



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** JOHN ERICSSON M.S. 126

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

PRINCIPAL: M. BAUSCH    EMAIL: MBAUSCH@SCHOOLS.NYC.GOV

SUPERINTENDENT: A. WINNICKI

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Marcos Bausch	*Principal or Designee	
Sergio Zamora	*UFT Chapter Leader or Designee	
Jennifer Baez	*PA/PTA President or Designated Co-President	
Peggy Augoustatos	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Joseph Guzman	CBO Representative, if applicable	
Luz Lopez	Member/CSA	
Luz Lopez	Member/PTA	
Michael Mena	Member/UFT	
Lauren Kleinschmidt	Member/UFT	
Gina Perez	Member/PTA	
Maritza Marrero	Member/PTA	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.



- 8. Principal and Asst. Principal Cabinet weekly meetings (August thru June) At key points, teacher leaders will attend Cabinet Meetings, as well.
- 9. Monthly School Leadership Meetings (SLT) (September-June)
- 10. Newsletters, calendars, distribution and displays of data (monthly, ongoing)
- 11. Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
- 12. Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility

August thru June :

- 13. Monthly purposeful evaluation of use of resources by the principal and school leaders
- 14. Coordination of resources and support from community stakeholders, external providers, and grant funding

- Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes our Network specialists and CFN support team.
- Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools. By January 2013 the following assessments will assist in monitoring our progress: A full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, and inventory review.
- By June 2013 we will use the following assessment tools to measure progress and plan next goals: Principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal’s Performance Review, our Learning Environment Survey, Special Education Delivery Report, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       X Other-describe here: SIG

**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  1. Teacher/Para/School Aide per session for extended day learning and Saturday programs
  2. Teacher/Para per session for professional development, and data specialist
  3. NYSTL/School Library allocation/Software
  4. Students in Temporary Housing (STH)
  5. Supplies/Materials to support instruction and parent engagement activities.



**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- The district should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current NYS Learning Standards. Curriculum must be aligned to the new Common Core....JIT page 3.
- All teachers should participate in professional development on how to implement curriculum with rigor, as well as deliver methods that are student centered. JIT page 3.
- School leaders and teachers should participate in training sessions to acquire expertise in developing pacing calendars that guide rigorous instruction within set timeframes. JIT Page 3.
- School leaders should ensure that planning documents contain learning objectives aligned to instructional goals contained in state standards. JIT Page 3.
- School leaders should conduct a review of resources across the school to ensure equity between and across grades and classes. JIT page 3.
- School leaders should provide additional training for teachers to become confident in implementing differentiated strategies. JIT page 5.
- School leaders and teachers should be provided with training on developing strategies for effective co-teaching.
- Principal should provide opportunities to meet and discuss lesson planning, especially those who are co teaching and serving ELL's and special education. JIT page 9.

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

**Instructional strategies/activities**

- The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).
- The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:
  1. Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
  2. Implementation of the New York City DOE Instructional Expectations and Shifts
  3. Development of units of study and multiple entry points by Content Area Teacher Teams and Grade Level Teams
  4. A systemic approach of refining units of study
  5. Embedded formative and summative common assessments
- Undergirding this work will be the following activities: The use of trends and historical data; identification of subgroups and key data that informs planning for diverse learners; curriculum mapping; scope and sequence; the use of CCLS rubrics; unit planning; the creation of benchmarks and measurement processes that enable us to assess the efficacy of our work.
- Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: Setting objectives and providing feedback, cooperative learning, higher order questioning, reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction.
- The strategies and activities will be implemented via Teacher Teams, as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage in Looking at Student Work (LASW) protocols, use of UDL checklists, and the Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.
- An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI) (Swanson & Deshler, 2003). RTI is a school-wide initiative that has as its ultimate goal school improvement across the K-12 spectrum.
- Sheltered Instruction Observation Protocols (SIOP) will guide our work with ELL students. This model is designed to make grade level academic content understandable for English Language Learners (ELLs).
- Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, Diplomas Now (focuses on attendance, behavior and course performance for at risk students), content specialists, departmental leads. External support staff include Network personnel and external providers such as Pearson, ARC, etc.
- Steps to evaluate our progress, effectiveness, and impact will include:
  1. Completion of lesson plans and units of study that include pre- and post-tests, using CCLS that also support Instructional Shifts, August thru June (6-8 week cycles); and the development of units of study (ongoing)
  2. Ongoing Professional Development

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       X Other-describe here: SIG

