



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

14K126

School Name:

JOHN ERICSSON MIDDLE SCHOOL 126

Principal:

MARIA ORTEGA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: John Ericsson Middle School 126 School Number (DBN): 14K126
School Level: MIDDLE SCHOOL Grades Served: 6-8
School Address: 424 LEONARD STREET BROOKLY, NY 11222
Phone Number: (718)782-2527 Fax: (718) 302-2319
School Contact Person: Maria Ortega Email Address: Mortega2@schools.nyc.gov
Principal: Maria Ortega
UFT Chapter Leader: Sergio Zamora
Parents' Association President: Lourdes Antequera
SLT Chairperson: Margaret Brumskine-Ricks
Student Representative(s): N/A

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street - RM 246 - Brooklyn, NY 11206
Superintendent's Email Address: awinnic@schools.nyc.gov
Phone Number: (718) 302 7624 Fax: (718) 302 7600

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 535 Network Leader: Ellen Padva

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
MARIA ORTEGA	*Principal or Designee	
SERGIO ZAMORA	*UFT Chapter Leader or Designee	
LOURDES ANTEQUERA	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Margaret Brumskine-Ricks	SLT Chairperson	
Nina Fagiola	SLT Member - Teacher	
Jennifer Abramshe	SLT Member- Parent	
Madeline Rivera	SLT Member - Parent	
Ingrid Waterman	SLT Member - Parent	
John Estremera	SLT Member - Parent	
Michael Mena	SLT Member - Teacher	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Section 4: SCEP Overview

John Ericsson Middle School 126 School for Environmental Engineering is located in the vibrant community of the Greenpoint section of Brooklyn, New York. It is a Magnet School that focuses on environmental issues regarding conservation and ecology. MS 126 serves a diverse student population in grades six through eight which includes 69.1% Hispanic or Latino students, 22.5% Black or African American students, 4.6% White students, and 3.4% Asian students. Our school composition is made up of 35.5% special education, 20.2% limited English proficient, 66.1% Title 1 population, 89.7% free or reduced lunch with a 90% attendance rate. In school year 2014-15, our student enrollment has increased from 265 students to 319 students and a new principal has been assigned to the school.

Mission Statement - Our mission is to ensure that every student develops the critical thinking skills necessary to build a strong academic and social foundation that will allow for a smooth transition to high school, college and career readiness, and to be responsible citizens who can manage future global challenges. The three sets of values that guide all of our practices are perseverance, achievement, and citizenship.

MS 126 is a school that engages in many collaborations and partnerships with several outstanding organizations. We currently use a research-based school improvement model from Johns Hopkins University. In partnership with Johns Hopkins School of Education, the Diplomas Now program provides three layers of tiered support to our school community.

Our partners include:

- **Talent Development Secondary:** a program at Johns Hopkins University that specializes in research and comprehensive school reform models to address off-track indicators by working with teachers and administrative staff utilizing data and curriculum.
- **City Year:** AmeriCorps members are trained to work in underserved schools to provide targeted academic and school-wide interventions to help students during and after school get on track and stay on track to graduate.
- **Community in Schools:** Communities in Schools monitors students to show improvement in academic achievement, attendance, behavior and promotion by honing in on and addressing social and emotional needs.

Diplomas Now partners with John Ericsson Middle School (JEMS) to provide at-risk students with caring adults that possess the tools to improve academic achievement. Working with administrators and teachers, the Diplomas Now team sets goals based on students' attendance, behavior and course performance. They develop a strategic plan, implement an early warning system to identify struggling students, and regularly review the data. Teachers and the Diplomas Now team craft individual student plans that include more math and English time and teacher teams with

shared planning time. For the neediest students, Diplomas Now helps form support groups and connects them with community resources, such as counseling, health care, housing, food and clothing. City Year members welcome students to school, call them if they don't show up, and offer tutoring. They intervene to help resolve problems, celebrate positive behavior, assist with homework, and involve students in service learning and enrichment programs.

This year, Diplomas Now has introduced JEMS to SaferSaner Schools™ Whole-School Change through Restorative Practices. The International Institute for Restorative Practices (IIRP) provides a comprehensive two-year school implementation program using a pro-active approach to whole-school climate change based on communication and responsibility. IIRP will assist the school leadership team and staff to develop a customized plan based on needs and goals, organize professional learning groups (PLG), provide onsite professional development, and assists with evaluation.

