



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: JOHN ERICSSON MS 126
DBN (i.e. 01M001): 14K126
Principal: MARCOS BAUSCH
Principal Email: MBAUSCH@SCHOOLS.NYC.GOV
Superintendent: ALICJA WINNICKI
Network Leader: ELLEN PADVA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Marcos Bausch	*Principal or Designee	
Sergio Zamora	*UFT Chapter Leader or Designee	
Madeline Rivera	*PA/PTA President or Designated Co-President	
Peggy Augiustatos	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Margret Brumskine-Ricks	Member/ UFT	
Nina Fagiola	Member/ UFT	
Sharlene Ramirez	Member/ Parent	
John Estremera	Member/ Parent	
Jennifer Abramshe	Member/ Parent	
	Member/	
Beth Becker	Member/ UFT	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 14K126

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	265	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	10	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	66.3%	% Attendance Rate			90.1%
% Free Lunch	84.4%	% Reduced Lunch			5.3%
% Limited English Proficient	20.2%	% Students with Disabilities			35.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			22.5%
% Hispanic or Latino	69.1%	% Asian or Native Hawaiian/Pacific Islander			3.4%
% White	4.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.9	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			10.0%
% Teaching with Fewer Than 3 Years of Experience	36.7%	Average Teacher Absences			4.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.8%	Mathematics Performance at levels 3 & 4			8.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			42.2%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	Yes	Limited English Proficient			No
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	No	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	No				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Addressed challenges as highlighted in QR in 2012-2013. Was collaborative with staff, parents and administrators.			
Describe the areas for improvement in your school's 12-13 SCEP.			
1. Improved academic performance of ELLs and SWDs 2. Ensuring access for ALL learners, with specific focus for ELLs and SWDs, teaching and learning.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
N/A			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time to implement and coordinate the new demands of MOSL, MTP, CCLS			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Have students show growth by 10% on State-wide exams between levels. To further track and document Language Acquisition for ELLs and SWD across all content areas. To further assess specific methods ensuring validity of interventions used.			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings			
Describe your theory of action at the core of your school's SCEP.			
The principal and the leadership cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning			
Describe the strategy for executing your theory of action in your school's SCEP.			
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.			
List the key elements and other unique characteristics of your school's SCEP.			
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
According to the reviewer, the school needs to improve instructional practices across classrooms and subject areas so that diverse students are constantly provided with multiple entry points.							
Review Type:	QR	Year:	2012-13	Page Number:	5	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
	2.2 School leader's vision		2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014, classroom observations will demonstrate all teachers have implemented CCLS, across all grades framed by the school's instructional focus resulting in higher student achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Using data, develop a strategic school plan with a clear instructional focus grounded in the CCLS and CIEs including benchmarks, interim assessments, professional development, regular reflection, specific professional developments to integrate the Magnet theme throughout our school, and revisions as needed as per our reflections. 2. Deepen the school's capacity in use of data to continue to create multiple entry points for targeted subgroups 3. Deepen teacher teams in protocols and progress monitoring and create a professional development plan that supports the school's instructional focus in all content areas 4. Ensure that all school leaders and staff have professional responsibilities, and expectations with benchmark assessments and opportunities for revision and reflection
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, asst. principals, coach/lead teachers, diplomas now team, network support staff 2. Principal, asst. principals, coach/lead teachers, diplomas now team, network support staff, all teachers 3. Principal, asst. principals, coach/lead teachers, diplomas now, network staff 4. Principal, asst. principals, coach/lead teachers, and diplomas now team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Regular instructional cabinets and diplomas now team meetings to monitor the progress of the school's Magnet and SIG grant, Advance spreadsheets of observation cycles, midyear walkthrough, synchronizing curriculum to , monitor choices made on high school applications beyond the traditional norms. 2. Implementation of Datacation, staff trainings, further ICT professional development opportunities, use of UDL and KUD planning. 3. Employment of full time, literacy, lead teacher/coach, and part time data specialist in order to expand on team structures, monitor on site and off site professional plan and teacher progress. Use protocols to monitor student work products and assessments that affect course grades. 4. 100% of staff have met with the principal to set expectations
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Start August, 2013. Instructional Focus created by October, 2013. Ongoing through June 2014. 2. Start: August, 2013. Ongoing through June, 2014 3. Start, September, 2013 ongoing through June, 2014 4. Start: September, 2013. End. October 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Data collection, disaggregation, use of inquiry in Cabinet meetings further the instructional focus based on the needs of subgroups

