



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN ERICSSON MIDDLE SCHOOL 126 – MAGNET SCHOOL FOR ENVIRONMENTAL
ENGINEERING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K126

PRINCIPAL: ROSEMARY OCHOA EMAIL: ROCHOA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rose Chen	Designee	
Sergio Zamora	*UFT Chapter Leader or Designee	
Theresa Cruz	*PA/PTA President or Designated Co-President	
Peggy Augoustatos	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Mena	Member/Teacher	
Melanie Fulwood	Member/Parent	
Jennifer Baez	Member/Parent	
Luz Lopez	Member/Parent	
JoAnn Pollack	Member/Teacher	
Jeannie Grace	Member/Assistant Principal	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, Limited English Proficient Students and Students with Disabilities will demonstrate progress as measured by a 5% increase in levels 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed an increase in performance on the English Language Arts assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have made progress for our ELL and SWD subgroups a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Professional Development: PD will be given on the following topics:

- Interim assessments to monitor and revise curriculum;
- use of rubrics with the language of the standards to provide specific feedback to students regarding their work;
- use of student data to plan and set goals;
- further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning

Target Population(s): Teachers servicing SWDs and ELLs

Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and

Data Specialist

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- We view our parents as vital members of our school community. We recognize that parental impact is great upon our students, and that the best way to provide support for our children is also to provide support for our parents. Therefore, our ESL teacher spends two hours of the Saturday program with the attending parents. During that time each week, a segment of the video series "We Are New York" is viewed and discussed. The parents spend another hour learning English using the Rosetta Stone Program in our Language Lab. For the third hour, our parents join their children in the classroom. When parents and

children come together with a teacher, the parents often learn new concepts and are able to help their children with work assigned at home. Our Saturday Academic Program strengthens the bond between parents, children, and the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

99% of our teachers are highly qualified. Our school supports all teachers in becoming highly qualified. Additionally, we have the following in place:

- 4-6 informal observations for every teacher
- 2-3 formal observations for every teacher
- Bi-monthly teacher forums' agendas and minutes
- Professional development attendance logs and AC's technical summaries
- Online Assessment programs (built into purchased programs), including ACUITY
- Mentoring of new teachers by seasoned teachers on staff
- Editure professional development for ELA, Social Studies, Math, and Science with curriculum alignment to Common Core standards

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Brenda Williams, a Special Education specialist from the state, is working with us. Judith Tyler, our Talent Coach, is working with us on the Danielson Teacher Effectiveness Framework. Professional development is also being provided through our partnership with Q-TEL this year. Q-TEL will provide professional development to nearly all staff members, in an effort to support ELLs at all proficiency levels across all content areas – and in every classroom. We are also receiving support from CEI-PEA (our network), the Office of English Language Learners and as scheduling permits, through the Department of Education. By the end of the school year, we expect to have received professional development on topics including the following:

- * Content Area Instruction for English Language Learners
- * Increasing Content Area Vocabulary for English Language Learners
- * Meeting the Emotional Needs of Students from Various Cultures
- * Teaching Strategies for Students Who are New to the English Language

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Our school is Conceptually Consolidated, as we are a Title I school. The funds, along with the SIG grant have provided our school with our ELA curriculum Ramp Up, professional development with America's Choice, Editure, and our ELA Master Teacher.

Funding: FSF, SIG, Title III, ARRA

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By spring of 2012, all students will engage in one literacy task (writing an argument) embedded in a rigorous curriculum unit aligned with the Common Core Learning Standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As per DOE instructional goals, mandates, all students will be exposed to one ELA performance task aligned with the Common Core standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A team of ELA teachers will design a unit of study aligned to common core standards during late summer and early fall of 2011. The unit of study will incorporate opportunities for students to conduct research and use supporting evidence. Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
We are assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community. Monthly newsletters are also sent home by the parent coordinator.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

99% of our teachers are highly qualified. Our school supports all teachers in becoming highly qualified. Additionally, we have the following in place:

- 4-6 informal observations for every teacher
- 2-3 formal observations for every teacher
- Bi-monthly teacher forums' agendas and minutes
- Professional development attendance logs and AC's technical summaries
- Online Assessment programs (built into purchased programs), including ACUITY

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are receiving support from CEI-PEA, our network. Brenda Williams, a Special Education specialist from the state, is working with us. Judith Tyler, our Talent Coach, is working with us on the Danielson Teacher Effectiveness Framework.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Our school is Conceptually Consolidated, as we are a Title I school. The funds, along with the SIG grant have provided our school with ELA curriculum Ramp Up, professional development with America's Choice, Editure, and our Master Teacher.