Our second largest partnership is with Teaching Matters (TM), providers of effective teacher training and school turn-around strategies, and Sports and Arts in Schools Foundation (SASF) through a 21st CCLC grant. TM provides support in the following areas to teacher teams:

- Collaborate in an inquiry-based process using common CCLS aligned curricula and assessments
- Implement and reflect upon research-based instructional techniques relevant for all student populations
- Sustained coaching using student outcomes and teacher effectiveness data as drivers
- Professional development guiding administrators in leading and sustaining school-wide teacher capacity efforts

SASF provides a comprehensive extended day program focusing on the school's magnet theme and initiatives. JEMS and SASF partnership provide a seamless instructional day by extending the learning time with JEMS teaching staff and other support staff. Students are provided with Robotics, Lego Robotics, small group tutoring, homework help, test prep, chess club, softball, basketball, fitness, wellness, and nutrition education.

At JEMS, the Environmental Engineering theme will be infused across all subject areas through project-based studies of natural resources that allow students to develop the critical thinking skills needed to solve real-world environmental engineering problems. Grade level themes have been established with the focus of environmental engineering and STEAM. Grade 6 has the theme Innovation, grade 7 Activism and Grade 8 Globalization. The grade level themes will be infused through the content areas, talent classes, day enrichment programs, as well as after-school programs. Our partners are:

Global Friendship Through Space Education
US Navy/ Seaperch
Solar 1
Brooklyn Tech High School – STEM Pipeline Program
Eco- Schools/ National Fish and Wildlife Foundation
La Casita Verde

14K126 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	318	SIG Recipient
				YES
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				1
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	3	# Integrated Collaborative Teaching
				15
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	5	# Drama
				N/A
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	85.6%	% Attendance Rate		93.1%
% Free Lunch	86.0%	% Reduced Lunch		5.7%
% Limited English Proficient	15.5%	% Students with Disabilities		36.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		21.9%
% Hispanic or Latino	68.7%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	6.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		5.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		8.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		83.3%
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

14K126 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	318	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	1
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	3	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	5	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.6%	% Attendance Rate	93.1%		
% Free Lunch	86.0%	% Reduced Lunch	5.7%		
% Limited English Proficient	15.5%	% Students with Disabilities	36.2%		
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American	21.9%		
% Hispanic or Latino	68.7%	% Asian or Native Hawaiian/Pacific Islander	2.6%		
% White	6.4%	% Multi-Racial	N/A		
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.18	# of Assistant Principals (2014-15)	2		
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)	2		
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A		
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	5.78		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4	8.2%		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	35.4%		
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	83.3%		
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	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	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

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6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We received ratings of Developing (D) in all areas of Statement of Practice (SOP) 3. We have a plan in place that will guide us in moving towards Effective (E) in these areas.

There are measures in place at MS 126 to support and facilitate the quality and implementation of rigorous and coherent curricula. Specifically, our focus on the vision of rigorous instruction is evidenced by the implementation of a school-wide curriculum planning initiative. During the summer, school leaders and teachers developed rigorous and coherent curricula for various subject areas such as English Language Arts (ELA), Mathematics, Social Studies, Science and the Arts. The curricula was aligned to the Common Core Learning Standards (CCLS). Adaptations were made for our subgroups of students with relevant modifications. Curriculum mapping, unit plans, and lessons plans were created and this work was supported by the use of Atlas Rubicon. We also created baseline and post assessments for each unit in ELA and Mathematics.

An area of strength in Tenet 3.3 is that our teachers are committed to ensure that unit and lesson plans are appropriately aligned to the CCLS. This is evidenced by the coherent curriculum in grades 6-8. Our curriculum work is facilitated by the professional learning groups that engage in common planning time across grade levels and content areas. These teams are monitored by the school leaders and they provided with continual feedback. In addition, common planning periods and grade level meetings are embedded in the teachers’ schedules. Additional time is also given to members of the staff to regularly meet once a week as part of their regular hours to facilitate extra curricula

planning.