2. Enlist consultant support in use of Datacation, Success maker, I Lit, and TEQ for all staff members ongoing throughout the year.
3. The lead teachers/coaches along with administration will work across content areas and grades to align classes in coherent instructional practices. The network will provide additional coaching, reviews, and reflective feedback.
4. Administration will create a schedule of meetings including start of the school year, midyear, and end of year conferencing around the expectations which are framed by the school instructional focus

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop consistency in the use of checks for understanding and curricula aligned assessments providing actionable feedback to accelerate learning and meet the needs of all students.

Review Type:	QR	Year:	2012-13	Page Number:	6	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will create, examine and refine the curriculum map to properly align each lesson to incorporate check for understandings into the common core learning standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The administrative team will schedule time during teacher teams (PLCs) and departmental meetings to unpack common core learning standards. Teachers will utilize and receive professional development on selected Curriculum, Danielson Questioning and Discussion.
2. Teachers will collaborate during planning time in order to reflect best practices and include entry points as well as DOK questioning.
3. School leaders, coaches, instructional leads will provide goal directed actions which will result in continuous sustainable professional development workshops on a wide range of differentiated instructional strategies; including but not limited to tiered assignments, Multiple Intelligence's, Inquiry-Based Learning, and Self-Paced Strategies. These will be used in the classrooms to promote greater student participation in the learning process. Teachers will be expected to incorporate these strategies in everyday lessons as well as participating in peer inter visitations to share best practices. School leaders will monitor the effectiveness through frequent formal and informal observations, focused walkthroughs and co-observation visits.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Coaches, and Network
2. Teachers and coaches
3. School leaders, coaches, and instructional leads.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The administrative team will review their respective departmental curriculum maps to ensure proper alignment
2. After school curriculum teacher teams will analyze the maps and their effectiveness in the classroom.
3. Assess, monitor, refine
D. Timeline for implementation and completion including start and end dates
1. September 2013 to October 2013
2. September 2013 to January 2014
3. September 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Support from Network's Achievement Specialists to provide professional development to school leaders
2. Support from Network's Achievement Specialists to provide professional development to teacher teams
3. Assess, monitor, refine during PLCs and departmental meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Build upon the teacher observation process to provide feedback fully aligned to the common teaching framework and design professional development to address teachers' needs to support improvements in instructional practices.			
Review Type:	QR	Year:	2012-13
Page Number:	5	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014, all teachers will demonstrate evidence that classroom lessons are informed by assessments to further implement strategies that address the instructional needs of all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Deepen teachers' understanding of identification of subgroups, monitoring, and revising lessons accordingly
2. Utilize Danielson's <i>Framework for Teaching</i> as a driver to develop teacher pedagogy
3. Deepen teacher's understanding of rigorous tasks, revising rubrics, and looking at student work together
4. Deepen teachers' understanding of effective group instructional practices
5. Deepen the school's work in RTI, KUD, and UDL

B. Key personnel and other resources used to implement each strategy/activity
1. School leaders, coaches/lead teachers, all teachers 2. School leaders, coaches/lead teachers, PLCs, network support staff 3. School leaders, coaches/lead teachers, SBST, PLCs, AIS coordinator, network professional development specialists
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Beginning, midyear, and end of year meetings with individual teachers 2. Regular cycles of teacher observations, tracking teacher progress regularly 3. Regular check-ins at team meetings, tracking teacher progress regularly 4. Regular PLC meetings, monitoring by coaches/lead teachers, and school leaders 5. Yearlong monitoring by school leaders, coaches/lead teachers, AIS coordinator, and network RTI coach
D. Timeline for implementation and completion including start and end dates
1. Start August, 2013. Ongoing through June, 2014 2. Start: August, 2013. Ongoing through June, 2014. 3. Start, September, 2013 ongoing through June, 2014. 4. Start, September, 2013 ongoing through June, 2014. 5. Start: September, 2013. End. Ongoing through June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Data-cation, SuccessMaker, IReady, PLCs, and network support team 2. Schedule of observations, school professional development plan created and monitored by administration 3. Schedule team meeting time, schedule pd, create a pd plan, trainings for the asst. principals and coaches/lead teachers 4. Team meeting scheduled time, cabinets used for instructional practice, walkthroughs, and visits by the talent coach 5. SBST meeting time scheduled, external professional development time scheduled specific to RTI tiers of intervention for all staff members.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Few teachers, working with key sub-groups, such as Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse or leadership and personal growth opportunities.

