support their ability to use the standards as a conceptual framework to identify factors that contribute to math competency.

Evidence

APs will conduct quarterly tallies of math teachers' Conference records to insure the mandate is met.

Evidence that Goal 4 was met will be demonstrated if teachers will successfully meet 50% of the math Conference Record mandate (2 records monthly for high risk students and once monthly for all other students)

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): LANGUAGE ARTS AND SOCIAL STUDIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>SEE ABOVE</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>SEE ABOVE</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>C4E money was used to hire two additional teachers in sixth grade to reduce class size. We noticed that many of our lowest 1/3 struggle in 6th grade because of the transition so we determined that a restructuring of the sixth grade middle school was needed. We also used funds to separate ELA into reading workshop and writing workshop to align with our goals. Students now have 150 more minutes in reading a week and 20 more minutes of writing. They also have full 70 minute periods in each subject that will allow them the time to read and write and therefore focus on the quality and quantity of work in the reading and writing workshop.</p>

	<p>We also used ten percent of our Title I funds to hire a staff developer to help us with the school reform structure described above. This structure is also saving us about \$400,000 dollars. By reducing the need for outside professional development we are creating a structure that builds capacity from within using our own expertise.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • See above

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	SEE ABOVE
<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>	SEE ABOVE
<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>	We restructured the sixth grade to reduce class size and reprogrammed so that students have math daily for a 70 minute block.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will structure share sessions to focus on students using multiple problem solving strategies through authentic student to student conversations. <ul style="list-style-type: none"> • Students spend 50% of classroom time problem solving in cooperative learning groups • Assessment data will reflect student's ability to use multiple strategies to solve a problem <p>Students work in notebooks will show the complexity of their thinking through multi-step</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	8	0	N/A	N/A	5		2	3
1	27	27	N/A	N/A	4			2
2	18	18	N/A	N/A	8			2
3	0		N/A	N/A	9			
4	16	27	0	0	9			2
5	20	18	0	0	8			2
6	0	30	0	0	12			
7	10	9	6	0	9			
8	10	7	7	7	6			
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	During literacy block, out-of-classroom teachers, including reading recovery teachers push into each classroom for targeted small group reading instruction. This also occurs during the extended day program. We also have 3 reading recovery teachers who pull out first grade students for reading intervention. This occurs during the school day on a 1:1 basis.
Mathematics:	Our math teachers provide small group targeted instruction for students in need during extended day.
Science:	Our science teachers provide small group targeted instruction for students in need during extended day.
Social Studies:	Our social studies teachers provide small group targeted instruction for students in need during extended day.
At-risk Services Provided by the Guidance Counselor:	The guidance counselors provide social-emotional intervention/support services to small groups of children as well as 1:1, as needed during the school day. They also provide workshops to specific classrooms and are involved in providing assistance to the entire staff and student body through various workshops throughout the school year.
At-risk Services Provided by the School Psychologist:	The school psychologists provides individual services as needed, observes students or are referred to Pupil Personnel Team (PPT) for evaluation and conducts initial evaluations, annual reviews and triennials.
At-risk Services Provided by the Social Worker:	The social worker provides 1:1 push-in and pull-out emotional services to students in need during the school day
At-risk Health-related Services:	The school nurse provides as needed workshops and instruction for several students in various areas of concern, including nutrition/obesity and training for students with asthma.

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) K-8 Number of Students to be Served: 146 LEP 624 Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

ADDENDUM 2010-2011

This year, we will be adding a literacy-based chess activity for a group of 20 ELLs in grades 2-7. The ESL pedagogue will guide the students through a project-based inquiry into chess terminology, chess history, famous chess masters, and classic strategies, using web-based resources such as www.chessguru.net and www.chesskids.com. We will also be participating in chess tournaments. All instruction will be provided in English by a chess master from the Chess in the Schools program along with a licensed ESL pedagogue. We believe that the mixed-age and mixed-level interaction across grade levels will result in improved communication skills and increased language proficiency for all students involved.

Section III. Title III Budget

School: PS126 BEDS Code: 310200010126

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	\$12,023.49	<u>MatLife Exploration Per Session</u> \$49.89 x 2 hrs x 2 teachers x 16 classes= \$3192.96 <u>MatLife Exploration Field Trips Per Session</u> \$49.89 x 3hrs x 2 teachers x 8 classes= \$2394.72 <u>Learning Through Cooking Per Session</u> \$49.89 x 1.5hrs x 2 teacher x 16 classes = \$2394.72 <u>Drama Per Session</u> \$49.89 x 2hrs.x 1 ESL teacher x12 instructional sessions= \$1197.36 <u>Drama Professional Development</u> \$49.89 x2 hrs. x 1 teacher x 6 sessions = \$598.68 <u>Title III Professional Development</u>

		\$49.89 x1 hr x 3 teachers x 15 sessions = \$2245.05																																																		
Purchased services - High quality staff and curriculum development contracts.	\$2999.75	“Story Pirates” professional teaching-artist services: \$66.66 x 1.5hrs.x 2 teaching artists x 12instructional sessions= \$2399.76 \$66.66x4.5hrs.x2 teaching artists x 1 final production= \$599.99																																																		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$6288.76	<table border="0"> <tr> <td>Technology</td> <td style="text-align: right;">Total: \$4111.12</td> </tr> <tr> <td>ELMO Document Camera</td> <td style="text-align: right;">\$337.13</td> </tr> <tr> <td>Video Camcorder (Canon FS 200)</td> <td style="text-align: right;">\$259</td> </tr> <tr> <td>Microphone for Video Camcorder (Canon DM 50)</td> <td style="text-align: right;">\$136.99</td> </tr> <tr> <td>5 Netbooks (FAMIS ID: 708900478): \$359 x 5:</td> <td style="text-align: right;">\$1795</td> </tr> <tr> <td>1 Notebook (HPEliteBook2730pNotebookPC):</td> <td style="text-align: right;">\$1583</td> </tr> <tr> <td>Mat Life Exploration Supplies/Materials:</td> <td style="text-align: right;">Total: \$100</td> </tr> <tr> <td>Labels</td> <td style="text-align: right;">\$23.99</td> </tr> <tr> <td>10 Notebooks</td> <td style="text-align: right;">\$19.90</td> </tr> <tr> <td>Printing paper</td> <td style="text-align: right;">\$36.99</td> </tr> <tr> <td>Loose Leaf paper</td> <td style="text-align: right;">\$11.97</td> </tr> <tr> <td>Tape</td> <td style="text-align: right;">\$6.00</td> </tr> <tr> <td>Drama Set Construction/Materials:</td> <td style="text-align: right;">Total:\$1100</td> </tr> <tr> <td>3/4" Plywood 6 sheets @ \$22/per</td> <td style="text-align: right;">\$132</td> </tr> <tr> <td>Acrylic Paint 10 quarts @ \$25/per</td> <td style="text-align: right;">\$250</td> </tr> <tr> <td>Acrylic Primer 1 gallon</td> <td style="text-align: right;">\$35</td> </tr> <tr> <td>Paint Brushes 8 @ \$10/per</td> <td style="text-align: right;">\$80</td> </tr> <tr> <td>Paint Roller Kit 3 @ \$12/per</td> <td style="text-align: right;">\$36</td> </tr> <tr> <td>Costume Fabric 30 yards @ \$8/per</td> <td style="text-align: right;">\$240</td> </tr> <tr> <td>Decoration for Costumes</td> <td style="text-align: right;">\$200</td> </tr> <tr> <td>Lighting</td> <td style="text-align: right;">\$127</td> </tr> <tr> <td>Books and Magazines:</td> <td style="text-align: right;">Total: \$977.64</td> </tr> <tr> <td>Magazines: Ask, Click, National Geographic, New York Times UpFront, Sports Illustrated, Kids,Scholastic News, Science World</td> <td style="text-align: right;">\$512.79</td> </tr> <tr> <td>Books: Japanese Manga, Graphic Novels, Cook-Books</td> <td style="text-align: right;">\$175.73</td> </tr> <tr> <td>Books: Plays & Scripts</td> <td style="text-align: right;">\$289.12</td> </tr> </table>	Technology	Total: \$4111.12	ELMO Document Camera	\$337.13	Video Camcorder (Canon FS 200)	\$259	Microphone for Video Camcorder (Canon DM 50)	\$136.99	5 Netbooks (FAMIS ID: 708900478): \$359 x 5:	\$1795	1 Notebook (HPEliteBook2730pNotebookPC):	\$1583	Mat Life Exploration Supplies/Materials:	Total: \$100	Labels	\$23.99	10 Notebooks	\$19.90	Printing paper	\$36.99	Loose Leaf paper	\$11.97	Tape	\$6.00	Drama Set Construction/Materials:	Total:\$1100	3/4" Plywood 6 sheets @ \$22/per	\$132	Acrylic Paint 10 quarts @ \$25/per	\$250	Acrylic Primer 1 gallon	\$35	Paint Brushes 8 @ \$10/per	\$80	Paint Roller Kit 3 @ \$12/per	\$36	Costume Fabric 30 yards @ \$8/per	\$240	Decoration for Costumes	\$200	Lighting	\$127	Books and Magazines:	Total: \$977.64	Magazines: Ask, Click, National Geographic, New York Times UpFront, Sports Illustrated, Kids,Scholastic News, Science World	\$512.79	Books: Japanese Manga, Graphic Novels, Cook-Books	\$175.73	Books: Plays & Scripts	\$289.12
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Books: Plays & Scripts	\$289.12																																																			

Educational Software (Object Code 199)	\$100	Microsoft Office (School Licensed) \$0 Adobe Premiere Elements 8 \$100
Travel	\$2978	Drama Field Trips Total: \$960
		TADA Children's Theater Performance: Off-Broadway inspirational production to be attended by both students and parents 30 Students x \$12 \$360 30 Adults x \$20 \$600
		MAT Life Exploration Trips (Admission & Fees): Total: \$2018
		Central Park Day: Wollman Rink: Ice-Skating: \$15 x 31student: \$465 Shell Lanes Bowling: \$14 x 31student: \$434 AMC movie theater: \$10 x 31student: \$310 Japanese Society: \$0 Nature Day: Pine Meadow Lake Hiking Trail \$9.99 x 31students: \$309 Museum of Modern Art: \$0 Neighborhood Exploration Day: Harlem Heritage, The Wall Street Experience, World Trade Center, John Lennon Memorial, South Street Seaport \$0 Parent Admission Fees on Trips (16 parent admission fees, \$31.25/trip) \$500
Other	\$830	Learning through Cooking: Food & Supplies: \$500 Food for Parents: \$330
TOTAL	\$25220	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school's written translation and oral interpretation needs are determined through ATS, emergency cards as well as Home Language Identification Survey. During enrollment, one of the school's aides will assist and guide parents in completing all the necessary documents. Similarly, if a child is transferring from a different school, the office staffs will look through the student's cumulative folder to ensure all documentations are present. In addition, most of our school's aides are bilingual speakers who can provide assistance in written translation and oral interpretation for non-English speaking parents.

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.

According to the Home Language Aggregate Report (RHLA) obtained through ATS, 6% of the parents speak Amoy (aka Fukienese), 10% speak Cantonese, 23% speak Mandarin and 5% speak Spanish. In other words, there are about 44% parents who speak a language other than English at home. Other than English, the two major languages spoken are Chinese and Spanish. The findings were shared with the school community through the School's Leadership Team meeting. All forms, notices and signage for parents are translated into the three main languages; English, Spanish and Chinese.