An additional area of strength is teacher collaboration as a springboard to maximize the provision of learning opportunities to students that incorporates the Arts, technology and other enrichment opportunities across content areas and grade levels. Within core subjects our students are completing tasks using different modalities for narratives in literature and mathematical presentations. All teachers have access to SMART boards and all students have access to laptops. All teachers have received trainings for the classroom based technology. Our students with Special Needs have access to ILIT, an iPad based literature program.

According to the recommendations provided to the school by the NYS DTSDE, a priority need in this Tenet is to ensure all teachers monitor the impact of the common core aligned curricula in order to ensure students' needs are met. At MS 126 the priority focus is to develop a data-driven culture based on student needs, assessments and analysis. In this way the strength of the strategic action planning and teacher collaboration will result in greater student achievement outcomes.

All this information was taken from the NYS DTSDE which outlined areas for improvement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school community will engage in a systematic and comprehensive use of data to identify and adjust daily lesson plans resulting in 2% improvements in students **in ELA and Math CCLS performance levels**

This goal was taken from the area of the last year's state review which outlined areas of improvement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research-based instructional programs, professional development, and/or systems and structures needed to impact change in the data culture: <ul style="list-style-type: none"> • Continue to utilize the Danielson Framework (2000) and Rubric 2013 to measure teacher effectiveness. Administrators and teachers will assess the lesson planning and implementation correlated to student engagement and skill mastery. The data collected in the Framework will inform the identification of 	Teachers and Paraprofessionals	September, 2014 – June, 2015	Principal, Assistant Principal, Network and Lead Teacher.

<p>differentiated strategies that supports all learners.</p> <ul style="list-style-type: none"> • Provide differentiated professional learning to teachers to ensure identification of needs related to lesson planning and strategies to differentiate instruction • The administrative team will schedule time during teacher teams (PLCs) and departmental meetings to analyze and review data aligning rigorous instruction with common core learning standards • Teachers and paraprofessionals will receive and utilize professional development on the Expeditionary Learning and Go Math curricula and the use of the data reports in both programs • All school leaders and teachers participate in weekly meetings across grades and content area to review student data and make necessary adjustments and revisions. 			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH): Teachers and paraprofessionals of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) collaborate during planning time and during additional weekly scheduled professional learning time:</p> <ul style="list-style-type: none"> • Engage ACE Committee in structured cycles on a 6 week timeframe and determines the flexible student groups based on the students individual Lexile performance • Continue Data Inquiry Teams to target student subgroups and identify strategies to address student achievement gaps • Promote the use of Questioning and discussion techniques in the classroom to promote critical thinking, using visuals, creating multiple entry points, using sentence starters, and scaffolding. • Foster collaboration amongst teachers resulting in the Push In model for instruction involving the SETSS and ESL teachers across the grades • Continue to build in common planning periods in the master schedule to facilitate the planning time for teachers and paraprofessionals 	<p>Teachers of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage)</p>	<p>September 2014 to January, 2015</p>	<p>Teachers, Lead Teachers and Para-Professionals</p>
<p>Strategies to increase parent involvement and engagement related to the data culture:</p> <p>Continue participation in the weekly scheduled time provided to teachers exclusively for parental outreach</p> <p>Coordinate an annual Title I Parent Curriculum Conference Host four scheduled Parent-Teacher Conferences and</p>	<p>Parents/Guardians and Students</p>	<p>September 2014 to June 2015</p>	<p>Principal, Assistant Principal, Lead Teachers, Parent Coordinator, Para-Professionals and School Support Staff</p>