Note the DQR did not address Social emotional developmental Health

Review Type:	QR	Year:	2012-13	Page Number:	4	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June ,2014, the school develops systems to identify subgroups of students at risk but will provide all students with social and emotional supports as evidenced by a successful implementation of a school wide behavioral management system

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
 2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
 3. Hiring a new school counselor to work with teachers, the attendance teacher, SBST, deans, school psychologist, and parent coordinator to address absences and lateness
 4. Further engage families and Youth Officers in the process of provide information and trainings for families in the importance of attendance in the academic progress of their children.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, asst. principals, Diplomas Now team, and all staff
 2. Principal, asst. principals, CBOs
 3. Principal, asst. principals, parent coordinator
 4. Principal, asst. principals, attendance team, all staff, SSA, and the 94th precinct
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Daily ATS reports monitored by the Principal, deans, AIS coordinator, and weekly attendance team meetings
 2. Daily/weekly tracking of individual students
 3. Daily/weekly tracking of individual students
 4. Tracking parent involvement at school activities, surveys, open school, and student progress. Monitoring of RTI team weekly meetings.
- D. Timeline for implementation and completion including start and end dates**
1. Start August, 2013.Ongoing.
 2. Start: August, 2013. Ongoing through June, 2014.
 3. Start, September, 2013 ongoing through June, 2014.
 4. Start August, 2013.Ongoing.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Structured attendance team and meetings, afternoon intervention, daily monitoring, use of network attendance teacher for support with parent outreach, semester progress reports to parents, College and career readiness standards implemented in all classes, and RTI interventions.
 2. Incentives: Diplomas Now team, Eagle bucks, trips, celebrations, assemblies and award certificates
 3. Calendar of events for families, semester progress reports sent home, college and career readiness planning, and high school articulation breakfast sessions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .						
	PF AIS		PF CTE		PF College & Career Readiness	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the Learning Environment Survey, only 98% of parents agree or strongly agreed they were aware of student progress and achievement.

Review Type:	LES	Year:	2012-13	Page Number:	5	HEDI Rating:	n/a
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, our parent communication will increase by 2% in the strongly agree category on the Learning Environment Survey.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. A series of family workshops are being developed to address the educational, emotional and social needs that are taking place within our school community. Workshops will provide materials and training to help families work together to improve their achievement level e.g., literacy, math and use of technology. The workshops will also provide families with the information and training needed to effectively become involved in student progress and performance on all NYS assessments. In addition, the workshops will also foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, as well as provide assistance to parents in understanding City, State and Federal standards and assessments. All workshops will be translated for our Spanish community's needs.

B. Key personnel and other resources used to implement each strategy/activity

1. 1. Principal, Assistant Principal, Coaches, Teachers, Parent Coordinator and Community Associate

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Workshops will be provided and translated in the following topics:
College and Career Readiness, SCEP, RAFT for incoming sixth grade and new admits, Skedula, Common Core Learning Standards, IEP Workshops, Bullying, Conflict Resolution, Parenting Skills, Successful students in school, and Internet Safety

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Family workshops will be conducted to increase parent communication of the educational, emotional and social needs student need to become college and career ready. Workshops will be translated in order to reach all parents. Progress letters with feedback, Afterschool/Morning programs and tutoring will be translated into home language in order to increase student and parent awareness. In house translation will be provided for parents during open school night, academic and behavioral interventions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Students will show growth in Math and ELA levels (progress tracked on *SuccessMaker*) and on state exams in June 2014 (raw scores)

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Successmaker , Expeditionary Learning lessons, and targeted reading skills provide students with differentiated course work based on individualized assessments and monitored progress**
2. **Successmaker for mathematics offering an adaptive diagnostic, teacher-led, and individualized online instruction for a complete blended learning solution**
3. **iLit for SWD incorporating an individualized, instructional solution that is assessed and delivered on an iPad**
4. **The Leader in Me Program developing leaders with 21st century skills using an innovative, school wide model that enables educators to unleash each child's full potential.**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Principal, Assistant Principals, RTI (AIS) coordinator and Lead Teachers, CBO's**
2. **Principal, Assistant Principals, RTI (AIS) coordinator and Lead Teachers, CBO's**
3. **Principal, Assistant Principals, RTI (AIS) coordinator and Lead Teachers, CBO's**
4. **Principal, Assistant Principals, RTI (AIS) coordinator and Lead Teachers, Diplomas Now Team, CBO's**