**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.
- Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  1. Teacher/Para/School Aide per session for extended day learning 2hrs per day 4 days a week and Saturday programs 4 hrs per day/12weeks
  2. Teacher/Para per session for professional development, and data specialist. As follows: SLT, monthly meetings, Saturday curriculum development sessions, and after school teacher team meetings.
  3. NYSTL/School Library allocation/Software
  4. Students in Temporary Housing (STH)
  5. Supplies/Materials to support instruction

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- School leaders should seek support to assist teachers in developing additional instructional strategies. Teachers should receive additional high quality PD that reflects individual needs...JIT page 5.
- School leaders should attend training designed to improve their classroom observation skills and pedagogical understanding. JIT page 10.

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  X   4.2 Instructional Practices and strategies

  X   4.4 Classroom environment and culture

  X   4.3 Comprehensive plans for teaching

  X   4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- The school community will continue to adopt and implement a research based framework for teacher effectiveness as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

#### **Instructional strategies/activities**

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS). High quality teaching demands that our profession use guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states, "The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism" (2007). In support of the work of teachers, our strategies and activities with timelines will include:

- PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)
- A professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
- Preparing teaching in CCLSs and Instructional Expectations (ongoing)
- Preparing teachers in the use of research based instructional strategies
- Formal and informal observations using feedback and tracking progress (September through June, 6 to 8 week cycles)
- Identification of points, coaches, lead facilitators and opportunities for their support
- Teacher Study Groups

Key personnel and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate our progress, effectiveness, and impact will include:

1. By January, 2013 our Network will complete a full day instructional walk with the school leaders
2. By January, 2013 completion of 1 mini-observation cycle, By June 2013 at least 6 mini observations will be completed
3. By January 2013, 1 Formal observation/ By June13, at least 3 formal observations will be completed
4. Teacher baseline, mid-year, end-year evaluations and self –evaluation (October thru June, ongoing)

5. Teacher feedback sessions (October thru June, ongoing)
6. Looking at Student Work protocol implementation beginning in November
7. June through September: Analysis of state assessment data
8. Teams of teachers and supervisors will conduct classroom walkthroughs to set and maintain high expectations for classroom environment and culture.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       X Other-describe here: SIG

**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.
- We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Teacher/Para per session for professional development, and data specialist. As follows: SLT, monthly meetings, Saturday curriculum development sessions, and after school teacher team meetings.
  - Supplies/Materials to support instruction
  - External professional development providers

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- School community should devise a policy that defines acceptable classroom environment. JIT page 11.
- Teachers and school leaders should promote a climate that recognizes and celebrates the cultural and diversity of the student population. JIT page 5.
- Extend the range of social and emotional supports

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

**Instructional strategies/activities**

1. Our approach to culture building and social-emotional support is informed by a theory of action. Positive behavioral interventions and supports (PBIS) (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:
  - Organizing, analyzing and disseminating all aspects of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
  - Utilizing data to monitor all systems that support student social and emotional health. For example, attendance, participation in after-school programs and activities are key indicators that will guide our youth development work. Additionally, Diplomas Now and City Year will support students identified as “at risk” in one or more of the following areas: Attendance, behavior, coursework. Identified students receive in-class support, small group instruction, and attend an after-school program.
  - Training for all staff in classroom management and behavioral interventions
  - Providing opportunities for student voice and student choice
  - Transitional supports (elementary to middle, middle to high school, high school to college, career readiness)
  - Trips to colleges and universities for students
  - Student activities/community involvement/after-school opportunities (ongoing)
  - Attendance plan (September-June)
  - Guidance and crisis intervention plan (September-June) now including two full-time guidance counselors
  - Monthly AP and teacher-developed grade level meetings for parents
  - Telephone message service for families, to keep parents/guardians abreast of upcoming school events
  - SKEDULA, an online information service for every parent: The goal is to inform parents of student performance and progress through grading,

teacher anecdotes, etc.; and to provide parents with another venue through which parents can have ongoing dialogue with teachers about their children

- Student recognition events and celebrations (October through June) i.e., Assemblies, Honors Nights, etc.
- Identification of community service and volunteer opportunities, including the Leos Club
- Our partnership with CEI-PEA

2. Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, instructional leads, and external consultants. Targets to evaluate our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- Decrease in student lateness
- Increase in parent/guardian participation in planned school events and celebrations
- Reduction in student suspensions
- Increase in activities and after-school participation