Funding:

FSF, SIG, Title III

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All students will engage in one math task embedded in a rigorous curriculum unit aligned to the Common Core Standards. 80% of students will produce at least one performance task where they will model with mathematics or construct viable arguments and critique the reasoning of others, at performance level 2.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We did not make AYP for any subgroups in either ELA or Mathematics. Additionally, we are expected to complete a unit aligned to the Common Core standards, and include a performance task, aligned with the Common Core standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A team of teachers will participate in ongoing professional development on Common Core Standards. The core teams will turnkey the professional development during common planning and team meetings.

A team of Math teachers will design a unit of study aligned to Common Core Standards during late summer and early fall. The unit of study incorporates opportunities for students to conduct research and use supporting evidence or use of models with mathematics.

Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments and using models with mathematics. Teachers meet weekly in department teams to assess student work, using the tuning protocol. Teachers will plan lessons that (a) use models with mathematics or (b) create and explore reasoning behind arguments to arrive at a viable solution.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are providing materials and training to help parents work with their children to improve their achievement level in math and use of technology;

We are 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; We are fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; We are providing assistance to parents in understanding City, State and Federal standards and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

99% of our teachers are highly qualified. Our school supports all teachers in becoming highly qualified. Additionally, we have the following in place:

- 4-6 informal observations for every teacher
- 2-3 formal observations for every teacher
- Bi-monthly teacher forums' agendas and minutes
- Professional development attendance logs and AC's technical summaries
- Online Assessment programs (built into purchased programs), including ACUITY

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We are receiving ongoing support from CEI-PEA, our network. Brenda Williams, a Special Education specialist from the state, is working with us. Judith Tyler, our Talent Coach, is working with us on the Danielson Teacher Effectiveness Framework.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Our school is Conceptually Consolidated, as we are a Title I school. The funds, along with the SIG grant have provided our school with professional development with Editure and our Math Turnaround Teacher.

Budget: FSF, SIG, Title III

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	X	X	N/A	N/A	X	X	X	X
1	X	X	N/A	N/A	X	X	X	X
2	X	X	N/A	N/A	X	X	X	X
3	X	X	N/A	N/A	X	X	X	X
4	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X
6	12	0	12	12	0	9	3	2
7	15	0	15	15	0	11	6	6
8	8	0	8	8	0	8	13	2
9	X	X	X	X	X	X	X	X
10	X	X	X	X	X	X	X	X
11	X	X	X	X	X	X	X	X
12	X	X	X	X	X	X	X	X

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA: Ramp Up, Success Maker pull-out program	Ramp Up will be used throughout the ELA department in a specialized push-in, pull-out model with AIS students in all grades, including ELLs and students with disabilities. Success Maker, an educational software program, will supplement, differentiate and personalize instruction. Success Maker is designed to evaluate, support and challenge learners. The program is designed for use for at least 3 days per week. After school: AIS students will receive small group instruction in ELA using Success Maker.
Mathematics: Success Maker pull-out program	Success Maker, an educational software program, will supplement, differentiate and personalize instruction. Success Maker is designed to evaluate, support and challenge learners. The program is designed for use for at least 3 days per week. Success Maker will be used for AIS students after school. This service will begin in February 2012.
Science: Robotics, Salvadori, LEAD Green Design, Project-Based Learning	AIS students including ELLs and students with disabilities will benefit from collaboration with Salvadori's LEAD Green design program and project-based learning two to three times per week throughout the school year. During school hours, AIS students including ELLs and students with disabilities will receive small group instruction in a multi-sensory Robotics program.
Social Studies: Salvadori, LEAD Dream Spaces, Multi-cultural Project-Based Learning	AIS students including ELLs and students with disabilities will benefit from differentiated instruction in collaboration with Salvadori's LEAD Dream spaces program and multicultural project-based learning bimonthly, throughout the year.
At-risk Services provided by the Guidance Counselor: One Guidance Counselor	MS 126 has one full-time guidance counselor who services general education students and special education students, as needed, in small groups and on a one-to-one basis. Our Guidance Counselor will begin seeing students in January 2012.
At-risk Services provided by the School Psychologist: One school psychologist	MS 126 has a school psychologist 4 days per week. He provides AIS counseling services, general education counseling services, and counseling services to students with disabilities on a one-to-one basis, throughout the school day. The school psychologist also evaluates AIS students for additional AIS services, related services, and special education services.
At-risk Services provided by the Social Worker: One social worker	Two days per week MS 126 has an on-site social worker who provides AIS counseling services and classroom observation / evaluations for AIS students, general education students, and special education students.
At-risk Health-related Services: Nurse, 2 Park Slope Counselors, Leo's Eyeglasses for Excellence	MS 126 has a full time nurse who provides general health services. Two Park Slope clinicians work with AIS students on a one-to-one rotating basis. Three days per week they provide counseling services and behavior modification techniques. The Leo's Club also provides free eyeglasses to any AIS student through their Leo's Eyeglasses for Excellence Program.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14K126 **School Name:** John Ericsson MS 126 School for Environmental Engineering