C. Identify the target population to be served by the ELT program.

1. Entire Student Population
2. Entire Student Population
3. All 12:1 Special Education classes (during ELA)
4. Entire Student Population

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III	X	Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

The Diplomas Now City Year after school after school program provides ELT on the same programs for overflow students and during homework help

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

With 21st Century Sports And Arts receives funding they will work jointly with the CBO and the school in order to structure a program that is consistent with the school's instructional focus.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

ELT Program is divided into 4 distinctive segments.

1. AIS after school on Mondays through Wednesdays for all students identified as on the cusp of approaching or meeting expectations, as well as, all students who failed to achieve level 3 or above on the State ELA and math exams. Students are divided by need and grouped in accordance with the UFT contract as modified by a school vote regarding group size. All staff are assigned students to work with using a variety of programs available to the school.
2. 21st Century Sports and Arts Mondays through Thursdays Teachers identified (licensed ELA/math teachers, as well as, teachers with experience working with English language learners, work with students in small group settings for 2 hours each day of tutoring in math and ELA using test prep materials along with SuccessMaker. Teachers provide differentiated instruction and independent practice that build student academic abilities and confidence in test taking strategies. Both English and mathematics content presented combine instruction in fundamental skills along with development of higher-order thinking strategies.
3. Saturday ELL academy is taught by licensed ESL teachers that target newcomers but is open to all ELLs.
4. Our CBO's supplement our after school program using school based programs and receiving professional development from school instructors to work with those students unavailable for our AIS program. Tutoring, life skills, and homework help is available daily, on site, through the CBO

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Teachers use an integrated program of assessment and data driven instruction to reinforce the CCLS in ELA and math identifying standards in which students need additional support and practice in preparation for the state exams.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The program engages students with integrated projects and lessons drawing on science, social studies, and the arts content. Thematic, hands on activities provide all students with opportunities to see relationships between core subjects and deepen their academic knowledge.

D. Are the additional hours mandatory or voluntary?

Mandatory

X

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

N/A

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Students identified as on the cusp of making a leap in proficiency level, as well as, students in the bottom third for math and ELA have been selected and offered services. The Pupil Personnel Team and AIS / RTI coordinator also identify students that would benefit from Tier 2 academic interventions. In conjunction with the Parent Coordinator, students are matriculated. Once students are signed up, participation is mandatory. Parents are notified immediately if a student is not in attendance.

G. Are you using an ELT provider procured using the MTAC process?

Yes

X

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Inquiry Team to evaluate implementation and effectiveness.

Interim progress reports on Success Maker chart progress of students identified on a monthly basis.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Extension of common core	Small group	Extended Day/ After school Prgm
Mathematics	Extension of common core	Small Group	Extended Day/ After School Prgm
Science	Take home help and projects	Individualized	As needed/ Ongoing
Social Studies	Take home help and projects	Individualized	As needed/ Ongoing
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling A t risk counseling	Small Group One to One	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

The school works closely with the CFN HR point in identification of highly qualified teachers. We attend DOE hiring fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.

We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.

We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

- Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus
- Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math
- Engaging staff in PDs that focus supports for our subgroups
- Deepening teachers' understanding of using data to focus classroom instructional practice
- Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions
- Creating a structured and research based school Professional Development plan.
- Working with our network to identify and create high level professional development opportunities for all staff
- Vertical and horizontal supervision of grades and content areas by school leaders
- Conducting regular instructional rounds and the full implementation of Danielson's Framework for Teaching which informs teacher needs and tracks progress
- Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All funds are consolidate to meet the needs of all learners. We carefully monitor our student data and make instructional decisions to meet the needs of individualized students. Each student is provided with mandated academic and developmental supports and every student has access to extended learning and afterschool programs as needed. Funds are used to meet the intent and purpose programs by carefully tracking the students in the subgroups and ensuring we are in compliance while supporting all students and preparing them for college and career readiness.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers on MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development had been provided to the entire staff.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 126
School Name MS126 - John Ericsson School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Marcos Bausch	Assistant Principal Joseph Guzman
Coach	Coach
ESL Teacher Michael Mena	Guidance Counselor Eunice Caba
Teacher/Subject Area Keri Leistman	Parent Charlene Ramirez
Teacher/Subject Area	Parent Coordinator Evelyn Castillo
Related Service Provider Margaret Brumskine-Ricks	Other Teresa McKay
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	265	Total number of ELLs	41	ELLs as share of total student population (%)	15.47%
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Part II: 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):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							1	4	4					9
Pull-out														0
Total	0	0	0	0	0	0	1	4	4	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	16
SIFE	7	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	13