#### **Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       X Other-describe here: SIG

#### **Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.
- Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  1. Teacher per session for extended day learning and Saturday programs
  2. Teacher/Para per session for professional development, and data specialist
  3. NYSTL/School Library allocation/Software
  4. Students in Temporary Housing (STH)
  5. Supplies/Materials to support instruction
  6. Transportation

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- School leaders should access training to ensure that parents have the opportunity to play a full role in their students' education. JIT Page 11.
- School leaders should ensure parents receive regular timely information pertaining to student achievement and progress. JIT page 11.
- School leaders should ensure parents receive regular and timely information pertaining to student progress. JIT page 11.
- Increase parent engagement and involvement
- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.
- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment    | <input checked="" type="checkbox"/> 6.4 Partnerships and responsibility |  |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input checked="" type="checkbox"/>                                     | <input type="checkbox"/> 6.5. Use of data and families |

**Annual Goal #5**

- By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

**Strategies to increase parental involvement and engagement**

- Response to Intervention (RTI) (Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering across the Tiers consists of the following: Effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include
  - 1) sharing information,
  - 2) problem-solving, and
  - 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.
- We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:
  - Utilization of current data to identify subgroups and analyze needs of individual students
  - Planning and implementation of a Family outreach plan (August-June, ongoing)
  - New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
  - Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/Office
  - Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
  - Monthly implementation of parental offerings (workshops, breakfasts, evening events)
  - Student recognition events (ongoing)
- Key staff who will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community

supports and our network support.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       X Other-describe here: SIG

**Service and program coordination**

- Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.
- We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  1. Teacher per session for extended day learning and Saturday programs
  2. Teacher/Para per session for professional development, and data specialist
  3. NYSTL/School Library allocation/Software
  4. Students in Temporary Housing (STH)
  5. Supplies/Materials to support instruction

### **Academic Intervention Services (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Sped Teacher (Kaplan, previous NYSED tests)	Small Group: 8-12 students	M, W 3:00-4:30
Mathematics	Sped Teacher (gr 7)	Small Group: 8-12 students	Tu, Th 3:00-4:30
	Math Teacher (gr 7) (Text, <u>Skills Intervention</u> workbook)	Small Group: 8-12 students	M - Th 3:00-4:00
	Math Teacher (gr 8)	Small Group 12 students	M -Th 3:00-4:00
Science	Science Teacher (gr 6, 7, 8) for ESL Students	Small Group	Saturday 9:00-12:00
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	2 guidance counselors	One-on-one / Small group	(1) M – F; (1) M, T, Th, F
	1 psychologist	One-on-one / Small group	M, T, Th, F
	1 social worker	One-on-one / Small group	M-F

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### **Recruitment**

In order to recruit teachers we work closely with our Network HR point person, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We work closely with our HR point person to ensure that all required documentation and assessment deadlines are met.

#### **Retention and Support**

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes the Danielson's Framework for Teaching (2207) as well as through student practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies are emphasized in our trainings, and via the mini and formal observation process. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensuring that teachers have the resources and support needed increase student success. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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, and with the Parent Association 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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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; Monthly Grade Level Meetings for Parents (provided by Assistant Principals and teachers)

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Debra Maldonado / Nancy Ramos</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>126</b>
School Name <b>John Ericsson MS 126</b>			

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

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

### 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	<b>4</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>34</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>319</b>	Total Number of ELLs	<b>64</b>	ELLs as share of total student population (%)	<b>20.06%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							17	24	23					64
<b>Total</b>	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
<b>Total</b>	<b>22</b>	<b>4</b>	<b>2</b>	<b>19</b>	<b>0</b>	<b>8</b>	<b>22</b>	<b>0</b>	<b>7</b>		<b>63</b>

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>22</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>63</b>

## 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. Q-TEL is also scheduled to work with our staff in the coming months, so that all teachers will be able to effectively modify instruction to meet the needs of our ELLs in every classroom.