<p>coordinate parent/student/teacher conferences on an as needed basis throughout the school year</p> <p>Encourage meaningful parent participation on School Leadership Teams and The Parent Association</p> <p>Provide parent training on the MyOn.com literacy support website and Title I Parent Committee</p> <p>Host Family Day events and celebrate improved performance of identified subgroups as evidenced by interim assessments</p> <p>Organize mid-point progress monitoring activities in January, 2015.</p> <p>Scheduling Parent Resource training on Pupil Path</p>			
<p>Activities that address the Capacity Framework element of Trust related to the data culture:</p> <ul style="list-style-type: none"> • Familiarize students with their performance data and progress through participation in small ACE groups • Utilize Skedula for parents and students to be informed about levels, progress, and next steps • Maintain an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective. • Facilitate the sharing of school community events that celebrate the success of our children • Produce a monthly calendar that articulates scheduled events that encourage the participation of all stakeholders • Continue to have the professional learning committee including key staff in our leadership planning meetings. 	<p>Parents/Guardians and Students</p>	<p>September, 2014 to June, 2015</p>	<p>Principal, Assistant Principal, Lead Teachers, Parent , coordinator, Para-Professional and School Support Staff</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS, including: Teacher and Paraprofessional per session to support instruction and extra- curricular activities</p> <p>Additionally we access Leadership support in the use of curriculum planning programs and implementation of teacher team practices as well as:</p> <ul style="list-style-type: none"> - On-site feedback given regularly to school leaders -Support in identification of research-based instructional strategies and planning teacher professional learning -Support in data access and continual on-site, job-embedded opportunities for school leaders and teachers. -Identification of parental resources

Scheduling Teachers common planning time
 Per session money to facilitate Summer curriculum mapping
 Allocate professional learning time for curriculum alignment
 Data analysis time for inquiry team meetings

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January, 2015 teacher teams will analyze mid-year benchmarks to reflect and revise goals and practices

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:
 c) For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 d) For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:
 e) Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 f) Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

1. •

We received ratings of Effective (E) in all areas of DTSDE Tenet 5 - Statement of Practice 5.2, 5.3, 5.4 and 5.5. We have a plan in place that will guide us in moving towards Highly Effective (H) in these areas.

The school leader has put in place SMART goals that address the priorities outlined in the SCEP. These goals are supported by the entire school community and are designed to bring about improvements in planning, instruction, and students’ social and emotional developmental health, and strengthen school-family relationships.

We have identified through evaluation that there were gaps in support structures and mechanisms in how student social-emotional needs were being met. In response, we used school funds to hire a second guidance counselor and a part-time social worker and a full time Psychologist. In addition, we hired a data coordinator to assist in assessment and data collection. We were also proactive in procuring further support from the Network that resulted in hiring a technical expert to come to the building once a week to train all teachers on the use of the SMART Boards and other technology, based on school needs. In addition, we secured a grant designed to provide enrichment activities, such as the, “Space Camp to Turkey” trip that students are participating in.

In order to enhance the academic and social emotional supports for students we have designed the Academic Coaching at Ericsson (ACE) Program. This data driven model is based on the research of Jim Wright. Our students meet in intergrade levels to improve literacy skills. This model of grouping within grades helps students grow and learn from older peers. In addition, our 8th graders are able to model good behaviors to the younger students.

This information was pulled from the Diagnostic Tool for school and District Effectiveness (DTSDE).
 This information was pulled from the Diagnostic Tool for School and District Effectiveness.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will demonstrate the use of a strategic data system to identify areas of needs that will support the academic, social emotional growth of all students resulting in a 2% increase in overall school attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • We have designed the ACE Program based on Jim Wright’s research for supporting all students and their individualized needs. The ACE program is driven by Pre and Post Assessments which focuses on students’ understanding and application of Common Core Standards in English Language Arts. • All teachers use common lesson plans differentiated for appropriate reading lexile levels • The program is implemented twice a week • Every teacher has a group of no more than 10 students • Students are in small groups for instruction during the school day • The teaching and materials are aligned with Common Core Standards. 	Teachers, Paraprofessionals and Students	A four week Cycle	Principal, Assistant Principals, Lead Teacher, Teachers and Paraprofessionals
Teachers of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) collaborate during planning time and additional weekly scheduled professional learning time. Teachers focus on the following strategies:	Teachers, Paraprofessionals	From September, 2014 to June, 2015	Principal, Assistant Principals, Lead Teacher, Teachers and Paraprofessionals

<ul style="list-style-type: none"> • Questioning to promote critical thinking • Utilizing visuals and graphic organizers • Creating multiple entry points for student engagement • Scaffolding of instruction 			
<ul style="list-style-type: none"> • Open house presentation for all parents/guardians. • Progress reports sent home • Regularly scheduled outreach from teachers to parents/guardians • Use of Pupil Path in identifying the ACE Program as a school wide initiative. 	Parent and Guardians	From September, 2014 to June, 2015	Principal, Assistant Principals, Lead Teacher, Teachers, Parent Coordinator and Paraprofessionals