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	21	5		7	2	5	13	0	9	41
Total	21	5	0	7	2	5	13	0	9	41

Number of ELLs who have an alternate placement paraprofessional:

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
Arabic														0
Polish														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							5	14	12					31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							3	2	3					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							0	1	1					2
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	8	17	16	0	0	0	0	41

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	5	8					16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	4	3					8
Advanced (A)							4	7	6					17
Total	0	0	0	0	0	0	8	16	17	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	0	0	0	6
7	13	2	0	0	15
8	9	1	0	0	10
NYSAA Bilingual (SWD)					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	7		0		1		0		8
7	6		5		0		1		12
8	14		1		0		0		15
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		8		9		0		22
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In addition to mandated standardized examinations, ELLs are assessed twice during the school year on the WRAP (Writing Reading Assment Profile) which indicates what reading level students are on, correlated to Fountas and Pinnel leveled books. This information represents another data source which is utilized to develop an instructional plan which is designed to address the individual ELL student's needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns indicate that our ELLs achieve proficiency in Listening and Speaking at a more rapid pace than they do in Reading and Writing. Our Long Term ELLs (6+ years) have plateaued in Writing and Reading. A higher percentage of our 6th grade ELLs are entering with Intermediate or Advanced proficiency levels, as evidenced by the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We utilize AMAO status indicators to identify students who have made progress (AMAO #1) and who have obtained proficiency (AMAO#2) as per NYSED target objectives. The information obtained through an examination of the students' performance on the modalities, as well as the AMAO objectives, allow us to create individualized instructional plans for our ELLs, focusing on the areas in which progress can be made. Our goal is ensure that we meet the mandated objectives identified by the AMAO data, and that students' show growth in the areas identified through NYSESLAT modality analysis.

4. For each program, answer the following:
 - a. 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?

We utilize a Free Standing ESL model. 51% of our students have 0-3 yrs of sevice. 17% have 4-6 years of service. 32% have more than 6 years of services. Across all grades, students have fared better in the Listening and Speaking sections of the NYSESLAT than in the Reading and Writing sections. In particular, the Long Terms ELLs have shown a pattern of poor performance in Reading and Writing. 100% of our ELL students tested at a level 1 or 2 on the NYS ELA exam, with approximately 90% at Level 1. Over 75% of our ELLs opted to take the NYS Math in their native language. Of the 34 students tested, 27 were on level 1, 5 were on level 2, 1 was on level 3 and 1 was on level 4. None of the students who tested in their native language scored above level 1 on the NYS Math exam. The Periodic Assessment exam for ELLs is administered in the Fall and the Spring. The exams serve as a predictive for the NYSESLAT by our ESI teachers, identifying particular learning standards to be emphasized during instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

6. How do you make sure that a child's second language development is considered in instructional decisions?

A student's second language development is addressed in all content area and grade level meetings, where an ESL teacher working with the student(s) is always present. ELL student data is shared with all staff through ARIS and Skedula.