Part B: Strategies and Activities

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

The school provides written translation through a combination of hiring an outside vendor recommended by Department of Education as well as in-house services by school staffs. Depending on the quantity and the amount of time given, school staffs are usually the ones to provide written translation services for necessary admission paperwork, notices and forms.

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.

Similar to written translation services, oral interpretation services are provided through outside vendor and in-house by school staff. In-house services by school staffs are frequently used to assist with day to day procedures such as contacting parents and admission process. Larger events that required more assistance, such as parent orientation or parent teacher conferences, the school may use both outside vendor and in-house services.

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>.

Our school provides language services to non-English speaking parents in an appropriate and timely manner. The school has allocated a budget where we can provide language services from outside vendor if needed. With majority of the school staffs as bilingual speakers, we are able to provide timely information to parents through various methods. Additionally, all forms, notices and signage are presented to parents in three languages.

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 School-wide 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
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$532,176	-----	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5, 321	\$1, 507	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26, 609	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$53, 218	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* 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.

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.
*See Needs Assessment, beginning on page 11.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

***See Carlos's Goals regarding genre practice/unison reading

3. Instruction by highly qualified staff.

*See "Teacher Qualifications" section, page 8

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.

We have a literacy staff developer who staff develops the entire school in genre practice, which includes reading and writing instruction additionally, we have lead teachers who facilitate professional development to small groups of staff in learning cohorts and lab sites – in addition to school-wide presentations at whole-staff faculty meetings and mandated professional development days.

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

We have a very attractive school web-site, we seek out referrals and resumes from colleagues, use open-hire. *See "Teacher Qualifications" section, page 8

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

Our Parent Coordinator holds workshops for parents and our teachers facilitate math mornings and literacy workshops. Translation is provided for all workshops. Additionally, we encourage families to eat breakfast and read with their children every morning before school begins.

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.

Our pre-k social worker, parent coordinator and pre-k teachers hold workshops for parents (translation provided). Also, at year-end our kindergarten teachers host workshops for outgoing pre-k students who are entering kindergarten. These workshops are held not only for the pre-K students who attend our school, but also for the incoming students from various neighborhood programs.

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.

We are continuously reassessing our teaching practice, templates for accountability and continue to cross check our teaching with student needs and NYS standards. Teachers, administration (Principal and Assistant Principals) collaborate regularly to discuss what is working well for them in the classroom and areas needing change.

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.

Our out of classroom teachers Push-In to classrooms to assist teachers in facilitating small group targeted instruction daily. Additionally, students who receive less than a level 2 on standardized tests and who do not meet our DY0 assessment benchmarks (DIBELS, DRP)

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.

We will be creating a wellness committee that will be facilitated by our Food Services manager and will include children, families and school aides, about health and nutrition. Our SAPIS counselor holds workshops in classrooms regularly in addition to seeing groups of students on a need-be basis. Additionally, school administration has a very close working relationship with the local police precinct and the school youth officers. They also speak to students about the potential dangers and temptations of violence and drug/alcohol abuse.

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 school-wide 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
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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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of 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	X					
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	X					
Title III, Part A	Federal	X					
Title IV	Federal	X					
IDEA	Federal	X					
Tax Levy	Local	X					

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:

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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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.)
2 (as of June 4, 2010)
2. Please describe the services you are planning to provide to the STH population.
At-risk counseling, assessment based/targeted small group intervention - as needed in ELA, Math and/or content areas

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:	P.S. 126 Jacob August Riis					
District:	2	DBN:	02M126	School		310200010126

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	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	53	49	50		95.2	95.7	96.0
Kindergarten	67	69	75				
Grade 1	76	58	64	Student Stability - % of Enrollment:			
Grade 2	60	68	51	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	55	60	67		94.8	94.7	95.0
Grade 4	59	62	58	Poverty Rate - % of Enrollment:			
Grade 5	48	69	61	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	116	113	123		68.6	74.9	76.1
Grade 7	117	117	110	Students in Temporary Housing - Total Number:			
Grade 8	119	117	120	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	13	5
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		12	13	24
Ungraded	1	4	6				
Total	771	786	785				

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	7	5	19	Principal Suspensions	106	103	113
# in Collaborative Team Teaching (CTT) Classes	91	93	84	Superintendent Suspensions	20	11	10
Number all others	52	53	49				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	111	124	TBD
# ELLs with IEPs	7	31	TBD
Number of Teachers			
	64	68	67
Number of Administrators and Other Professionals			
	14	15	9
Number of Educational Paraprofessionals			
	2	2	7

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
	0	0	7	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	62.5	67.6	70.2
				% more than 5 years teaching anywhere	34.4	36.8	46.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	88.1
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	90.5	99.0	93.4
Black or African American	14.1	12.5	10.7				
Hispanic or Latino	27.6	25.3	25.9				
Asian or Native Hawaiian/Other Pacific	44.5	46.9	47.9				
White	13.6	14.8	15.4				
Male	52.3	52.7	51.0				
Female	47.7	47.3	49.0				

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

	Phase		Category			
	In Good		v	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					

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	8	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	75	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	14.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	44.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

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

**Template for Title I Parent Involvement Policy and Parent-School Compact for
PS126/MAT (02M126)**

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS126/MAT, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS126/MAT's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS126/MAT will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS126/MAT's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS126/MAT Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS126/MAT will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁴dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS126/MAT will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

PS126/MAT, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS126/MAT staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

]

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 201	District 02	School Number 126	School Name P.S. 126/MAT
Principal (IAP) Carlos Romero		Assistant Principal Robin Berg	
Coach Cynthia McCallister		Coach type here	
Teacher/Subject Area E. Jaela Kim		Guidance Counselor Lien Trung	
Teacher/Subject Area Pamela Koeber-Diebboll		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Rebecca Johnson	
Related Service Provider type here		Other type here	
Network Leader Allison Sheehan & Joe Cassidy		Other type here	

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	770	Total Number of ELLs	134	ELLs as Share of Total Student Population (%)	17.40%
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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, and 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.

1. When new students come into the school to register, an appropriate office staff accommodates the parent. The Business Manager holds a MA Degree in accounting and is fluent in both English and various dialects of Chinese. There are also office aids that speak Spanish and Chinese. All the support staff in the office help with registration for new admits and pre-kindergarten students. All office staff has experience with registration varying from 4-8 years.

Depending on the language of the parent, the office staff member that can accommodate the parent the most will complete the registration process. The formal initial assessment includes the administration of the Home Language Identification Survey (HLIS) after the informal oral interview in English and in the native language. Once the HLIS is filled out, an ESL certified teacher is called down to meet and greet the parents. The HLIS is perused and depending on the determination of the home language, the child is given the LAB-R. If the HLIS is determined "NO" for English as the language spoken at home than the HLIS is signed by the ESL teacher and then it is copied for their records. If the HLIS is anything other than "NO" then the student is administered the LAB-R. Although there is a choice of giving the student up to 15 days to be determined an ELL, at PS126, it is ideal for students to be tested the day of admittance. After the exam is administered, it is hand scored by an ESL certified teacher. Depending on the results of this test, the teacher will then determine if the child is an ELL. If the child places at a Y (Beginner), X (Intermediate), or A (Advance), the parents will meet the ESL pedagogue for the determination of a program selection. The Parent Orientation often occurs when there is an influx of new-admits—September and January. Depending on the new-admits arrival date, a parent orientation will be available. If it should be available, parents will be given a choice of an evening sign up or a morning sign up to attend the orientation. If not, the parents will be given a one-on-one orientation by the ESL pedagogue. For students who pass the LAB-R with a score of N (not-entitled), the “Program Placement” section of the HLIS will be completed, scanned for ESL records, and returned to the child’s cumulative folder.

The NYSESLAT exam is a crucial part of ESL assessments. Every year, about six months before the administration of the exam, the correct number of ELLs who are eligible for the exam are estimated and the exams are ordered. Once the exam is ordered, scheduling and programming is created to ensure a testing environment for the school. Proctors are requested, spacing is reserved, and letters informing the parents of the NYSESLAT are handed out. The administration works hand in hand with the ESL department to ensure the school is ready for the arrival of the exams. When the speaking part of the NYSESLAT arrives, the ESL pedagogues take the list of students to be tested and administer the exams one on one for the entirety of the school. Before the rest of the exams arrive, teachers who will be proctoring the remaining sections of the exam, will be given a training session. When the rest of the exams show up, they are separated and organized, put into envelopes with the correct number of exams. On the cover there will be an attendance list. The test materials are always locked and secured. The proctors do not see the exams until the day of the test. Once the tests are done, they are scored and returned to the testing center. All of the rest of the materials are sent back in a return box.

2. In the fall of each year, and on an “as needed” basis for new arrivals throughout the year, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. This is done within the 30 day timeline for new ELLs. At the orientation, we explain (with the support of the appropriate translators) the enrollment procedure outlined (question 1) above to the parents of new ELLs. We show a video introducing them to the variety of programs available to language learners within the NYC Public Schools. After the presentation and questions, the parents are provided with the Parent Survey and a Program Selection Sheet in English and in their native language. The parent can fill out the required forms at the meeting, or take some time to peruse the materials in order to make the most informed parental choice. In response to the preferences that we have seen evidenced in the parental choice forms, P.S. 126/MAT is currently offering language services via the ESL program model. For parents

who could not make it to either the morning or the evening session for the orientation, follow-up letters and phone calls are made in effort to inform them about parent choice in selecting a language program for their child. If the parents remain difficult to inform, we attempt to make contact during parent teacher conferences.

Other letters are sent out to parents during the parent orientation period as well. If students have passed the NYSESLAT they are given the Non-Entitlement letter. If the student did not pass the NYSESLAT, they they are given the Continuation letter, and if the child is a new ELL, they are given an Entitlement letter.

3. The Parent Survey and Program Selection is a crucial part of the ESL coordinator's duty at PS126. In the beginning of the year there are several Parent Orientations after the ELLs have been identified. Letters are sent out to parents in their first language and posters are put up so parents can read them as the days for the Parent Orientation approaches. A session in the morning is set up at 8:30, so that parents can be gathered when they drop off their child. This has been successful in getting the majority of the parents to attend the parent orientation to fill out the parent survey. During the orientation, a detailed description of the program selection process is given to the parent. Parents are also introduced to the guidance counselor, parent coordinator, and the administration. The parent surveys are handed out and we aid parents in the completion of the form. The surveys are collected at the end of the orientation. In addition to the ESL pedagogue, trained office staff members and interpreters are also available to assist parents. If a parent should be absent for the orientation and does not complete the survey, they are contacted by the ESL Pedagogue to set up an appointment for them to come to for a one-to-one session on the three programs available for their child, so that we may obtain the survey. This is also the case for newly admitted students who miss the scheduled orientation that is only held when there is a high influx of students.

On a rare case, when parents are not available for a meeting, an informational letter (in their home language) about the three programs is sent home out along with a survey. If still the parents do not return the survey and the program selection, they are then given the orientation during Parent Teacher Conferences. For the 2010-2011 school year, we have had a 100% success rate at returned parent surveys.

4. When a student registers, they are initially screened by an ESL pedagogue. If the student is transferring from within the New York City Public School system, the teacher will check the student's record to verify whether or not English is their home language. If the record indicates that the new student requires ESL services, the ESL teacher will place the child in the appropriate level class. If the student is a newcomer to the New York City public school system, the ESL pedagogue will administer a Home Language Survey (HLIS) to the parent(s) of the student. HLIS forms are available in 13 languages other than English. If translation to an additional language is required, translation unit services are available to facilitate parent understanding. The HLIS is a survey that determines the student's first language and the primary language spoken at home. The ESL pedagogue will then determine student eligibility for the Language Assessment Battery Revised test (LAB-R).