<ul style="list-style-type: none"> • An open door policy for parents' visitation to the school. • Thanksgiving celebration for parents/guardians, teachers and Community members • Numerous open house events • Dads, bring your child to School Day • Family Literature workshop with trust building activities 	Students, Parent and Guardians	From September, 2014 to June, 2015	Principal, Assistant Principals, Lead Teacher, Teachers, Parent Coordinator and Paraprofessionals
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher and paraprofessionals per session money to support instruction and extra- curricular activities

Additionally, we access Leadership support in the use of curriculum planning programs and implementation of teacher team practices as well as:

- On-site feedback given regularly to school leaders
- Support in identification of research-based instructional strategies and planning teacher professional learning
- Support in data access and continual for on-site, job-embedded opportunities for school leaders and teachers.
- Identification of parental resources

This information was pulled from the Diagnostic Tool for School and District Effectiveness.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January, 2015 we will examine school-wide class and attendance data to determine how various academic and social-emotional strategies have increased student attendance. We will consider other research based strategies to attain our goals.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:
 g) For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 h) For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:
 i) Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 j) Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In response to our “Developing” HEDI ratings for *DTSDE Tenet 4: Teacher Practices and Decisions*, school leaders and teacher leaders have begun to provide training and collaborative planning time to address how to align teaching and learning plans to data. In order for us to achieve Effective HEDI ratings for Tenet 4, we will support our teachers by providing ample time and resources for collaborative planning and review of student data.

Our school’s strengths relative to the Capacity Framework element of *Collaborative Teachers* lies in the intrinsic motivation of each John Ericsson Middle School 126 faculty and staff member to work together to build structures and provide supports that will ensure the success of our students.

According to the recommendations provided by the NYS DTSDE the priority needs to be addressed in the goal and action plan for this section are the following:

Ensure teachers use data to drive instruction, differentiate learning, and meet the needs of students

Ensure teacher instructional practices are rigorous and include challenging questions and materials that provide multiple access points to learning for all students

Ensure teachers engage students in learning and are responsive to student needs in order to improve academic achievement

Ensure teachers use data to plan instruction in order to meet student needs and provide students with specific feedback to foster student ownership of learning

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will provide evidence in the form of lesson plans, unit plans, pre and post assessments (in hard copy or through our Atlas Rubicon curriculum development software) and MOSL assessments to demonstrate that they are using data to drive instruction, designing rigorous CCLS aligned curricula that provides multiple access points for all students, being responsive to student needs and providing students with specific feedback to foster ownership of learning resulting in improvements in student work products.

This information was pulled from the Diagnostic Tool for School and District Effectiveness.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><i>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</i></p> <ul style="list-style-type: none"> • We utilize the Danielson Framework (2000) to measure teacher effectiveness. • The school leaders have developed a timely plan for cycles of observation and feedback to teachers. • School leaders call upon the Network for support in intended learning for school leaders and staff including on-site support and job-embedded training. • All teachers have been trained in “Datacation which ensures that a data system to track the progress of all students is in place to guide student needs and keep parents informed. • The administrative team will schedule time during teacher teams (PLCs) and departmental meetings to analyze and review data aligning rigorous instruction with Common Core Learning Standards. • Teachers will utilize and receive professional development on the following Curricula: Expeditionary Learning, Go Math, Department of Education Scope and Sequence in Science with infused Magnet Theme of Environmental Studies. • A new school wide Inquiry Initiative Team meets once a week to examine student data from locally designed assessment with emphasis on the alignment of Common Core standards for ELA. • All school leaders and teachers participate in weekly schedule 	<p>Teachers</p>	<p>September, 2014 to June, 2015</p>	<p>Superintendent, Network, Principal and Assistant Principal</p>