7. 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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our programs for ELLs is measured by the progress shown by our ELLs in advancing in English proficiency levels, as evidenced by the NYSESLAT, as well as meeting AYP goals in our school's report card. Our success is also measured in how well our ELLs and their parents are fully integrated into our school community.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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: Michael Mena, Christopher Conway, Ted Rybkiewicz and Danuta Glowacki. Parents are also interviewed informally, in English and in the parent's native language, with the assistance of an interpreter, if necessary. As determined by the responses submitted by the parent on the HLIS, the Language Assessment Battery-Revised (LAB-R) is administered to identified students. The Spanish LAB-R is only administered to newly enrolled students who also speak Spanish. The Spanish LAB-R is administered by Mr. Mena or Mr. Zamora. During intake, parents are interviewed by faculty members to determine whether students possess gaps in their formal education. The Academic Language and Literacy Diagnostic (ALLD) is administered as needed, as determined by the HLIS and responses to specific questions.
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.
After a child is tested on the LAB-R, the determination is made as to which services are warranted, if any. Parents are then given the choice as to which instructional 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, informing them about their options for the placement of their child. 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 and Mr. Zamora. Mr. Mena is a certified ESL teacher for grades K-12. Mr. Zamora is a certified bilingual guidance counselor for grades 7-12. Both pedagogues speak both English and Spanish. In the event a parent speaks a language other than English, Spanish, or Polish, an interpreter is provided.
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 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. The vast majority of the parents interviewed through our intake process select our freestanding ESL program, but are informed that if there are sufficient number of students and parents who opt to enroll in a Transitional Biligual Education (TBE) model, a program will be created in accordance with their wishes. If parents choose a program that we do not currently offer, our Parent Coordinator assists them in finding a location where that program exists.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Entitlement letters and LAB-R results are kept in a file in the ESL Coordinator's 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.
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.

Once a student has been identified as eligible to receive ESL services, and the parent has selected a instructional program option, the student is placed. Contact is maintained with parents consistently throughout the identification and placement process. Parents are afforded the opportunity to interact with school staff in their native language, either by communicating with members of the faculty who speak it, or by utilizing the services of an interpreter. All written materials, including the ELL parent Information Brochure, Services Survey and Program Selection Form and Entitlement Letter, are provided in the parent's native language, as well as in English. 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All of our ELLs are evaluated on an ongoing basis. 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, the Periodic Assessment for ELLs exam in the Fall and Spring, 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, Mr. Conway and Mr. Rybkiewicz) create a checklist of procedures to be followed, so that we are in compliance. Overall supervision of the administration of the NYSESLAT is the responsibility of the school's testing coordinator, Ms. McKay. 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.

6. 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.) 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. [*i*](#)

Over the last 5 years, approximately 96% of the parents of newly identified ELLs have elected to enroll their children in our Free Standing ESL program. This is evidenced by and consistent with their selections on the accumulated program selection forms. We routinely inform parents that our program offerings are determined by their choice, and these options are presented consistently and fully during the identification process for newly enrolled ELL students, as well as during ongoing outreach with the parents of our ELL students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction is delivered in a push-in (co-teaching) model. The program has students grouped heterogeneously in a block, traveling with a 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)?

There are currently 4 licensed ESL teachers on staff. The ESL coordinator collaborates with the administration in designing a schedule which ensures that all ELLs receive the required number of instructional minutes in ESL and ELA as per CR Part 154. The instructional minutes are delivered with the context of our push in model in ELA and Math.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in English, with ESL teachers serving students in a Push In (Co-Teaching) model. All teachers have been trained in the SIOP model, which addresses the requirement to make content comprehensible for all students, including our ELLs. Native language support is provided to all of our ELL students through the use of technology, such as smart boards and electronic dictionaries. Teachers have prepared lesson materials in the students native language through the use of Google translations services. In Math and Science classes, Spanish textbooks are available for use by our Spanish speaking ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not currently utilize a standard evaluation for ELLs in their native language, other than SIFE screening, in which case the ALLD (Academic Language and Literacy Diagnostic) is administered in Spanish to Spanish speaking students. Similarly, the Spanish LAB is administered to all prospective Spanish speaking ELLs, in addition to the LAB-R
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELL students are continuously monitored during the year, and their progress in all four modalities is examined by teacher teams who meet on a regular basis to review available information sources and data (formal and informal assessments, anecdotal records, student self assessments, parental feedback, etc.) to adapt instruction for maximum effectiveness.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We provide the following supports for our SIFE students, as follows:
Success Maker - an online learning program developed by Pearson
Differentiate Instruction ie. Development of task by levels of proficiency as well as assessments
Alphabet recognition and Phonemic awareness instruction
Bilingual fiction and nonfiction texts
Academic Intervention Services and Supplemental Education Services

Newcomers to MS 126 are placed according to their proficiency levels. Newcomers are also provided with support through ELLIS, 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 3 to 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 who have received more than 6 years of service, are included on our Inquiry Teams across the content areas, to the greatest extent possible. Our focus for the year 2013-2014 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 and instructional team planning periods. To assist us in moving forward with instructional goals, we have partnered with Teaching Matters to align our curricula with the common core standards. Teaching Matters 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. The Center for Applied Linguistics (CAL) is also scheduled to work with our staff in the coming

months,

conducting an overall needs assessment, 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, as per the

requirements

of their IEP. Teachers collaborate and plan for both instruction and assessment purposes for all ELL students.