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or JIT during the 2010-11 school year, please include the findings from that process in your response for this section.

Negative trend data for one or more identified subject/areas and subgroups for the past two consecutive years as indicated by a decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.

School is ten or more points away from meeting its Effective Annual Measurable Objective (EAMO) for one or more identified subgroups in subject/area(s) of identification.

Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years) show an increase in the number of subgroups that did not make Adequate Yearly Progress (AYP) in identified area(s).

Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years) indicate an increase in the achievement gap between identified subgroups and the **All Students** subgroup in one or more identified subject/area(s).

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

As we did not make AYP for any subgroups in either ELA or Mathematics, we are focusing our support on professional development with Editure/AUSSIEs, whose consultants are helping us to align our curriculum maps with the CCLS; and working with individual – and groups of – teachers in ELA, Math, Science and Social Studies, to increase teacher effectiveness in the classroom.

We also recognize the importance of test preparation – for all subgroups. We are, using “Buckle Down” in Math and ELA, for grades 6, 7, and 8 during the mid-winter recess and spring recess. This will provide us with additional time to support attending students without the daily interruptions that occur in the course of the regular school day.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Our partnership with Editure/AUSSIEs will provide our teachers with a deeper understanding of the Common Core Learning Standards as they apply to our curriculum – and ways in which the CCLS will be incorporated into the curriculum maps and into classroom practice. The partnership will also foster greater collaboration among teachers, as they share common best practices. Editure/AUSSIEs will provide teachers with constructive feedback through classroom visits and observations.

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

The teacher mentoring program will include job embedded professional development, common planning time and intervisitations between colleagues based on identified areas of need.

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.

Letters regarding our school's identification for improvement will be backpacked and sent home with students. Additionally, information will be shared during School Leadership Team meetings, provided through our Parent Association meetings and via telephone messenger system.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado / Nancy Ramos	District 14	Borough Brooklyn	School Number 126
School Name John Ericsson MS 126			

B. Language Allocation Policy Team Composition [?](#)

Principal Rosemary Ochoa	Assistant Principal Jeannie Grace
Coach type here	Coach type here
ESL Teacher Danuta Glowacki	Guidance Counselor Sergio Zamora
Teacher/Subject Area Michael Mena, ESL	Parent Zahira Reyes
Teacher/Subject Area Jacqueline Baez, ESL	Parent Coordinator Phyllis Zawrotniak
Related Service Provider Judy Baric, SETSS/IEP	Other type here
Network Leader Nancy Ramos	Other type here

C. 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	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	34
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	319	Total Number of ELLs	64	ELLs as share of total student population (%)	20.06%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

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

After a child is tested (in either English or in his/her native language, as desired and where possible), the determination is made as to which services are warranted, if any. Parents are then given the choice as to which setting they prefer for their child, and they are provided with information as to what is available. One of our ESL teachers completes the intake process, which also includes showing the video about their choices. If a parent selects a dual language or bilingual placement, he or she is provided with placement choices. All of the parents interviewed through our intake process select our freestanding ESL program.