ESL eligibility is determined by the LAB-R score for the new entrants. The ESL teacher hand-scores the answer document to determine whether the student requires ESL services, and the level of language proficiency that the child has acquired according the scoring scale. All LAB-R tests for new entrants are sent to the assessment office at specified dates to be officially scored.

P.S. 126/MAT offers a combination of pull-out and push-in ESL services to the ELLs, fulfilling all state mandates through a combination of these instructional formats.

5. The trend in program choices that parents have requested has been English as a Second Language. Most parents indicate that they would like for their child's instruction to be solely in English and then be taught the second language at home or at an independent language program either after school or over the weekend. The

parents have expressed that their child has had success with learning how and when to use their first language and their acquired second language. P.S. 126/MAT rarely encounters parents who request bilingual education. However, when we do, they are given accurate information on the benefits of all three of the language programs. After adequately informing the parent about the three language program models, we leave the decision up to the parents as to which program would best fulfill their goals for the child. We find most parents of students who participate in our ESL program are satisfied with the language acquisition and progress of their child.

Each fall, a Parent Orientation is provided in order to convey the three program selection options; Transitional Bilingual Education, Dual Language, or English as a Second Language. At the orientation, we explain (with the support of the appropriate translators) the enrollment procedure outlined above to the parents of the new ELLs. We also show a video introducing them to the variety of programs available to language learners within the NYC Public Schools.

According to the Home Language Survey (HLIS) conducted in 2008, the data indicated that 38% of the parents picked English as a Second Language as their first choice, 32% chose Transitional Bilingual Education as their second choice and 30% picked Bilingual Education as their third choice. In response to the preferences that we have seen evidenced in the parental choice forms, P.S. 126/MAT is currently offering language services via the ESL program model. **(See Appendix M)**

In 2009, we noticed that 45% of the parents chose ESL as their first choice, 29% chose Bilingual Education and 26% chose Transitional Bilingual Education. As the year progresses, parents have become more aware and educated of each program. Additionally, with the support of the appropriate translators, we have also revised and updated the HLIS to give parents a clearer direction when filling out the appropriate forms.

As each year progresses, we strive to educate parents of the various language program options. In 2010, English as a Second Language continues to be the top choice. 43% parents chose ESL as the first choice, 29% chose Transitional Bilingual Education and 28% chose Bilingual Education. **(See Appendix M)**

6. On the rare occasion that a parent requests a program that is not available at PS126, we support the family in finding placement for their child at a school with the desired program choice. In addition, we alert parents to the potential of a default program choice if a selection is not made. As mentioned previously, the potential of a new program choice is presented to the parents as well. However, if not enough families have opted for a different program at this school, the student is supported through the process of transferring to another school that does provide the service the parents have requested and chosen.

It should be noted that when the parents are provided with the option of moving to another school, parents often opt to keep their child at PS126 in the ESL program. The parents are always told that if a number of parents select a different program than the school offers, the school will re-evaluate the program offerings versus the program selection when the occasion arises. Currently, our ESL program aligns with the parents' requests.

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			2	2	2	2	2	2	2					14
Total	0	0	2	2	2	2	2	2	2	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	23
SIFE	2	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	59	2	6	19		7	2		1		80
Total	59	2	6	19	0	7	2	0	1		80

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

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
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			3		2	1			1					6
Chinese	26	23	14	20	12	12	9	5	4					126
Russian														0
Bengali														0
Urdu														0
Arabic				2										2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	26	23	17	22	14	13	9	5	5	0	0	0	0	134

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, and 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.

1.
 - a. The organizational models are Push-in with aspects of Pull-out.
 - b. There is an ESL Pedagogue that is responsible of serving 2nd and 3rd grade and an ESL pedagogue that is responsible of serving 4th-8th grade. There are also three other pedagogues that hold an ESL certification in 2nd, 4th, and in the Science Content Area. The ESL program is an integrated, multi-grade model involving Genre Practice

formats of the Writing Table Share, Unison Reading, and individual student conferences.

The pull-out model involves students in all levels of English proficiency. Each week 10 leaders for 10 groups schedule a block of either reading or writing. The formats and routines are consistent in the K-8 mainstream classrooms. Leadership in the ESL program rotates and children who are group leaders select a text of their choice to read together in a small group or select a piece of writing that they need to get feedback on to make revisions for publishing. All students who are assigned to the ESL program can select any text based solely on their interest in the text, regardless of their grade level or ESL level. Thus, groups can have all levels of English proficiency, as well as all ranges of Grades 2nd -3rd or 4th through 8th. Children sign up for a group on Monday, and meet in groups Tuesday through Friday. Unison Reading and Writing Table Shares have allowed ELLs to gain responsibility to create their own schedules and cross-check their schedules to their classroom schedules. They have also increased in their listening and speaking skills as language is contextualized in small instructional groups.

2. a. Grades 2-8 are fully serviced and meet all mandated minutes. All students are pulled out and for small group instruction and then the rest of the mandated minutes are push-in services. The school runs on an eight 45-minute period schedule day, after lunch and prep periods, a teacher has 28 teaching periods. An average of two periods per group is pull-out. An average total of 10 periods are dedicated to small group instruction in the Genre Practice formats of Unison Reading and Writing Table shares. The rest of the 18 periods are push-in. Each week, mainstream teachers of English Language Arts, Social Studies, Science, and Math can request push-in. Students can also request push-in services. Every student has a record of the total amount of minutes the student has been serviced for each service in various content areas. This is how teachers are held accountable for servicing ELLs the mandated minutes.

A problem that does occur is the amount of administrative work that ESL Pedagogues are required to do by certain deadlines. It takes away from instruction and keeps students from meeting their mandated minutes.

3. The ESL approach places a heavy emphasis on students' transitioning into independence, gaining agency, and learning about commitment to choices that they have made. ESL strategies are instilled as students progress toward learning in collaboration and gaining mobility in their mainstream classrooms. In the pull-out ESL classroom, the ELLs bring in texts they are interested in reading and as a group we read the texts together; called "Unison Reading" under Genre Practice. One major difference in our reading instruction is that every student is held accountable to the group by speaking up when they recognize that they are confused or curious about a word or an idea. Word study is undertaken the moment a word sparks their curiosity or makes them confused. At that potent teachable moment, spelling patterns, word relationships, meaning, and examples are taught. Unison Reading as well as read-aloud and reading shares serves to promote development in literacy, while at the same time providing the ELLs with rich language support in the forms of pictures, a variety of genres, metalinguistic and metacognitive processes. The talk around the reading also generates authentic conversation and learning. In writing, independent choices of genre are made by students and the process of writing is emphasized. Students work through a chosen genre and then share their work with one another. The work that they do in ESL class is then shared with their mainstream classes and if the student chooses, it will be revised and "published."

The Common Core State Standards are a large part of what guides ESL instruction and the Genre Practice curriculum in general. Through examining these standards, students record their strengths; choose their goals and the teachers and students in their progress, commitment, and attainment of goals.

ELLs also enjoy activity centers which include listening centers with books and songs on tape, poem charts for reconstructing familiar poems, and word-building, sentence-building, and vocabulary building activities, writing center, partner shares, and partner reading.

Specific ESL strategies which are used consistently in the ESL classroom are as follows: 1) Total Physical

Response where students respond to my verbal requests with actions (Example: “Can you change the date on my calendar?”, “Everyone, please fix your feeling chart for today”) and acting out poems, 2) lowering of affective filter by creating a safe and welcoming environment and grouping students that are at a related level of language proficiency, 3) communicative approach around Shared Reading where the students and the teacher all negotiate meaning of words or phrases, 4) using objects & pictures to aid comprehension by activating prior knowledge, and 5) learning the correct articulation and pronunciation as we study phonology and morphology in word study. This year, we are exploring more diverse grouping across levels and grades to promote teaching and conversation among students, with the teacher playing a more secondary role.

During extended day, an ESL teacher provides services to the 4th through 8th grade newcomer students. The other ESL teacher is working with the beginning and intermediate level 2nd and 3rd grade ELL’s, as well as newcomers to the lower elementary grades. The newcomers are gradually transitioning to learning English through a combination partner work activities and direct teacher instruction. All students will eventually participate in Unison Reading groups as they gain more skills in the target language. In Unison Reading, the students share in reading and discussing a text or article. Students take turns selecting articles to share with a group. Students can choose to read whatever they wish to read- and may engage in whatever way they are able. The groups are not created according to student reading level. During the read, the teacher and the group engage in negotiation of meaning and in word work on an as needed basis. The talk around Unison Reading deepens student comprehension and fosters critical thinking abilities. Children are taught to speak-up and to be responsible for their own learning by asking the group for help when they become lost or do not understand a section of text or the meaning of a word. Students not only practice their reading skills, but get a lot of exercise in using appropriate language structures in soliciting support from peers. Thus, Unison Reading offers great opportunities for verbal language development.

In all the mainstream classrooms across grades from K-8, the Genre Practice curriculum has been implemented. Hence, the use of this curriculum within both the ESL and the mainstream classrooms enables ELLs to flow easily between the two programs; ELLs do not miss out on mainstream program content when “pulled” from the mainstream setting. Exception must be made in the case of newcomers or beginners who tend to require language lessons that are tailored to their specific level of proficiency.

At P.S. 126/MAT, ESL strategies in use include- but are not limited to; Balanced Literacy, cooperative learning, direct instruction, Total Physical Response, the Natural Approach, and CALLA. The programs and activities include a morning literacy block (Read Aloud, using multicultural literature, picture books, big books, magazine articles, newspaper articles, and a collection of reading P.S. 126/MAT, research in the Infotrac research database, shares, table conferences, individual conferences), unison and shared reading, genre study, independent reading, music and movement, chants, dance, finger plays, role playing through drama, audio-visuals including recorders and books on tape and Leap-Frog reading pads. P.S. 126/MAT, Science, and Social Studies content are addressed in the P.S. 126/MAT curriculum as well.

Because students can sign up for ESL teachers to push-in at a certain time of day during the week, it means that ESL teacher support can be requested for any content area instructional period.

To support student writing, the ELL program includes lessons that scaffold student learning through use of targeted grammar and phonics lessons on an as needed basis. An important part of the Genre Practice writing program is the use of the student share as a primary element of instruction. Students are coached by the teacher in selecting and effectively presenting an issue that they encountered in their writing and discussing what they learned in the hopes that the material will be helpful to the whole class. Topics of mini-lessons include reviewing the craft features associated with each genre of writing, and laying out expectations for appropriate behavior within the community of writers. One to one conferences are utilized to effectively differentiate student learning. This year we have emphasized the role of “purpose” in writing in our teaching and class discussions. We are trying to expose the children to the multiple ways in which writing is used in the “real world”, and helping them to direct their newly

learned language in powerful and persuasive ways.

Students at P.S. 126/MAT are encouraged to explore their own diverse interests and to learn while creating. Because they become motivated and invested in their creations, they learn to engage in finding solutions to problems independently and they also learn that it is okay to ask for help. ELLs express ideas of identity, race, and of belonging to a multicultural community through their writing across genres. These ideas often resonate through their writing pieces. There are class discussions on the subject of living bi-cultural lives with its' many advantages and difficulties, that then later appear in many of the student writing pieces. The students gain ownership of their own writing pieces through responding to and sharing ideas about their writing with classmates; making the classroom a community of writers and readers.