7. 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?

ESL teachers and content area teachers of ELL-SWDs (there are currently 16 students in our school that fall into that category, 39% of our total ELL student population) meet on a regular basis to collaborate on lesson planning and scaffolding supports for these students. ELL-SWDs have materials differentiated for their use in content area classes, enabling them to have access to content area instruction as well as focusing on the English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All ELL-SWDs are placed in the least restrictive environment, as per their IEP. Currently 9 of our 41 students are placed in self-contained classes. Instructional planning for ELL-SWDs is a collaborative effort with the ESL teachers and the Special Education teachers working with the identified students, as well as the school's guidance counselors and school psychologist.

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:			

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

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

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

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

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

Native Language 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

9. 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.

Intervention services for ELLs in the content areas are addressed through our Title III supplemental instruction programs, offered after school and in our Saturday program. Additionally, students are recruited to participate in programs offered by the City Year staff members, as well as the Beacon program that is housed in our school. All program offerings are delivered in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The overall effectiveness of our programs in meeting the needs of our ELLs in content and language development is the subject of ongoing analysis, in light of the adoption of the new Common Core standards. As per our data the amount of beginners decreased from this to that and the amount of proficient students increased from this to that as evidenced on the 2013 NYSESLAT from the 2012 NYSESLAT.

11. What new programs or improvements will be considered for the upcoming school year?

We are utilizing two new programs developed by Pearson in the upcoming year; Success Maker and ELLIS.

12. What programs/services for ELLs will be discontinued and why?

We have discontinued the use of the Achieve 3000 program. After reviewing the data, we felt that students did not meet the objectives expected in literacy skills acquisition.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs. Notifications to students and parents are made available in their native language. Additionally, there are many programs that have targeted recruitment for ELL students. Among the supplemental and after schools offerings at our school are STEM related programs (First Lego League robotics program, Sea Perch underwater robotics, Gardening program, etc.) provided by our Magnet Grant.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

MS126 is a school that is rich in technology resources that are used to enhance instruction. All of our classrooms have Smart Boards and document cameras, and students have access to laptops, iPads and other technology resources. Our school has a Technology Lab, and all students have Technology Lab programmed in their schedule.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Some of our ESL teachers do speak the native languages (Polish and Spanish) and do provide native language support. ESL teachers provide additional support in the child's native language. Students are encouraged to respond in their native language and these responses are celebrated as part of the learning process and as a bridge towards language acquisition.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our school's support team meets on a monthly basis to evaluate and assure that all student support services are being met. We jointly create an action to ensure that these services are met.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly identified ELLs, as well as incoming 6th graders, participate in our Summer Success Academy, which operates in August, two weeks prior to the start of the school year. Students receive supplemental instruction in Math and ELA, as well as being acculturated to the new middle school environment. There is a welcoming reception for all ELL students and their families in September. Newly identified ELL students, who enroll during the school year, are paired with another student who shares the new student's native language, to assist in their transition to the new environment. They are also recruited to participate in our after-school and Saturday programs for ELLs.

18. What language electives are offered to ELLs?

Language electives are not currently offered to students in our school. Due to staffing and budget issues we don't currently offer a language. However next year we plan to offer Spanish as a foreign language.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

At MS126 we believe that all of our faculty members are partners responsible for the education of our ELL students. Accordingly, professional development is encouraged throughout the year as our ELL teachers collaborate with content area teachers to service students mandated to receive ESL instruction. Our ESL teachers take advantage of the professional development opportunities sponsored through the DOE - Office of ELLs as well as assorted professional development activities provided by our network, CEI-PEA. The Assistant Principal and three ESL teachers have attended professional development workshops that included an in-depth study of the Common Core State Standards, with which we have aligned our curricula in all academic areas. One of our ESL teachers has attended 3 days of professional development in the use of the AMAO (Annual Measureable Achievement Objective) tool to assist in identifying instructional recommendations, based on data. All of our ESL teachers have been trained in the use of ELLIS (English Language Learner Instructional System), a web based program developed by Pearson that helps to gauge a student's current level of English proficiency, and which allows students to progress at their own pace as they master language objectives moving toward fluency.