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

The pedagogues responsible for conducting the initial screenings and administering the HLIS and LAB-R are Mr. Mena, Mr. Zamora, and Ms. Baez. All three pedagogues speak both English and Spanish. Mr. Mena is a certified ESL teacher for grades K-12. Mr. Zamora is a certified bilingual guidance counselor for grades 7-12. Ms. Baez is a certified ESL teacher for grades 7-12. The Spanish LAB-R is only administered to over-the-counter, newly enrolled students who speak Spanish, only. In this case, the Spanish LAB-R is administered by Mr. Mena, Mr. Zamora, or Ms. Baez. As of this date (November 4, 2011) we have not needed to administer the Spanish LAB-R to any students this school year.

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

To ensure the four components of the NYSESLAT are administered correctly, our ESL teachers (Mr. Mena, Ms. Glowacki, Ms. Baez, and Mr. Rybkiewicz) create a checklist of procedures to be followed, so that we are in compliance. The procedures include identifying all eligible students for testing through ATS, selecting available rooms for testing, checking testing materials for sufficient booklets, grade-specificity, etc., maintaining test material security, and maintaining testing schedules for each component and all grades. We are 100% in compliance.

Our Parent Coordinator provides outreach to our new family members. She sees to it that parents view the orientation video in their

native language as soon as possible, after the LAB-R has been hand scored by one of our three pedagogues (assigned to this task). The program choices are then explained to the parents (in their native language). Once parents have a clear understanding of Transitional Bilingual, Dual Language, and Freestanding ESL programs, they are asked to sign a parent option form. If parents choose a program that we do not currently offer, our Parent Coordinator assists them in finding a location where that program exists. We make sure that the parents know about our ESL program, as well. All of our parents have selected our freestanding ESL model, after viewing the video.

Entitlement letters and LAB-R results are kept in a file in the ESL Coordinator's (Rose Chen) office. Copies of Entitlement Letters and LAB-Rs are also kept in the students' individual cumulative files.

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							17	24	23					64
Total	0	0	0	0	0	0	17	24	23	0	0	0	0	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	17
SIFE	4	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22	4	2	19		8	22		7	63
Total	22	4	2	19	0	8	22	0	7	63

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
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	
	EL L	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							12	19	21					52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							3	2	4					9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1	1					2
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	15	22	26	0	0	0	0	63

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

Paste response to questions 1-7 here

Our freestanding ESL Program has 12 sixth graders in the Spanish language group and 3 sixth graders in the Arabic language group. We have 19 seventh graders in the Spanish language group, 2 seventh graders in the Arabic language group and 1 seventh grader in the Polish language group. We have 21 eighth graders in the Spanish language group, 4 eighth graders in the Arabic language group, and 1 eighth graders in the Polish language group.

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

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

We also provide our intermediate and advanced ESL students with a Saturday program, focused on the Achieve 3000 online program. Our beginning English Language Learners receive both direct instruction from ESL teachers and online instruction through the Rosetta Stone program in class throughout the week.

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

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

We have 64 English Language Learners and four ESL teachers on staff. One of our ESL teachers services students for 5 periods per week, only.

Schedules are set up to meet the mandated number of instructional periods for each student. Again, ESL services are delivered through push-in, pull-out and co-teaching models throughout the content areas. We are using Rigor for our newcomers and low-intermediate students. We are using a Q-TEL program for our mid-intermediate, high intermediate, struggling reader ELLs, and long-term ELLs. Achieve 3000 is also used during our Saturday program, as is RIGOR, Rosetta Stone, and math manipulatives.

Content area instruction is delivered in English. However, some of our teachers now use the SMART board daily and provide Google translations of each lesson component in both Spanish and Arabic. Content area support is also provided through the use of bilingual glossaries from Pearson Longman, visually presented material via technology and objects brought into the classroom, manipulatives, and Spanish language textbooks for Social Studies and Science.

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

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

Rosetta Stone

Differentiated instruction

Alphabet recognition and Phonemic awareness instruction

Bilingual fiction and nonfiction texts

Academic Intervention Services and Supplemental Education Services

A. Programming and Scheduling Information

Achieve 3000 "Teen Biz" Program

Newcomers to MS 126 are placed according to their proficiency levels. Newcomers are also provided with support through RIGOR, targeted sight words, and BICS (Second Language Acquisition Theory and Principles).

We provide Academic Intervention Services for English language learners who have been receiving services for 4 through 6 years. This group of ELLs also receives focused instruction on academic language development. Our emphasis is on improving outcomes in reading and writing on both the NYSESLAT and the ELA state tests.