4a. Over the past couple of years, we have admitted several students that we believe to be SIFE. Although each of the parents state that their child had consistently attended school in the native country, it is the suspicion of both the teachers and the administration that the education of these children was interrupted. Two of the students arrived from China are SIFE. Since they have joined P.S. 126/MAT they have developed into a motivated and independent learner. Their classroom teacher and a member of the ESL staff have been working with them to set up beneficial partnerships, and to aid them in creating an environment that is suitable for their learning. When they first arrived they were introduced to the customs, culture and the academic environment in the United States. They learned to be responsible for their own learning and that their motivation should be intrinsic. It has been difficult however to increase their intrinsic motivation due to the assimilation process. Their period of adjustment was analyzed using various forms of collected data and alternative assessments. After being reviewed, they were slowly transitioned into the mainstream classroom. Their language acquisition is progressing. Their progress will continue to be closely monitored from year to year to insure that their placement is appropriate for their continued growth. Recent research has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELLs to catch up to their peers (Thomas & Collier, 1995) . Given the success of the child mentioned, we believe our approach to supporting a SIFE learner to be effective.

There have been some cases where students return to their home countries for extended periods of time, perhaps for as long as one or two months, during the school year. These interruptions impede the students' learning and at times- it seems the students digress in their language aptitude skills. These students will be closely monitored, similar to the monitoring of a SIFE student.

B. Our plan for students who have been in the US schools less than three years (newcomers) is to help integrate them into mainstream classrooms. Because Genre Practice allows for the acquisition of English to be contextualized in social interactions, the newcomers feel part of the learning community. They are not segregated and they receive equal types of education just as any student at PS126/MAT. They are leaders of groups, they choose texts to share and read together, and they are held accountable for their participation. The differentiation does not exist to keep the standards low for ELLs; it is there to keep the teaching differentiated to help support ELLs in meeting grade standards according to the CCSS. Through Affective Factors and the keeping the debilitating anxiety low in the pull-out program, newcomers feel successful in the same formats they are mandated to perform in the mainstream classrooms. This feeling of success transfers into the mainstream classrooms across content and it helps newcomers achieve higher goals. They participate more, interacting outside of their peer norms and using their acquired language not only to communicate socially, but to communicate academically. They are participants in reading discussions, shares, and also are held accountable to give feedback to other students. These acquired skills that they attain in ESL pullout and ESL push-in ultimately help ELLs when taking the ELA exams. Even the students who have to perform after only one year of being in the country puts great effort into the completion of this exam. The exposure to this exam also helps ELLs succeed in the future with the ELA.

Together with students, the ESL staff analyzes data in order to help students in understanding their weaknesses and strengths, and in helping them to set goals for future growth. A teaching plan is tailored to meet the individual

needs of each and every student. If a child is weak in listening- for example, the child might begin a personal learning plan involving listening to texts on cd or recording conversations and later transcribing them. If a child is weak in reading, he or she might reflect on how they could study test taking skills in order to improve reading comprehension. Test taking skills are not part of the core curriculum; however, these skills are re-enforced in ESL instruction in order to support out students in succeeding on state exams. Due to their possible lack of familiarity with the format of exams in this country, students are given full computer access to online data systems presented at the Department of Education website, where actual copies of the exams can be studied. Students may also be partnered with other students of a variety of skills that can enhance their weaknesses.

C. Students who have been here for 4-6 years are students with either an IEP or receive a related service such as speech, hearing, or physical therapy. Because these students are acquiring a second language and trying to adapt to their disabilities, they often have a harder time acquiring a second language. They are however supported through our curriculum. Again, through integration and equality of instruction, these students also receive a lot of support to ensure that they gain in their progress. A major part of their support is the assessments that are recorded. Through the Unison Reading and Table Share records, summative data is transferred into formative data and the quantitative data is then analyzed to drive instruction. Depending on how the students perform in various domains of Comprehension, Social Process, Genre Exposure, and Decoding, the instruction changes with the assessments.

D. Progress of long term ELLs is carefully reviewed and monitored to ensure that language acquisition issues are dealt with appropriately. If a learning difficulty exists, the student is referred for evaluation and support to our Special Education team. For the long term Ells, we are persistent and adaptive in employing a wide variety of ESL methodologies. In the past, it had been noticed that motivation was low for students who were in their 6th or 7th year of ESL services. Through Genre Practice students have renewed motivation and are learning to set goals for their personal learning. Through working toward these individually set goals, students re-engage in their work- not merely to pass the NYSESLAT, but for their own betterment. Students are beginning to feel successful as individuals, with the expectation being that this newfound confidence will transfer to other areas of their studies and lives, helping them continue to excel. Case studies are also carried out for Long Term students to study patterns in their learning. This data is then used to drive curriculum in various methods to differentiate for students meet their individual needs and goals.

E. There are several ELLs who have an IEP and are serviced full-time under a special education teacher as well as receiving ESL services. At the time of an IEP review, the homeroom teacher of the child, an ESL teacher, the parent/guardian of the child, a translator (if necessary), and guidance counselors gather to talk about the student’s strengths and weaknesses with the goal of creating the best learning situation possible for the child. One of the responsibilities of the ESL staff is to ensure that a child at an early stage of language acquisition is not mistakenly identified as a special education candidate. The special education teacher works closely with the ESL teacher to ensure the progress of the student. Some students might be given a chart to record progress with homework or behavior if improvement is needed in a given area. P.S. 126/MAT has a CTT class on every grade. When children with an IEP are pulled out for ESL services, they are integrated with other ELL students.

There are other ELL students who have been evaluated- or are in the process of being evaluated- for special education but have yet to receive placement. Every year, selected ELLs are observed through a quality review process, wherein each child is carefully and objectively observed. A particular student might also studied by the inquiry team, where one of our ESL teachers is a participant in the research.

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

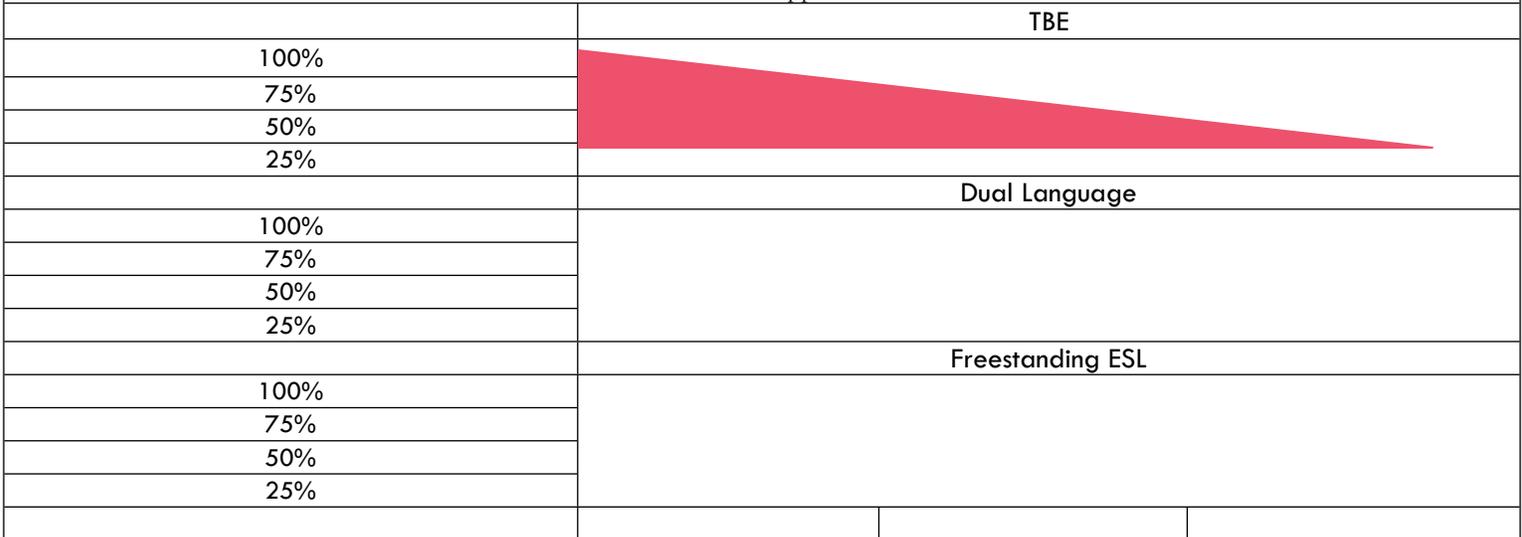
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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.



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 (includes 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. What language electives are offered to ELLs?

5. To ensure that students are able to transition well into the mainstream classrooms, the formats and routines are consistent from the mainstream to ESL pull-out. The advanced level students in middle school receive all their mandated minutes of various content areas such as ELA instruction. ESL teacher helps support the various content area curriculums while utilizing ESL strategies through small group instruction in pull-out or through push-in services. For each student's transitioning needs, the ESL teacher works very closely with the mainstream teachers to keep up with the schedule and daily classroom activities that students are responsible for. The ESL students gain

confidence in the formats and routines that occur in the mainstream classroom. The continuity helps support ELLs in reaching the Common Core standards for various content areas for their grade level. In comparison to beginner or intermediate ESL classes, the advanced group has more independent time to practice the skills and strategies taught both in their mainstream classrooms and in their ESL classes. The flow between the two classroom environments helps the students bridge from the highly scaffolded ESL environment back to the larger mainstream class environment- interacting with other students and utilizing the academic language acquired during ESL pull-out.

The ESL teacher meets with mainstream teachers after or before school or during lunch hours to discuss the progress of all students. During pull-out time, the weeks' lessons are reviewed and discussed.

During push-in time the ESL Pedagogue meets with the mainstream teachers to address the needs of the ELLs either in small reading groups or in conferences. Through collaboration in lesson planning, the ELL teacher participates in the lesson execution. The ELLs are given the opportunity to enhance their acquisition of verbal academic language as they practice interacting using vocabulary or language structures that pertain to that days' lesson. When students return to the mainstream classroom, they will be able to use the newly acquired language. Once a student has become proficient, s/he will be able to sustain participation in the mainstream classroom because of the exposure to grade level academic language that has been learned through their time in the ESL pull-out and push-in program.

6. Students who need continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT are invited to sign up for push-in or pull-out services. Communication between the teacher and the ELL pedagogue is important and continues even after the student passes the NYSESLAT. They are also invited to the Title III program. The ELL "Alumni" are very proud to be part of the ESL community and they join reading and writing groups for pull-out to support those who are nearing proficiency. This participation in turn gives them confidence that helps support the students become successful at reaching mainstream standards.

7. A new program or improvement that has been considered for the upcoming school year was the inclusion of writing into the ESL pull-out program. Instead of just having reading groups, the ESL pull-out also incorporates Table Writing Shares. This is another format of Genre Practice and is also consistently practiced in the mainstream classrooms. Insofar as the Title III programs, Chess and Literacy is something new that we have proposed with the supplemental funds.

8. There will be no programs that are discontinued.

9. ELLs are afforded equal access to all school programs. They are invited to all school programs and invitations are available in their home language. In the school building we have YMCA, ISS, and various afterschool sports. There are also 4 Title III afterschool programs that are newly launched this school year.

10. The ESL classrooms are equipped with approximately 100-150 books in both Chinese and Spanish, the two primary second language groups represented in the school population. Each of these rooms also holds a collection of bilingual dictionaries in Spanish/English and Chinese/English, as well as multiple editions of picture dictionaries.