We are partnering this year with Pearson. All teaching staff (since all teaching staff work with our ELLs throughout the day) will receive SIOP (Sheltered Instruction Observation Protocol) professional development, a research based approach to teaching that helps prepare all students, especially ELLs, to become college and career ready. 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 counselors, who assist with their transition to high school. Our counselors and other service providers are also available for students, as needed, as the students adjust to life in middle school and to prepare for the high school application process. After school groups for ELL students, led by our City Year staff members, assist with easing the transition of our ELL students to a new environment and the middle school experience. The guidance counselor and ESL Coordinator also meet 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 Pearson, CEI-PEA and through faculty conferences, as appropriate.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

We encourage participation of ALL parents, including our ELLs' parents. Parental involvement is an integral component of student academic success. Our parent coordinator ensures that ELL parents are informed about all school functions 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 also targeted to receive special event invitations, which are paid for by Title III funds. Parents of our ELLs are also invited to take part in our Saturday program, where they can participate in activities with their children. They are afforded the opportunity to become proficient in English, if they so choose, through use of the school's facilities and materials, such as the Rosetta Stone language program. 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, in their native language. Parents of ELLs are invited to a Welcome Reception at the beginning of the school year. We distribute invitations to the Annual City Conference for Parents of ELLs, as well. Interpreters are provided during all parent teacher conferences.

We are partnered with the following organizations: Vision Education & Media, Solar One, Grow NYC, Brooklyn Academy of Music, The Greenpoint Lions, Town Square, 94th Precinct, and the Greenline Newspaper and the Greenpoint Gazette. We have also partnered with Pearson to specifically service our ELLs and their parents. ELLIS, an online learning program, 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.

E. 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.

Part VI: LAP Assurances

School Name: MS126 - John Ericsson School

School DBN: 14K126

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marcos Bausch	Principal		1/1/01
Joseph Guzman	Assistant Principal		1/1/01
Evelyn Castillo	Parent Coordinator		1/1/01
Danuta Glowacki	ESL Teacher		1/1/01
Charlene Ramirez	Parent		1/1/01
Keri Leistman	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eunice Caba	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Teresa McKay	Other <u>Test Coordinator</u>		1/1/01
Margaret Brumskine-Ricks	Other <u>Related Service Prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **535**

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

Part A: Needs Assessment Findings

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

We use the Home Language Survey that is given to families at the time of registration to determine if translation services are necessary. If the Home Language Survey indicates that a language other than English is the primary language spoken at home, the Parent Coordinator is notified as well as the Assistant Principal. The Assistant Principal proceeds to conduct the appropriate testing to determine if the child qualifies for ELL services. In most cases, the child does not qualify for ELL services based on the LAB-R. The Parent Coordinator then arranges to send out school communications in the primary language and arranges for interpreters for Parent Teacher conferences if necessary.

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.

As of the 2013-2014 school year, there were eight families in need of written translations and/or oral interpretation. The students are designated as English Language Learners and their parents require these services. The Parent Coordinator ensures that the written materials are provided in the parent's native language. We have also had our Assistant Principal, Joseph Guzman translate at Parent Teacher Conferences as well as the Translation and Interpretation Unit, when staff is not available.

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.

Written translation services are provided by our Assistant Principal, Joseph Guzman, and Parent Coordinator, Evelyn Castillo, who both speak Spanish as well as both of our guidance counselors, Eunice Caba and Sergio Zamora, who assist. In other cases, we utilize the Translation and Interpretation Unit and documents available in multiple languages through the Department of Education website.

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.

There were ten cases of oral interpretation being utilized at the school level for parents. All of these parents required translation in Spanish (75% of our school population is latino) which was done by our Assistant Principal and Parent Coordinator.

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>.

We determined, within the first 30 days of school, via the Home Language Survey whether a child and/or the child's family requires translation services. Information is included in ATS. In all cases, translation and interpretation services were necessary in Spanish, Polish and/or Arabic. All of these services, oral and written, were provided through in house personnel including our Assistant Principal, Parent Coordinator, guidance counselors and or teachers.

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"> Per session Per diem 	2,000	Supervisor per session for Saturday instructional activities
Purchased services		
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
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"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
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.
TOTAL	11,200	