English Language learners who have IEPs receive push-in and pull-out instruction. Teachers collaborate and plan for both instruction and assessment purposes.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

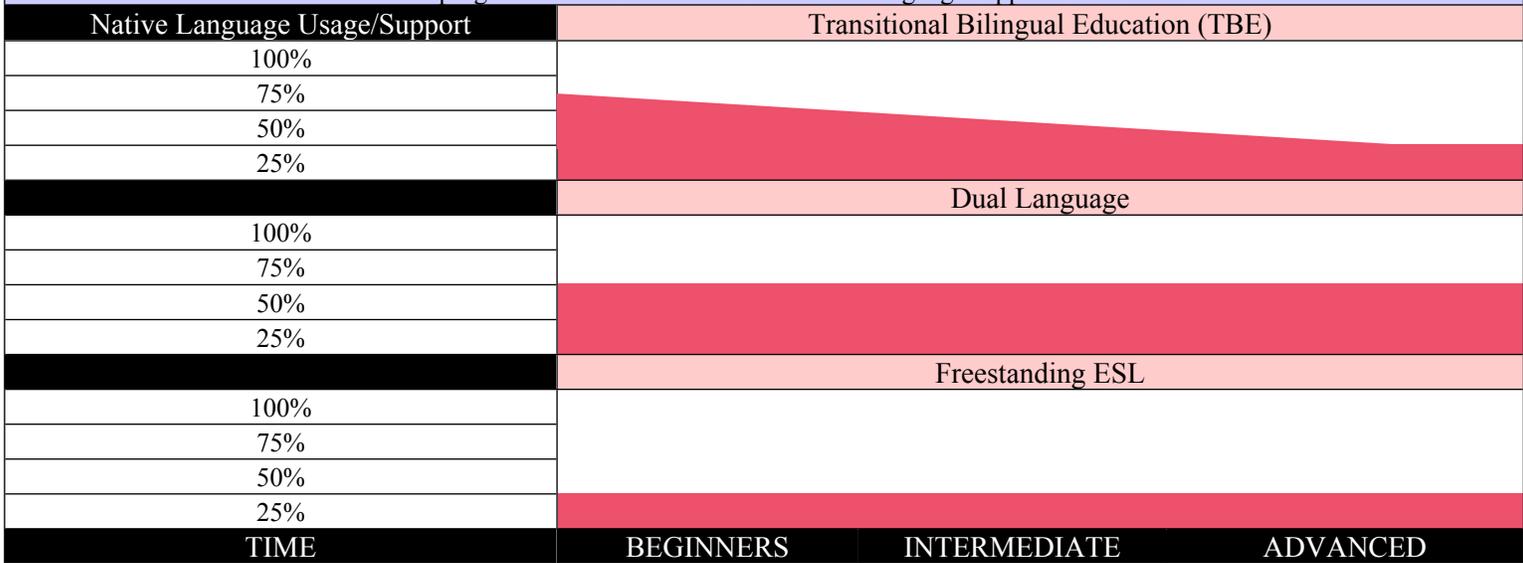
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**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.



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

## 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.

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

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

We have not discontinued any programs/services for ELLs. However, we are implementing Rigor, and have decided to use Achieve 3000 during a Saturday program, designed for ELLs. With our Title III funds, students and parents are welcome to attend our Saturday Academy beginning in early December and ending in May. In addition to Achieve 3000, we will use Rosetta Stone, RIGOR, and math materials already in the building with manipulatives. The students will have English for one and one-half hours; then they will have math for one and one-half hours. The parents and children will be invited to take part in cultural field trips on 5 of the Saturdays, throughout the program.

Students have access to a language lab in the building that allows differentiation of material and instruction. Our Sports and Arts Program offers a specific class geared toward improving reading skills for our ELLs. No distinction is made between students who are able to

engage in activities and those who are not – including ELLs.

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

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

All required services, support, and resources correspond to ELLs' ages and grade levels. Teachers use the Smart Board to show educational videos, access Brain Pop and other sites, work through mathematical problems, etc. High interest, low level reading materials foster a sense of accomplishment and pride in students who are learning to speak, read, write, and listen to English.

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

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

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Professional development will be provided throughout the year as our ELL teachers collaborate with content area teachers to service students mandated to receive ESL instruction. Assorted professional development will also be provided by CEI-PEA and BETAC. The Assistant Principal and one ESL teacher will also attend professional development workshops that include an in-depth study of the Common Core State Standards, with which we are aligning our curricula in all academic areas. The Assistant Principal is attending the first ESL workshop this school year on November 22<sup>nd</sup>.

We are partnering this year with Q-TEL. It is expected that all teaching staff will receive Q-TEL professional development, since all school staff members work with ELLs throughout the day. It is imperative that proven teaching methodologies, specific to ELLs, be utilized throughout the building.

Our ELLs form bonds with their ESL teachers and with their guidance counselor, who assist with their transition to high school. Our counselor and other service providers are also available for students, as needed, as the students adjust to life in middle school. The guidance counselor also meets regularly with teachers, on an informal basis, to answer questions and/or to provide key information that will help ELLs to be successful in the classroom.