Our long-term ELLs, as well as newcomers and ELLs who have received between 4 and 6 years of service, are included on our Inquiry Teams across the content areas, to the greatest extent possible. Our focus for the year 2011-2012 is twofold; to increase content knowledge through academic vocabulary and reading comprehension skills; and to provide social/emotional support for our middle schoolers, to further assist them to increase proficiency levels in reading and mathematics. Teachers are focusing on increasing vocabulary and on performance indicators tested most frequently on the state tests, during Inquiry- Extended Day periods.

To assist us in moving forward with instructional goals, we are partnering with Editure to align our curricula with the common core standards. Editure consultants will work with each of the core areas, i.e., ELA, Science, Mathematics and Social Studies. Their work with our faculty will provide us with the best practices needed to work with all students, including our English Language Learners. Our ELL is

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
English Language learners who have IEPs receive push-in and pull-out instruction. Teachers collaborate and plan for both instruction and assessment purposes.	100%			
	75%			
	50%			
	25%			
	Dual Language			
	100%			
	75%			
	50%			
	25%			
	Freestanding ESL			
	100%			
	75%			
	50%			
	25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?

B. Programming and Scheduling Information--Continued

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

PMS126 ELLs receive state-mandated number of ESL services in the form of push-in support during literacy, math, social studies, and science blocks. Students are encouraged to work cooperatively on projects and are grouped heterogeneously by ability within their L1 cohort. Push in teachers sit with newcomers and beginning students during class-wide instructional delivery and provide additional support materials to students to assist with comprehension. During independent work blocks, ELLs work with the ESL instructor to review learning goals. Content is re-taught when needed and supported through L1 support and translation. For the first time we are using Rigor, for newcomers - and RIGOR components, as appropriate, for long-term and struggling reader ELLs. Finally, we are using Achieve 3000 on Saturdays, which provides students with reading passages to respond to - on each student's appropriate reading level.

We do not use ELLs' native languages to teach; however, we do have native language materials - books, websites, computer programs - so that students can have additional supports as needed. We stress the use of high-interest, low level texts to the greatest extent possible, as needed.

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

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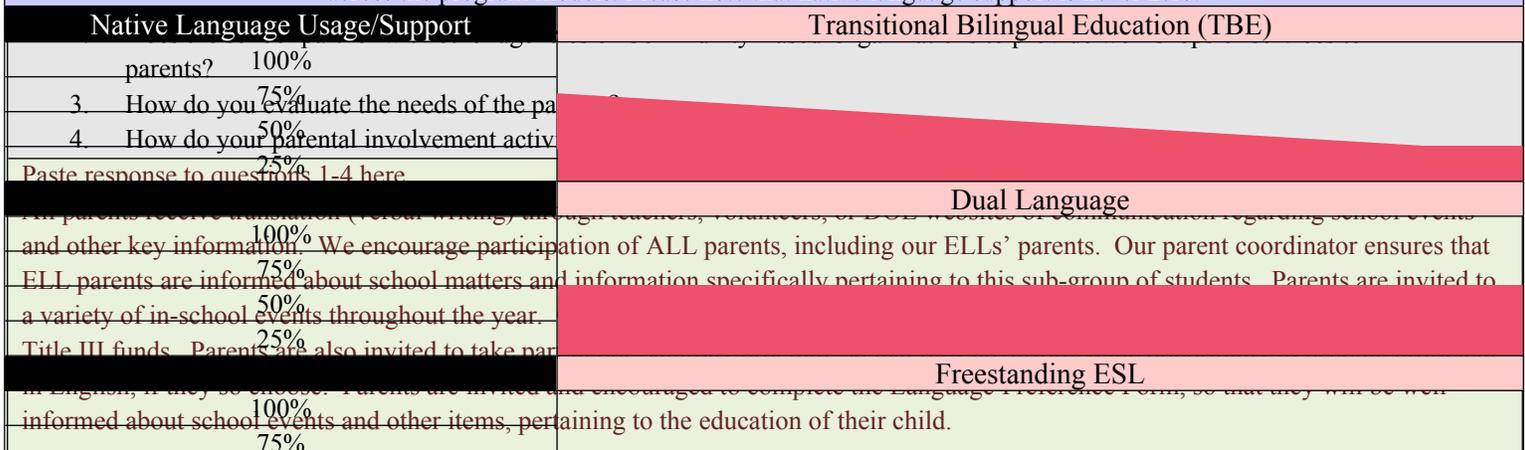
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Native Language Usage and Supports

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



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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.