A new school library is scheduled to open before the next school year. The PTA has been striving to get the library filled with state of the art technology and books. There are book rooms for each grade in the school where teachers can go freely to borrow books. This year, there has been a drive to get students "high interest," lower level books. The "high interest" lower level books that are now on order will better serve the needs of these children. As the ELL gradually progresses in reading levels, the teacher can find books at higher levels. They are also encouraged to browse the ESL classroom's library. Every classroom in the school is also filled with a variety of magazines—Scholastic, Time For Kids, Spider, Ladybug, National Geographic, Game, Highlights, Cat Fancy, Dog Fancy, American Girl, Ask, Click, Ranger Rick etc. ESL resources are always available to teachers who serve the ELL population. Teachers may borrow anything they might need from cameras, projectors, computers, paper,

supplies, to books.

This year, we have made a transition from tapes to cds for the listening center, and we are compiling a list of books on mp3s. There are “Leapfrog” pads which enable ELLs to selectively listen to audio while reading. In addition, there are teacher-made books on tape available for the ELLs. The primary materials P.S. 126/MAT used to teach in the K-5 program includes big books, poems, chants, non-fiction and fiction. There is a growing collection of student writing pieces that have been collected, and a wide selection of texts collected by kids from magazines, newspapers, and from online sources. These texts can later be used for unison reading. You will also find word walls, alphabet charts, writing tablets, visual aids such as pictures and word family charts, and songs on tape or CD in the ESL classrooms. There are P.S. 126/MAT to support beginner ELLs such as Hampton-Brown’s “English to a Beat” program where children do multi-cultural echo chants and songs. Our libraries are filled with multicultural books focusing on social issues that revolve around minorities. There is an effort to bring awareness to ELA teachers by introducing different Asian-American and Spanish-American writers into the ELA curriculum. Something new that Genre Practice brings to our book selection is greater student agency in selecting and ordering of texts. The book orders for this year were heavily based on student interests and requests. Many graphic novels were ordered as well as non-fiction texts. These texts demonstrated the incredible variety of student interests- from fast food to bugs that live in the toilet! Each ESL room has a leveled library available as well as a rich collection of books that have been organized by theme. There are book club books for students who may want to read with partners or within small groups. Many of the Unison Reading P.S. 126/MAT are printed from the internet or, copied and scanned from magazines. For example we may read articles from www.teennewsweek.com and <http://www.nytimes.com/specials/teens/>. During Unison Reading we might read menus, biographies, or articles about natural disasters or current events. Children may choose to read movie reviews selected from newspapers, magazines, or the internet. There are books in the P.S. 126/MAT ESL classroom pertaining to history and science, as well as books teaching P.S. 126/MAT concepts to support students in their content area studies.

For visual support, power-point slides are shown with pictures and animation for lessons and for extended day. Many articles of interest are scanned and viewed instantly on the projector. Videos and pictures can be searched via web and viewed by ELLs for a clear understanding of topic and theme. There is also a large movement toward emphasizing the share in classrooms and document cameras have been ordered for over 80% of classrooms.

11. The students’ native language is not used for instructional purposes; it is generally used only when there is need for either disciplinary intervention, or when a message needs to be communicated to the student. At these times, there are Spanish and Chinese speaking guidance counselors who often provide assistance, as well as office personnel who are bilingual. Both the guidance counselors and the office personnel often interact with the families of the ELLs, or provide translation services for the teachers of the ELLs.

Up to now, native languages and cultures have not been particularly celebrated at the school; however this is slowly changing. This year there was a dragon dance group that was hired by the parent association to perform in the school for the Lunar New Year celebration. Every ELL is invited to all school-wide functions, as are all parents. It has been noted that when workshops are offered to parents, it is primarily the families of Chinese students (ELLs and mainstream) who attend and participate. Translation monies have been used to pay in-school bilingual teachers per-session for their translation services for Open House twice a year for the elementary and the lower school. The technology teacher was also paid from the translation funds to translate for parent teacher conferences. There have been professional translators hired for the ELL parents as well. The level of participation of ELL families is consistent in that they attend workshops, are present for parent/teacher conferences, and are present to drop-off and pick-up their children at school. All official school notices are sent home in languages other than English.

12. Yes, all required services support, and resources correspond to ELLs’ ages and grade level. All ESL activities are chosen by the students and they choose activities that are appropriate for their grade and age.

13. Currently we do not have activities that support newly enrolled ELL students before the beginning of the school year.

14. Spanish is a language elective that is offered to ELLs.

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

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.

1. There has been an effort by the ESL department to raise awareness and capacity for educating ELLs amongst the general faculty at the school.

The ESL teachers attend various workshops and professional development meetings throughout the year in order to remain abreast of the latest research in ESL pedagogy. Although in the past teachers were participants in the Teacher's College professional development series, the emphasis in PD has shifted to a more research based teaching method called Genre Practice, in which teachers learn through working within cohorts and through doing individual research, an through inquiry teams. Texts that are being read and discussed within teacher cohorts include those by researchers such as Dan Ling Fu, Maureen Barbieri, David Olsen, Cynthia McCallister, Ken Gergen, George Herbert Mead, Cynthia McCallister, and Derek Dawda. The study of these texts is meant to provide a theoretical framework for teaching reading and a repertoire of strategies for enhancing students' independence and skills as readers.

Teachers from other schools within the school network often schedule inter-visitations at P.S. 126/MAT in order to witness the collaboration of ESL and mainstream teachers as perspectives on pedagogy are shared. Teachers from P.S. 126/MAT are sent to visit other schools as well in order to be kept aware of developments within the educational movement. There are frequent visits to other schools to view lab-sites and learn new aspects of pedagogy, specifically on the topic of language building and literacy.

The ESL teachers have common planning time to work closely together in order to share ideas, materials, and perspectives. ESL teachers and classroom teachers generally have a common lunch, during which concerns regarding ELLs are often addressed.

The ESL website continues to be used for posting information on testing and ESL activities. It will soon merge with ARIS in order to assist mainstream teachers, parents, and administration with the understanding of the ESL Department. Teachers often visit the site for information and updates on NYSESLAT, LAB-R testing, as well as information about ESL scheduling.

The ESL department aims to help the general staff become more familiar with the resources available to ELLs in the form of books on tape, Leapfrog listening pads, computer programs, and other such technology. These resources can

provide great assistance in supporting the development of a low-level ELL if properly utilized within the classroom.

Finally, teachers should be made aware that grouping of ELLs is integral in fostering a productive learning environment. If possible, ELLs should be carefully paired with responsible speakers of their own language, so that they can provide assistance through translation. However, the ELL should also be paired or grouped with native speakers, in order to foster English language development. ELLs should also be seated close to the teacher, whenever possible, to encourage participation, even if only in the form of eye contact and gestures. The teacher should also make an effort to include the ELL in class activities in any way possible. Finally, the teacher should incorporate the use of visuals in her/his teaching, such as pictures, maps, and graphic organizers.

2. For the last couple years the sixth grade has changed to block scheduling to help support the students to transition from the 5th grade into the middle school. The students only have two teachers—one for humanities and one for math and science. This has helped students, including the ELLs, transition into the middle school routines.

The staff is given support on newcomers in the middle school. This year there is high number of newcomers in the sixth grade. The ESL pedagogue has spent considerable time helping the class feel more like a community of learners than having a classroom with a variety of groups of learners in one room. For example, the mainstream student are taught to help ELLs in small reading group instruction, not by asking what they don't understand, but by letting the ELL know what the key concept is or the key vocabulary they should learn.

The staff is also becoming more familiar with the resources available to ELLs in the form of books on tape, Leapfrog listening pads, computer programs, and other available technology. These resources can provide great assistance in handling a low-level ELL if properly set up and used in the classroom.

Finally, the teachers are made aware that grouping of ELLs is integral in fostering a productive learning environments. ELLs are carefully paired with responsible speakers of their own language, if possible, so that they can provide assistance through translations. However, the ELLs are also paired or grouped with native English speakers, in order to foster second language development. ELLs are also seated close to the teacher, whenever possible, to encourage participation. The ELLs are included in all classroom formats and routines from Unison Reading, the Share, and in conferences. Finally, the teachers are given support to incorporate the use of visuals in their teaching, such as pictures, maps, and graphic organizers.

3. The minimum of 7.5 hours of ELL training for all staff (including non-ELL teachers) has been partially fulfilled during the November 2nd professional development day through an in-school professional development. Not all staff was required to come to the ELL “training.” Other types of training have not been required.

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?

1 & 2. Parent involvement in the school ranges from supporting teachers' fundraisers to chaperoning dances. We have had fashion shows, luncheons, and award shows supported by the parents.

The ELL parents are involved through Title III funds mostly. There are three activities that ELL parents participate in through Title III. The first activity is an activity called “The Oscar goes to...” This activity involves a Community Based Organization under Story Pirates and they put on a performance at the outset of the program. As we move through the writing stages, parents will be encouraged to come to rehearsals and offer reviews of our work. We welcome the support of parents who are able to help out with the making of costumes and stage sets. All

are invited to participate as audience members at the performance of our final show. Parents are given mini-workshops on how to interact with their child and support their language learning. As a culminating activity, participating student families (30 kids and approximately 10 adults) will be invited to view an off-Broadway show created and performed by professional child actors. Following this special event we will enjoy dinner and talk at a local restaurant (appropriate language translators will be included in our plans).

For our second activity under Title III, the MAT Life Explorers an average of eight parents participate once a month to our Exploration Meetings on the last Friday of Every month. Snacks will be served for parents. Jaela Kim who is a certified ESL teacher and Sabina McNamara who is certified in education and literacy will be servicing this program. Because parents of Ells often speak another language, we will either request a bilingual staff to participate or have students translate information. There will be an outreach to parents of limited English proficient children. We will be informing parents about how they can be active participants in their child's learning. Resources will be introduced to parents. Guidance councilors, drug prevention councilors, psychologists, and other support staff in the school will also be invited to come and talk to parents and students on the select Fridays that parents will be joining the program.

For the first part of the class, parents will join their child and the child will show the parents the skills they've acquired by assisting them with the planning of fieldtrips. Here, parents will be immersed in the technology. If there should be parents who are knowledgeable in computer software such as Microsoft Office or any other software, they will have a chance to teach their child. If they are not familiar with technology, their child will be able to teach them about the various software programs they've acquired fluency in through the program. Parents will also be informed on how to manage computers at home. Because children are in greater and greater need of computers at home, parents are purchasing computers but are not monitoring students on them. Through this program, they will learn how students research on line and how they use software to complete projects. Teachers will interact with parents to inform them about how to manage "computer time" at home and how to balance the time for entertainment and education. Teachers will also be informing parents on how to assist their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet.

The parents will be able to interact with their child through technology in the classroom. There will be a total of six net/notebooks purchased. There are also three desktops already in the classrooms. Six portable computers will allow every group to have a computer and use it to their advantage. In addition, the notebooks will be used to produce student created movies, picture collages and documentaries in a medium that parents can easily view at home. The DVDs can be viewed at the convenience of the students to re-experience and re-learn important elements of the program.

Although parents will be encouraged to attend all field trips (Central Park Day: Wollman Rink, Brooklyn Day: Jewish and Italian neighborhood exploration and Shell Lanes Bowling, Central Business District: Discover Midtown and Sony Wonder Technology Lab, Wonders of Times Square: AMC Movie Theater, Japanese Society, Museum of Modern Art, Neighborhood exploration Day: Harlem Heritage, The Wall Street Experience, World Trade Center, John Lennon Memorial, South Street Seaport, Belvedere Castle, Nature Day: Pine Meadow Lake Hiking Trail) the last one will require the participation of the parents who've helped plan it. We will have students and parents figure out transportation, financial costs, weather, etc. The final planning meeting before the last field trip, the parents will make a presentation on the net/notebooks through the Power-point software and show the children what they will be doing on the trip.