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

Records of professional development are maintained in teachers' individual files, and in a professional development file and log in the general office. Many of our teachers schedule their professional development sessions through ProTraxx. Our principal also asks that staff members complete a reflection sheet upon completion of a professional development workshop.

## E. Parental Involvement

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

Paste response to questions 1-4 here

All parents receive translation (verbal writing) through teachers, volunteers, or DOE websites of communication regarding school events and other key information. We encourage participation of ALL parents, including our ELLs' parents. Our parent coordinator ensures that ELL parents are informed about school matters and information specifically pertaining to this sub-group of students. Parents are invited to a variety of in-school events throughout the year. Our ELL parents are targeted to receive special event invitations, which are paid for by Title III funds. Parents are also invited to take part in our Saturday program, so that they are afforded the opportunity to become proficient in English, if they so choose. Parents are invited and encouraged to complete the Language Preference Form, so that they will be well informed about school events and other items, pertaining to the education of their child.

Parents of ELLs are invited to a Welcome Reception at the beginning of the school year. Parents receive invitations to the Annual City Conference, as well. Interpreters are provided during parent teacher conferences.

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							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 /SPEAKING	B							1	2	2				
	I							0	1	2				
	A							9	13	8				

**NYSESLAT Modality Analysis**

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

**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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

Paste response to questions 1-6 here

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 out-perform their native English-speaking peers in content area tests, such as mathematics and science.

We are using predictive exams (including test items from previous ELA state exams), the most recent NYSESLAT scores (as available), the QRI to determine individual reading levels. At this time of the year, our assessments are still in progress. However, the information will help us to determine how to differentiate instruction in the content areas. Many of our ELLs are also attending Extended Day, so that they can receive targeted instruction through our Inquiry Process.

Patterns across the NYS ELA Test and NYSESLAT modalities assist us with placement of ELLs in classrooms, determining whether they should be given ESL support through pull-out or push-in models, and how to group ELLs in classrooms for support specific to ELLs. This year we have two classes on each grade engaged in parallel teaching/triads. This means that three teachers are servicing two classes simultaneously throughout the week. The two classes (on each grade level) have been divided into proficiency levels, so that each teacher is working with a class that has already been "differentiated" in one way. The smaller class sizes, which resulted from the triad creations, are decreasing the student to teacher ratio, which affords many students - including ELLs, with opportunities for small group work and individual teacher support.

During grade level meetings and department meetings, our ESL teachers are a source of valuable information, regarding ELLs' strengths and needs. For Inquiry, we are forming teams so that ELA and ESL teachers can be "distributed," so as to provide additional knowledge and support for ELL students.

Data from assessments - formal and informal - is shared among colleagues, so that instructional decisions can be made collaboratively between the content area teacher and the ESL teacher.

### **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

**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**

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

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

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

Major findings indicate that approximately 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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: MS126 - John Ericsson School	DBN: 14K126
Cluster Leader: Debra Maldonado	Network Leader: Gerald Beirne
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 2
# 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: The ESL Department and members of the administration team have reviewed NYSESLAT data and the Title III AMAO (Annual Measurable Achievement Objectives) Tool with Advanced Early Warning Indicators and have determined that identified the following:

- For the past three years our LEP (Limited English Proficiency) students have failed to meet targets for AMAO 1 (making progress in acquiring English language proficiency) or AMAO 2 (achieving English language proficiency as determined by the NYSESLAT - New York State English as a Second Language Achievement Test).
- Based on an analysis of the NYSESLAT scores over the same three year period, our LEP students would benefit most from supplemental instruction to develop their writing and reading skills.
- Seventy two percent of our LEP students are identified as being at risk level 3 or greater by the AMAO Status Estimator
- Thirty Seven percent of our LEP students are identified as being Long Term English Language Learners

More than one out of every five students in our school is an ELL. They are involved in every aspect of student life in our school. In an effort to raise student test scores and improve their academic skills in the content areas we will establish the following Title III funded programs:

1. Targeted After School Instruction program: Every Monday and Wednesday, a group of 15 - 20 ELL students who have been identified as having not made progress under AMAO 1 or AMAO 2 will meet with Mr. Mena, a certified ESL teacher, for supplemental instruction to assist students in their development of their English language proficiency, from 3:00 - 4:30 pm. This program will run from November 13, 2012 through May 8, 2013.