professional development			
<p><i>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH):</i></p> <p>The school will use the following instructional strategies in all classrooms to support the needs of all learners in all subgroups:</p> <ul style="list-style-type: none"> • SETSS teacher will push into major subject areas to reteach and support IEP students in general education classes. • The ESL teacher will target the ELL learners in the general education classroom and filtering vocabulary, providing visuals, clarify language and provide sentence starters and graphic organizer to match the rigor of the CCLS lessons. • Most IEP and ELL students are placed in Integrated Co-Teaching classes. The general and special education teachers meet at least once a week during a scheduled common prep to make sure teaching practices and support are aligned to assist students in these subgroups. • All teachers in our school have access to the curriculum which is on Rubicon to revise and modify lessons for all grade levels and all subjects. • Teachers use data to revise and modify lessons to accommodate the needs of these subgroups. • We have created and implemented a differentiated professional learning plan based on the NYC Chancellor’s Professional Learning Handbook (2014 	Teachers	September, 2014 to June, 2015	Principal and Assistant Principal
<p><i>Strategies to increase parent involvement and engagement</i></p> <ul style="list-style-type: none"> • Faculty, staff, PTA, and our Community Partners (e.g., Diplomas Now and SASF) will collaborate to implement monthly workshops to provide parents with the tools (training & information) necessary to support student achievement at home. Sample workshop topics include: CCSS Literacy and Math standards and skills; how to use our Skedula/Pupil Path Datacation system to track student progress and communicate with teachers; how to access a variety of resources to support student achievement at home; ELL/ESL specific topics and resources. • Teachers will engage in regular communication to families through the use of our Skedula/Pupil Path Datacation system and phone calls. Teachers will track all communication in the Datacation system. • Parent Coordinator and PTA President will engage in timely outreach to ensure that all families are aware of the monthly PTA meetings and feel welcome to attend 	Parents and Guardians	September, 2014 to June, 2015	Network, Principal and Assistant Principal
<p><i>Activities that address the Capacity Framework element of Trust:</i></p>	All staff, families and	September, 2014 to	Principal and Assistant Principal

<ul style="list-style-type: none"> Teachers, paraprofessionals, and administration will meet to review student data on a weekly basis during professional learning time on Monday and Tuesday afternoons. This collaborative professional learning experience address the Capacity Framework element of Trust because it fosters the notion that all teachers, paraprofessionals, and administrators are responsible for student success and that trust and teamwork are key to this success. 	guardians	June, 2015	
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers will need professional development in understanding and applying the Danielson Rubric 2013 in their unit and lesson plans
 Professional development in analyzing MOSL and other assessments data to derive curriculum and instructional decision-making.
 Professional development sessions are provided on Mondays and Tuesdays for teachers and paraprofessionals

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
 Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

By January, 2015 teachers unit and lesson plans will be review by school administrators as part of classroom observations to determine how assessment data is being used to drive instruction and build rigorous curricula that is responsive to student needs

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- k) For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- l) For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- m) Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- n) Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school received effective ratings in all areas of Tenet 2. This year we have created a school-wide data driven program that is focused on student achievement. Students’ data will be reviewed every 4 weeks to align curriculum instructions with students’ academic needs. The school Leaders will effectively use this evidenced-based system to examine and create a plan for how to work together to realize this long term vision.

Our school’s strength in this area is the Leadership’s inclusion of teachers in all areas of academic planning and implementation. The school Leader has a fully functional system in place to conduct targeted and frequent observation to track progress of teacher practices based on data. Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, all teachers will demonstrate an improvement in classroom practice ,based on goal setting conversations with school leaders, as evidenced in ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • We utilize the Danielson Framework (2000) to measure teacher effectiveness. • Teachers meet with the Principal to develop goals and discuss their individualized professional learning plan. • We have created and implemented a differentiated professional learning plan based on the NYC Chancellor’s Professional Learning Handbook (2014) • The school leaders have developed a timely plan for cycles of observation and feedback to teachers on data driven instructions • School leaders have implemented ACE (Academic Coaching at Ericsson) a data driven program which will measure students’ achievement based on student data which will be compiled and reviewed every four weeks 	<p>All teachers</p>	<p>September, 2014 to June, 2015</p>	<p>Principals and Assistant Principal</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • The school uses differentiated instructional strategies in all classrooms to support the needs of all learners in all subgroups • Teachers receive trainings in creating multiple entry points in lessons, creating higher order questions and critical thinking tasks, and text complexity work. • Teachers use all these strategies to address student needs according to student data. 	<p>All students</p>	<p>September, 2014 to June, 2015</p>	<p>Principal and Assistant Principal</p>
<p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Hosting educational family events/activities during Parent- 	<p>Parents, Guardians and</p>	<p>September, 2014 to June, 2015</p>	<p>Principal, Assistant Principal, Teachers and Parent</p>