The destination of the last field trip is projected to be a hiking trail. Admission, travel, and snack for parents will be \$31.25/parent for all fieldtrips. A parent will be asked to come on every field trip, but for the last trip, a total of eight parents will be present.

The third activity through Title III that parents will be involved in is the Learning Through Cooking. The Program dates are February 2nd - April 29th. Parents will be invited to join the students on the field trips to the supermarket. Students can share what they've learned with their parents. Students and parents can be partners in learning and using English, and interacting with the vocabulary that the students have learned. Parents will then be invited back to the classroom to assist the students and learn more vocabulary through the context of cooking. In the cooking classroom, we will use recipes from different cultures, to enhance students' and parents' cultural awareness. If parents are unavailable to join the trips and the cooking activities, we will make extra food. The food can be taken home by the students, and enjoyed with their families. This will be an opportunity for students to share their cross-cultural experiences with their families.

3. The majority of new ELL parents meet with ESL pedagogues during the parent orientation. During this time, parents are surveyed and interviewed to get a sense of their needs. This year parents were especially interested in free ESL classes in the community. After extensive research they were given a list of free ESL classes for adults in our community. They were also introduced to the parent coordinator. Parents also have been introduced to the office staff and the ESL pedagogues and they reach out to school support when they are in a time of need.

4. The need of many ELL parents are also the question of how to support them at home. Unfortunately, the ELL parents are often at work and do not get to interact with ELLs frequently. Our activities allow for parents to not feel burdened by finances and participate in our activities. Because the activities are also at night, they can participate without the burden of missing work.

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)														
Beginner(B)	(18)	6(3)	1(1)	1(2)	2(1)	3	3	0	0					41
Intermediate(I)	(2)	10	2	5(1)	1	3	2	1	3					29
Advanced (A)	(6)	4	13	13	10	8	4	4	2					64
Total	26	23	17	22	14	14	9	5	5					134

NYSESLAT Modality Analysis

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

	A		1	10	13	8	7	3	2	1				
	P		3	3	0	2	1	1	2	0				

NYS ELA									
Data reflects ELL Population on 11/1/2010 (8th grade population from 2009-2010)									
Grade	English	NL	English	NL	English	NL	English	NL	Total
3			2		5		4		11
4			2		5		2		9
5					3		2		5
6			2		3				5
7			1		4				5
8					6				6
NYSAA Bilingual Spe Ed									0

NYS Math									
Data reflects ELL Population on 11/1/2010 (8th grade population from 2009-2010)									
Grade	English	NL	English	NL	English	NL	English	NL	Total
3			2		7		2	2	13
4			3	2	5	2	1		13
5					2		2		4
6					1		2		3
7	1		2		1	1			5
8					3	1	2		6
NYSAA Bilingual Spe Ed									0

NYS Science									
Data reflects ELL Population on 11/1/2010 (8th grade population from 2009-2010)									
Grade	English	NL	English	NL	English	NL	English	NL	Total
4			1		6		2	2	11
8			2	1	1	2			6
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
Data reflects ELL Population on 11/1/2010 (8th grade population from 2009-2010)									
Grade	English	NL	English	NL	English	NL	English	NL	Total
5	1	1	1		1	2			6
8	1	2	1	1	1				6

NYS Social Studies
Data reflects ELL Population on 11/1/2010 (8th grade population from 2009-2010)

	English	NL	English	NL	English	NL	English	NL	
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

	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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/listening/speaking—affect instructional decision?
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.

1. The early assessment tool we use to assess the early literacy skills of our ELLs is the DIBELS. DIBELS is an assessment tool used to determine children at-risk of having reading problems. Teachers use DIBELS to evaluate students' progress based on the five main concepts of early literacy development: Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text, Vocabulary, and Comprehension. Incorporating the five main concepts of early literacy development, DIBELS was designed to provide an assessment of the specific test given to the student.

This data provides the information that the ELLs are making big gains in their learning of Initial Sounds, Letter naming, Word Use Fluency, Phoneme Segmentation, and Nonsense word Fluency. Looking at Appendix K, the growth of initial sounds from 9/1/2009 to 1/1/2009 is substantial. This is a similar pattern in all other areas, except for Word Use Fluency. This information can be helpful in shaping the instruction in Kindergarten and in First grade to target Word Use Fluency. It looks like something the students attained in September, but need to be continually supported to January. This data is consistent to the beginning of this year as well. **(See Appendix L)**

2. Spring 2010 NYSESLAT data states that 48% of the students scored Advanced level. 22% placed Intermediate level and 30%- Beginner level. There is an influx of newcomers registering into Kindergarten, which explains the high number of beginning level of LAB-R scores. When looking at the data, we notice that there was a placement in the beginning level for a kindergartener. This child was a hold-over from the previous year. **(See Appendix A)**

3. According to NYSESLAT 2010 data, ESL instruction needs to be driven by greater focus on reading and writing for the beginning and intermediate students. For the advanced level students, read aloud, dictation, and pair/group discussions that are accurate and relevant to the issues and the talk generated around the topic or text being studied, need to be emphasized. The exchange and cooperative work between the ELLs will promote learning. Groups will also be formed according to achievement learning profiles, interests, language proficiency, and academic abilities depending on instructional purposes. The beginning level ELLs will be encouraged to use appropriate language structures while participating in Unison Reading, and classroom reading and writing shares. We hope to raise student confidence levels by pulling out groups from the mainstream rooms for lower- anxiety Unison Reading and Genre Practice writing sessions. Interactive writing and shared reading will continue in ESL class as well, to promote reading and writing improvement for students in the lower percentile. The ESL department will continue to aggressively address the variety of literary works, forms, techniques, and content represented across the genres. Genres discussed may include memoir, poetry, comics, journalistic writing, nonfiction, interviews, polls, realistic

fiction, biography, fantasy, graphic novels, and books and movie reviews. We will assist students in achieving the state designated level of English proficiency for their grade by formulating instruction to address student areas of need. According to the L. S. Vygotsky's Zone of Proximal Development theory, the next steps would be to engage the learners slightly above their level and challenging students with a higher with adult guidance or in collaboration with more capable peers. We believe in establishing the developmental and learning potential of every ELL, particularly those with learning disabilities who are still recommended for ESL services. Following this instructional plan, we can predict that ELLs' performance will increase to match their full potential.

The three language knowledge components that we will refer to in formulating our instruction are 1) the key vocabulary that represents the concepts of the target lesson, 2) the language to comprehend and participate in the lesson, and 3) language of learning used by the teacher. The two communicative competencies that will drive our instruction will be 1) the ability to apply functional language and 2) academic discourse that is appropriate to the content.

The students will need to know how to use the operation skills or procedural knowledge that is necessary for completing the assignments and participating in classroom activities. Mimicking authentic communication will be the focus of ESL instruction. Every day, the language will rely more on meaning and not on form, though form will be addressed. Speech will not be forced, but will be encouraged to emerge naturally and organically. We will strive to create task-based activities that will lower students' affective filter. **(see Appendix B & C)**

4. According to the NYS ELA data for Grade 3-8, 20% of the ELLs scored Level 1, 23% scored Level 3 and 57% scored Level 2. 0% of the student scored at a level 4. The data shows that most of the students are above the "Below Grade Level" mark on the ELAs. The ELA is not given in a native language. **(see Appendix D)**

Looking at the NYS Math data for Grade 3-8, most ELLs students are meeting grade level. The translated version of the math test is given out to the students. Although they use it as a tool, most do not write in the test translated test booklet, except for the newcomers. The majority of the students use the English version to respond in. The data for NYS Science for grade 4 and 8 also displays similar characteristic where majority ELLs chose the English version of the test. The majority of 4th, 7th, and 8th graders scored a level 3 in the test taken in English. The 6th graders scored a level 4 taken in English. The students that choose to take it in the native language are mostly newcomers and they also score proficiently ranging in levels 3 and 4, except for two newcomers in grade 3 who scored at level 2.

In Science, 4th graders scored a level 3 when their test was taken in English. There was also an even number of 4th graders who scored a level 4 in both English and their Native Language. The 8th graders evenly scored levels 2 and 3 when their tests were taken in English and their Native Language. **(see Appendix F)**

For NYS Social Studies (grade 5 & 8) the data indicated that there is an even number of ELLs using both English and Native Language version of the tests. For grade 5, majority of the ELLs scored Level 3 in tests taken in the Native Language. Meanwhile, grade 8 ELLs scored Level 1 in the NYS Social Studies tests taken in the Native Language. **(See Appendix G)**

The ELL Periodic Assessments are not used, but there will be an effort to begin the use of Periodic Assessments to inform the school leadership and teachers on the results.

5. N/A

6. There are a variety of ways to measure success of an ESL program. Although the speed in which a child acquires a second language has great value when it comes to quantitative data, it is also important that language learning becomes purposeful and joyful. There is success in a program when students are intrinsically motivated and is enthusiastic about becoming bi-cultural. The loss of one's culture and identity is something the program at 126 is very mindful of. The struggles of every ESL teacher is how to teach English—the language of world power

and dominance. How can we help students see the value in retaining their own language and culture and use English to one day help support their community? Newcomers especially are difficult to persuade in their assimilation process. They are often angry and resentful; their inability to communicate frustrates the smartest and brightest child. The success is in the change of students over time--their appreciation of their past and their balance of who they've become. When students can use their second language to explain beauty, manipulate a perspective, and teach someone knowledge you know that the ESL program is successful.

Data for this kind of quality is difficult to capture, however, we have created portfolios, narratives, case studies, and student conferences as summative assessments to quantify the growth of ELLs at 126. The program is successful at supporting the ELLs. The ELL "Alumni" are also very proud to be part of the ESL "crew" and they join us from time to time to support those who are nearing proficiency. They are part of a community in the school that is special and has become part of their identity.

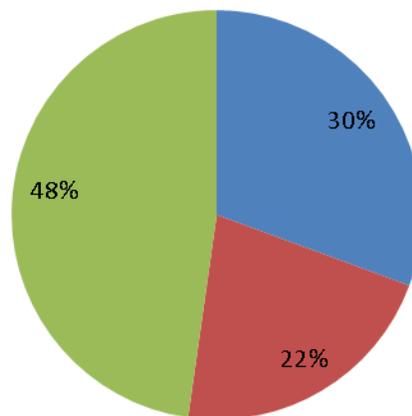
The success of the ESL program is evaluated through qualitative and quantitative data. The formative data is a collection of percentages over the course of three school years. The NYSESLAT scores have increased in all four sections for the ELL population currently in grades 4th-8th. The percentages were calculated based on the raw scores compared to the scores of students who have reached proficiency. See **Appendix H**. There is also data that ELLs have been successful by looking at our peer schools and the comparison on the progress reports. 126MAT has received extra credit for the ELLs consecutively for the past three years. See **Appendix I**. Lastly, ELLs have been given the Degrees of Reading Power assessments and their growth compared to the national average shows significant gains. See **Appendix J**.

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.