2. Saturday Instructional Academy: We will offer a 17-week ESL Saturday Instructional Academy, open to all of our ELL students, but particularly targeting our beginner ELL's and newcomer ELL students. The program will begin on December 1, 2012. 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 a review of our school's NYSESLAT scores, the AMAO Status Estimator 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 preparation 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 and through

## Part B: Direct Instruction Supplemental Program Information

native language support provided by bilingual teachers.

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 will be purchased to support our Title III program: Bilingual libraries: Arabic/English and Spanish/English, nonfiction leveled libraries, software to develop students' letter/sound recognition and phonemic awareness, and bilingual dictionaries/thesauruses. In order for our newcomer students to learn English as rapidly as possible, we will purchase materials with strong picture cues to develop sight word vocabulary.

3. Saturday "Science Success" Academy for our 8th Grade ELLs who will be taking the 8th grade Science test. The Saturday "Science Success" Academy will run for six (6) Saturdays beginning April 13, 2013 from 9:00 AM to 12:00. The program will target approximately 25 8th grade ELL's that will be taking the New York State Science Performance and Written exam. The program will be taught by a highly qualified Science teacher. The language of instruction is English. There will be a minimum of one ESL teacher present at all times to assist in the instruction and planning. We will purchase Science supplementary consumable materials especially targeting science content vocabulary. The program will be supervised by the Science Supervisor, funded by the Title III program.

The language of instruction in all of the programs will be English, with native language support provided by bilingual staff members.

## 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 once again this year. Q-TEL will provide professional development to 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 and the Office of English Language Learners. By the end of the school year, we expect the majority of our staff 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

### Part C: Professional Development

- \* Meeting the Emotional Needs of Students from Various Cultures
- \* Effective Teaching Strategies for Students Who are New to the English Language
- \* Utilizing ELL Student Data to Plan Impactful Instruction
- \* SIOP (Sheltered Instruction Observation Protocol) model professional development

Staff are scheduled to receive professional development in the aforementioned areas throughout the year, including during monthly staff conferences, during Election Day in November, and other scheduled conference days.

### 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: Student success is clearly influenced by parent involvement. When parents are informed about their child's education and needs, they are better able to support them at home. With this in mind, MS126 has taken various steps to include the parents of ELLs in their children's education. MS126 has begun to use the Skedula program to record student progress and allow both students and teachers online access to their grade information. At our regularly scheduled PTA meetings, parents are introduced to this program and provided with basic training in their native language. Similarly, parents are notified of all events, in their native language, by written communication distributed to students, by automated calls made through the parent coordinator and information posted on the school website. As mandated, all parents of new ELLs receive an orientation to provide them with the information necessary to make informed educational choices for their child.

We held a sixth grade parent orientation on as an introduction to our school. All parents were given a tour of the school, and provided the opportunity to meet with their members of the 6th grade faculty. Translators were present. We also held a seventh and eighth grade parent orientations. These orientations provided the parents with information concerning the high school application process as well as the activities planned for the year. Information was given about the SES Fair as well as the various high school open houses. Translators were present

The parents of our ELL students are invited to attend the Saturday Instructional Academy. During that time each week, a segment of the video series "We Are New York" is viewed and discussed. The parents who desire to improve their English language skills can use the Rosetta Stone Program in our Language Lab. Parents are also invited to join their children in the classroom during the final hour of instruction. When parents and children come together with a teacher, the parents often learn new concepts and are

**Part D: Parental Engagement Activities**

able to help their children with work assigned at home. Our Saturday Instructional Academy strengthens the bond between parents, children, and the school.

Due to the fact that the focus of our Saturday instructional activities is on literacy skills improvement and progress in the content areas (Science, in particular for 8th grade ELLs), as part of a culminating activity and cultural experience, there will be two planned trips. One will be to the Hall of Science in Queens, another will be to the El Museo del Barrio in Manhattan. The parents and the participating students will be invited. Costs incurred by the Title III program 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: \$11,200

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)	6,720	Teacher per session for supplemental instructional activities
<ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	2,000	Supervisor per session for Saturday instructional activities
Purchased services		
<ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials	1,360	Supplemental instructional materials: bilingual libraries, nonfiction leveled libraries, science content consumables for Saturday program, classroom supplies (paper, pens, markers, etc.)
<ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel	750	School bus rental for Parent/Student trips
Other	370	Admission to venues, refreshments

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	11,200	