Results of the ELL periodic assessments provide us with specific information used for planning purposes. We can target the areas of greatest need - reading, writing, listening and/or speaking, as well as performance indicators with which students require the greatest support. As more data becomes available, we will be able to adjust teaching strategies and goals for students, on a very individualized basis.

The success of our program(s) for ELLs is revealed in NYSESLAT scores, State Exams, through both formal and informal classroom observations. We are expecting that will our curriculum maps, our ESL service providers, Q-TEL, Rigor program, collaboration among teachers for planning purposes, and the upcoming Saturday ELL program, our ELLS will make significant gains this year.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	7	7					18
Intermediate(I)							3	8	8					19
Advanced (A)							7	6	10					23
Total	0	0	0	0	0	0	14	21	25	0	0	0	0	60

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B							1	2	2				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I							0	1	2				
	A							9	13	8				
	P							4	5	13				
READING/ WRITING	B							4	6	8				
	I							3	9	10				
	A							6	4	7				
	P							1	2	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	5			13
7	14	4			18
8	13	10			23
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		5		5				14
7	9		8		4				21
8	10		13		2				25
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		12		8				27
8	8		8		1				17
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

When we triangulate the data available from ARIS, our predictive tests, periodic assessments, and NYSESLAT results, we come to several conclusions: We have more students at the proficient level - across all grades- in listening and speaking English as a second language. The students have difficulty with mastering ELA, particularly in reading and writing. On a positive note, our former ELLs tend to not perform

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.

Results of the ELL periodic assessments provide us with specific information used for planning purposes. We can target the areas of greatest need - reading, writing, listening and/or speaking, as well as performance indicators with which students require the greatest support. As more data becomes available, we will be able to adjust teaching strategies and goals for students, on a very individualized basis.

The success of our program(s) for ELLs is revealed in NYSESLAT scores, State Exams, through both formal and informal classroom observations. We are expecting that will our curriculum maps, our ESL service providers, Q-TEL, Rigor program, collaboration among teachers for planning purposes, and the upcoming Saturday ELL program, our ELLS will make significant gains this year.

Part VI: LAP Assurances

School Name:
MS 126

School DBN: 14K126

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/14/11
	Assistant Principal		10/14/11
	Parent Coordinator		10/14/11
	ESL Teacher		10/14/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

School Name:

MS 126

School DBN: 14K126

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K126 **School Name:** John Ericsson Middle School 126

Cluster: Debra Maldonado **Network:** Nancy Ramos

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: John Ericsson MS 126	DBN: 14K126
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: We are currently offering a 17-week ESL Saturday Academic Program. The program will begin on February 18th, 2011. Our Saturday Academy includes three components: The teachers will use in-house materials to support ELA and mathematics, and the Rosetta Stone program, which is technologically based and has already been purchased by our school.

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

The program is taught weekly by four teachers. One of the teachers is an ESL certified teacher. Another teacher is a certified ELA teacher; another is a certified special education teacher. The fourth teacher is a content area teacher. Our teachers collaborate to support the specific learning needs of all students in the program. A supervisor will be hired to oversee the program on Saturday.

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

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development is being provided through our partnership with Q-TEL this year. Q-TEL will provide professional development to nearly all staff members, in an effort to support ELLs at all proficiency levels across all content areas – and in every classroom. We are also

Part C: Professional Development

receiving support from CEI-PEA, the Office of English Language Learners and as scheduling permits, through the Department of Education. By the end of the school year, we expect to have received professional development on topics including the following:

- * Content Area Instruction for English Language Learners Increasing Content Area Vocabulary for English Language Learners
- * Meeting the Emotional Needs of Students from Various Cultures
- * Teaching Strategies for Students Who are New to the English Language

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

Due to the fact that our focus is on the content area and literacy, as part of a culminating activity and cultural experience, there will be three planned trips. One will be to the Museum of Natural History in Manhattan; another will be to the El Museo del Barrio in Manhattan; and the third trip will be to the International Center of Photography. The parents and the participating students will be invited. Costs include admission fees and rental of a bus.?????

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		