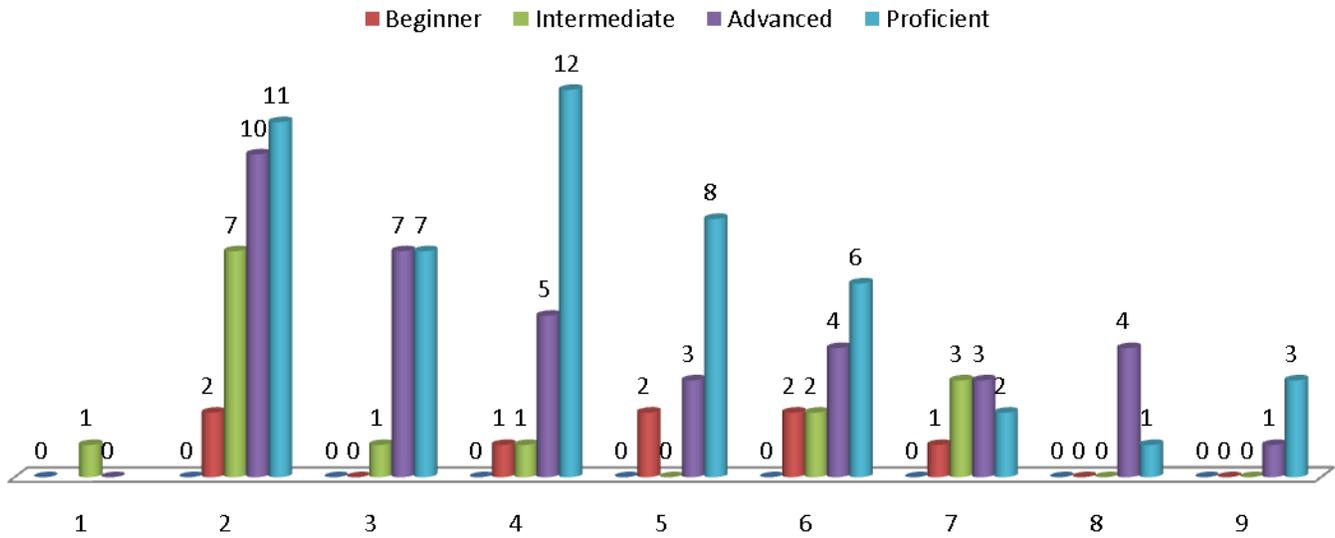
Appendix A
Overall NYSESLAT Proficiency Results
(LAB-R for new admits)

■ Beginner (B) ■ Intermediate (I) ■ Advanced (A)

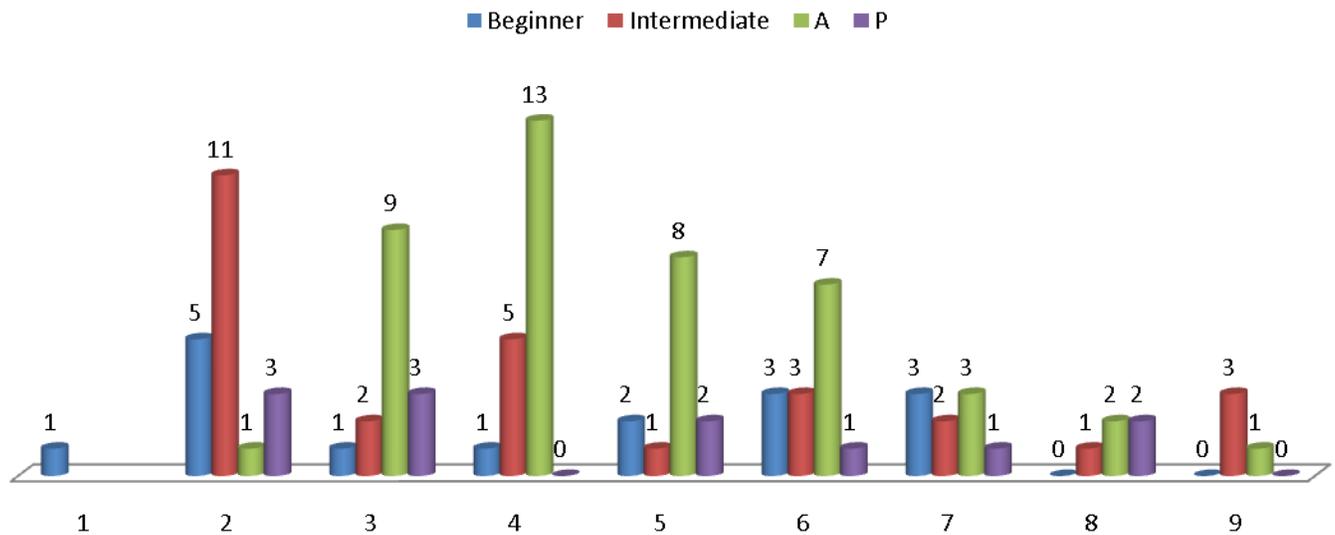


Additional Information

**Appendix B
NYSESLAT Modality Analysis
Listening/Speaking**



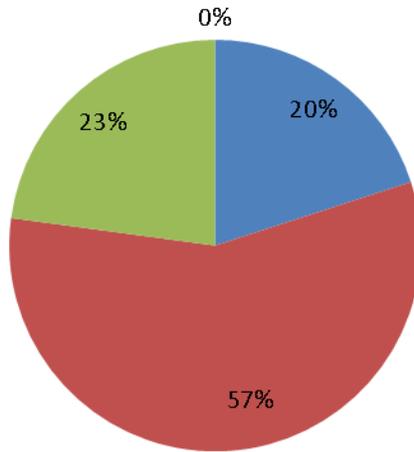
**Appendix C
NYSESLAT Modality Analysis
Reading/Writing**



Additional Information

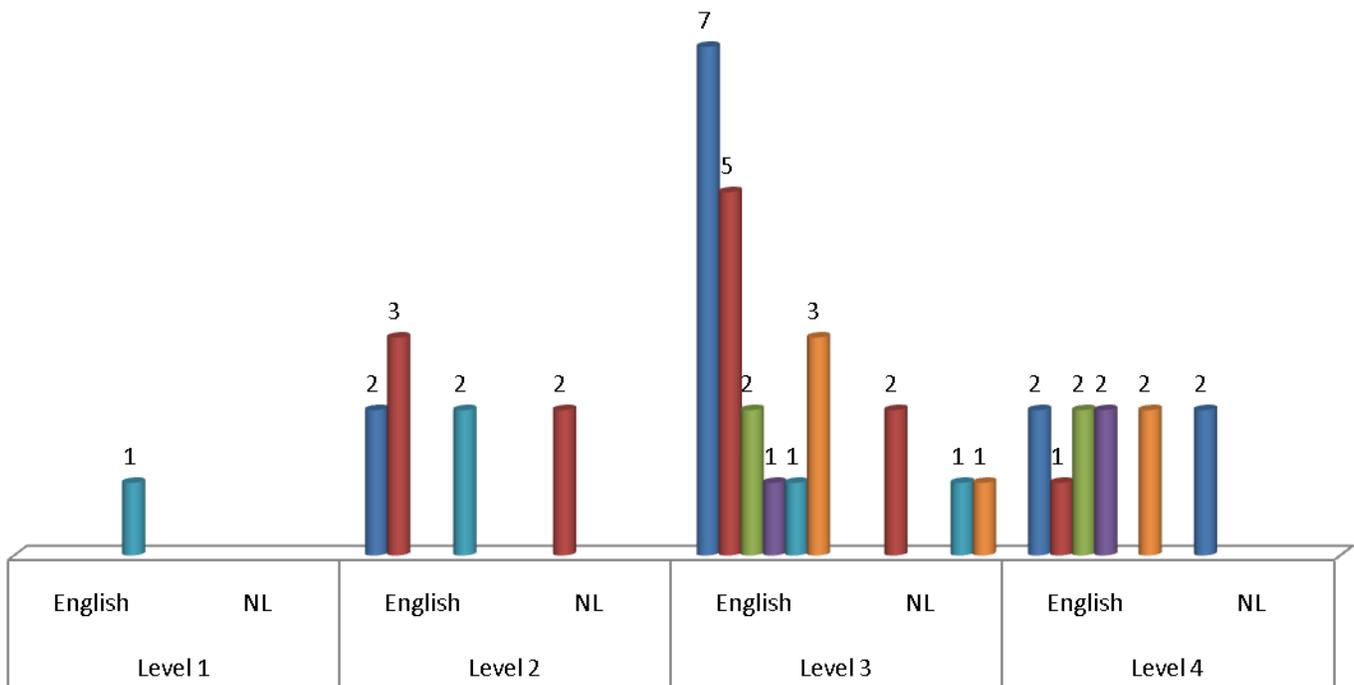
**Appendix D
NYS ELA Grade 3-8**

■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4



**Appendix E
NYS Math**

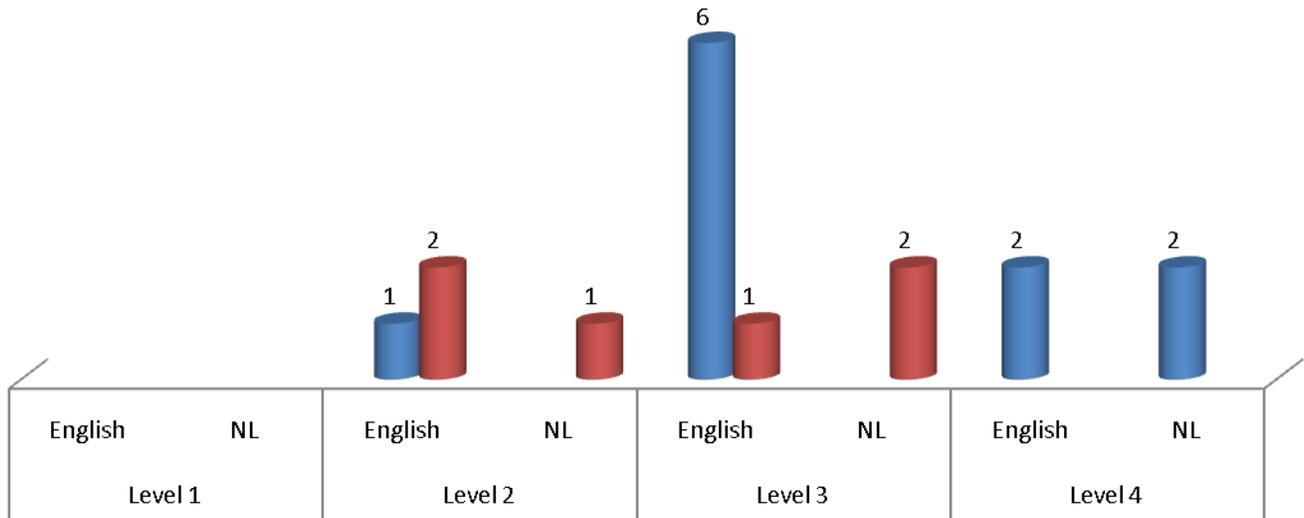
■ Grade 3 ■ Grade 4 ■ Grade 5 ■ Grade 6 ■ Grade 7 ■ Grade 8



Additional Information

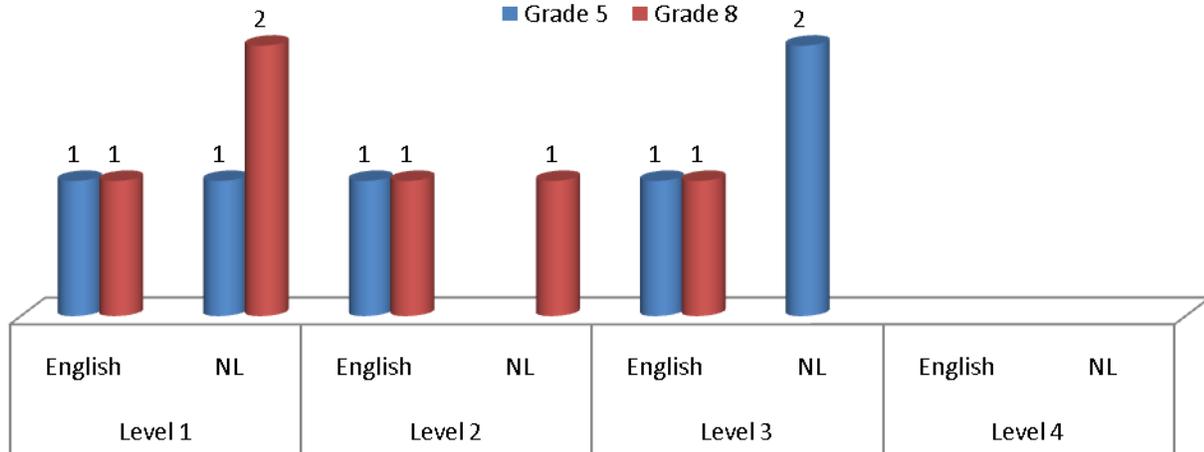
**Appendix F
NYS Science**

■ Grade 4 ■ Grade 8



**Appendix G
NYS Social Studies**

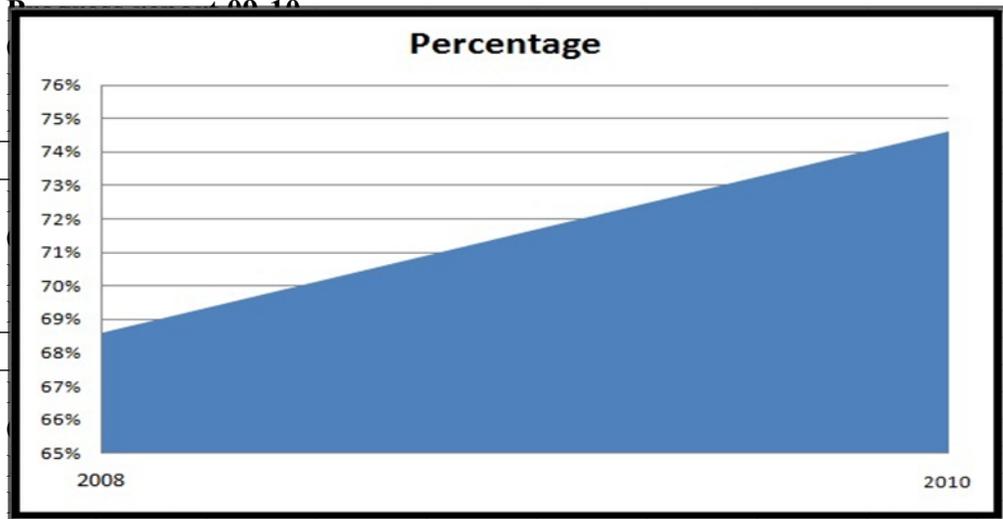
■ Grade 5 ■ Grade 8



Appendix H Breakdown of NYSESLAT Sections and Average Percentage

Additional Information

Appendix I Progress Report Extra Credit for ESL



	Listening	Speaking	Reading	Writing	Total
2008	74.60%	75.10%	65.06%	59.67%	68.61%
2010	77.21%	75.68%	73.20%	72.47%	74.64%

English Language Learners Gains on the Degrees of Reading Power Assessment, September through June

Grade	N of Students	Average Change in DRP units for ELL Subgroup, September-June	National Average gains in DRP units for ELLs September-June **
2nd	23	12.1	Not Available
3rd	16	15.2	Not Available
4th	8	7.5	5

Additional Information

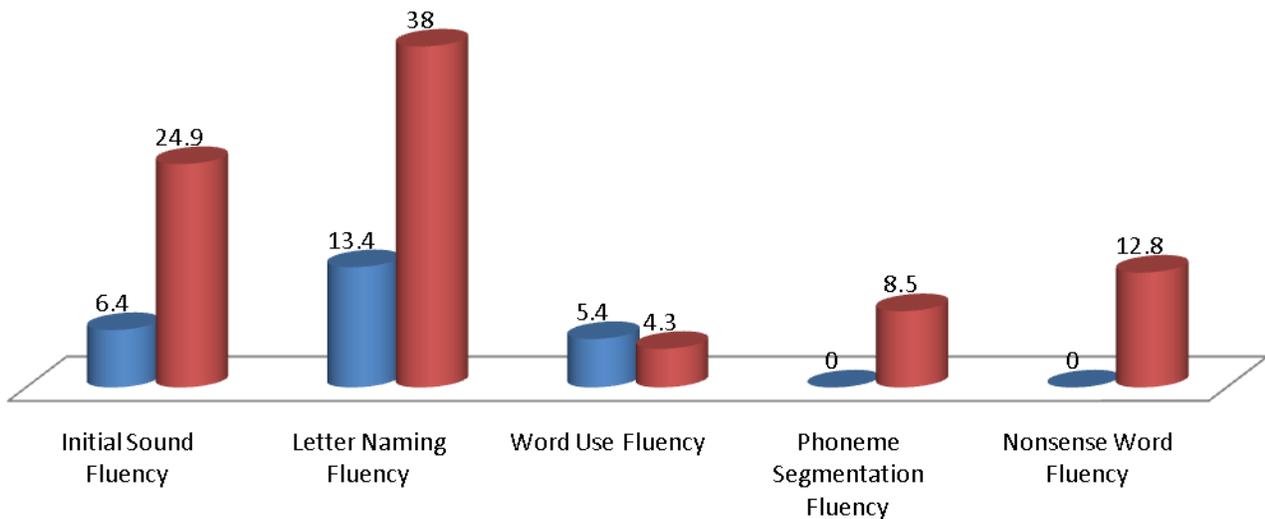
5th	11	14.6	2
6th	5	2.0	2
7th	5	9.2	2
8th	6	9.0	3

*Questar Assessment (formerly Touchstone Applied Science Associates). (2000) *DRP Norms: Primary & Standard DRP Test Forms*, Brewster, NY: Author

** Maculaitis, J. (2001) *The MAC II Handbook with Norms Tables: A&B Forms*, Brewster, NY: Questar Assessment (formerly Touchstone Applied Science Associates)

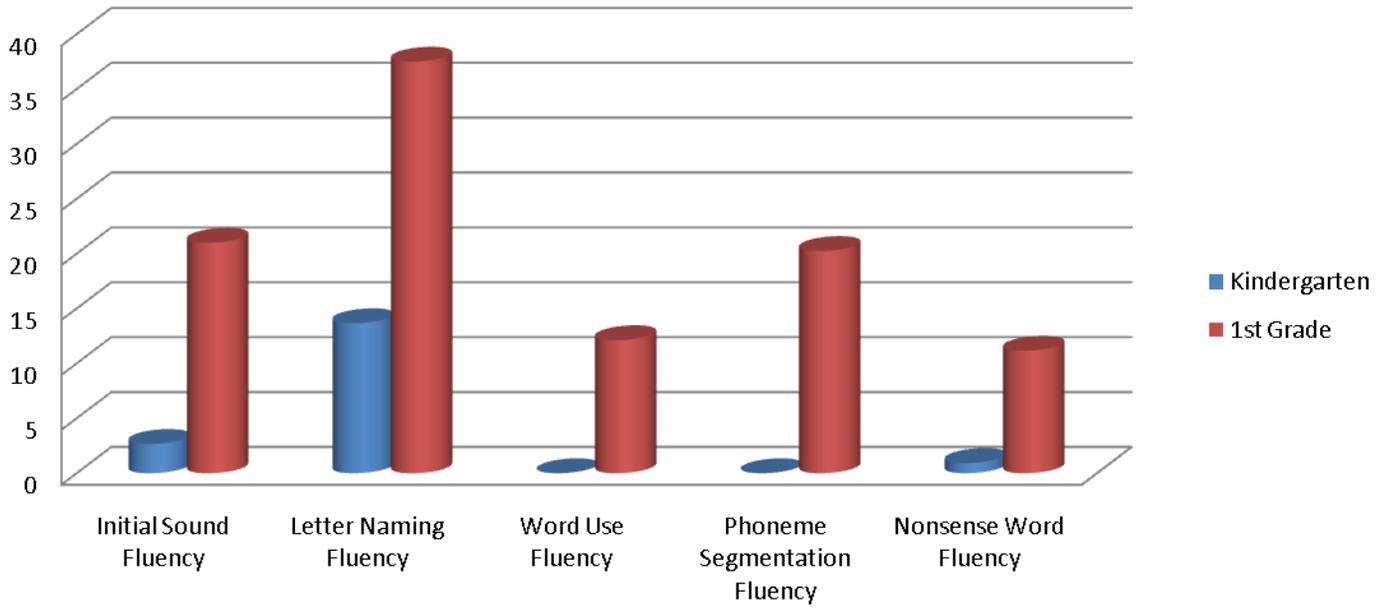
Appendix K 1st Grade Growth Analysis

■ 9/1/2009 ■ 1/1/2010



Additional Information

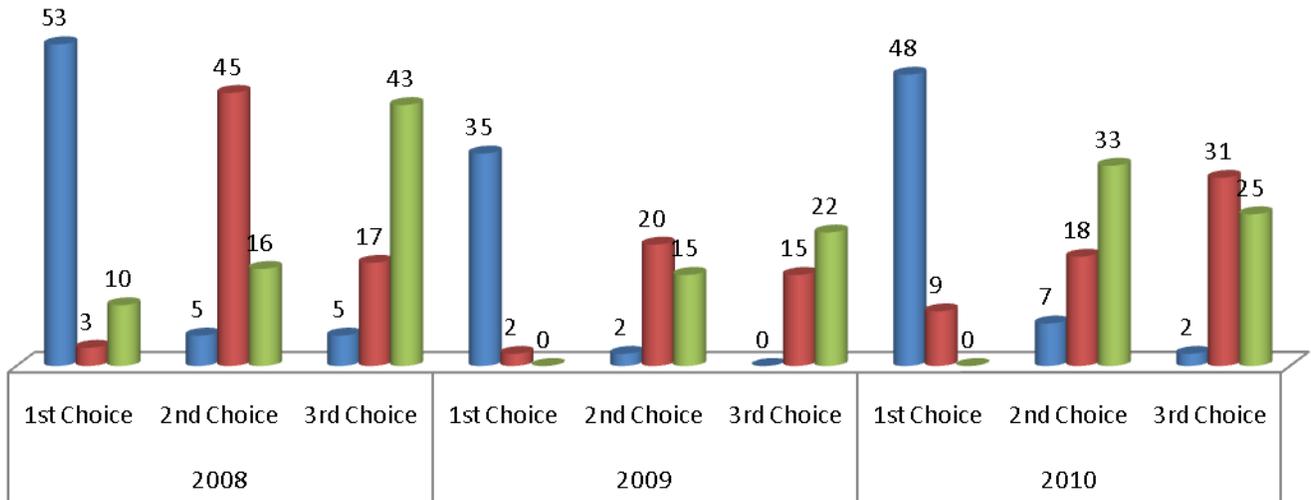
Appendix L September 2010



Additional Information

Appendix M Parent Choice Survey

■ ESL ■ TRS ■ BL



2010 Parent Choice Survey

■ ESL ■ TRS ■ BL