<p>Teacher Conferences and throughout the school year to familiarize parents with how data is used to instruct students and meet their academic needs</p> <ul style="list-style-type: none"> Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) Establishing a Parent Resource Center/Area or lending library; instructional materials for parents to familiarize them with the use of student data ; Encouraging more parents to become trained school volunteers Providing written and verbal data driven progress reports that are periodically given to keep parents informed of their children’s progress 	students		Coordinator
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> Trust is built through the continual collaboration and inclusion of parents and students in all progress made by the students based on student data We have implemented a professional learning committee and included key staff in our leadership planning meetings We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective 	Parents, Guardians and Students	September, 2014 to June, 2015	Principal, Assistant Principal and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>School leader instructional leaders will provide feedback on classroom instruction Teachers will analyze student work and related teacher practices to improve their practices Teachers will engage in inter-visitations to examine models of best practices Teachers will engage in reflection on instruction based on student observations and data analysis Teacher will work in Professional Learning Communities (PLC) to examine data and review exemplary practices.</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

Specify a timeframe for mid-point progress monitoring activities.				
By January, 2015 school leaders will utilize student data assessment and review the effectiveness of teacher instruction				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- o) For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- p) For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- q) Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- r) Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We received an overall rating of (E) with only one (D) in the areas of Statement of practice (SOP) 6. We have a plan in place that will guide us in moving towards Effective (E) in all these areas.

There are systems in place at MS 126 to support our families with our community partners. This year we have created a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating. Our in house community partner City Year will set up one to one conversation (Report Card Conferences) with our students once they receive their first marking period report cards. “Comunilife” is a community based organization that will begin working with us on cases of suicide ideation for female students. Their support will be essential in helping our students and parents on such a difficult issue. Our own ACE team is working closely with the students in identifying gaps in reading by assessing lexile levels on a six weeks cycle. Our Parent coordinator will set up professional development for parents to easily navigate our online grading system, SKEDULA. We will empower families through continuous professional development on data analysis to support student success. Additionally, we will collaborate with the In-house Beacon Program, Sports and Arts, and the Network to provide parents with professional development on the CCLS and the graduation process to support student success. Specifically, we are planning and implementing more opportunities for training to enable families and staff to support the social and academic development of students.

As it was evident in the most recent IIT School Review, our school will continue to share data in a way that will promote dialogue among parents, students and school community members. We will continue to center on student learning and success and will encourage and empower families to understand and use data to advocate for appropriate support

services for their children.

According to the recommendations provided by the school NYS DTSDE, a priority need in this Tenet is to ensure the school provides more opportunities for training to enable families and staff to support the social and academic development of all our students. At MS 126 the priority focus is to ensure the entire school community partners with families and community agencies promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. In this way the strength of the strategic action planning and partnership with school community organizations will result in greater student achievement outcomes.

This information was pulled from the Diagnostic Tool for School and District Effectiveness.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 the school will have a 30% increase in parent involvement in professional development in all areas (academic, social and emotional developmental health) provided by the school in partnership with our community based organizations to support student success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p><i>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</i></p> <ul style="list-style-type: none"> • Continue to use Danielson Framework (2000) to measure the effects of our community partners engaging our families and students in the educational school-wide goals. • This work will help us guide our data initiatives geared to supports all stakeholders with the professional development needed to accomplish positive outcomes for the entire school community. • Professional development from our community partners, across academic, social and emotional development will help us engage our families and ensure progress for all our students. • Engaging the families with our community support organization will provide them with the necessary skills and knowledge to address their needs. 	Parents, Guardians and Students	September, 2014 to June, 2015	Principal, Assistant Principals, Teachers, School Counselors and Parent Coordinator
<p><i>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH)</i></p>	Parents, Guardians and	September, 2014 to June, 2015	Principal, Assistant Principals, Teachers, School

<ul style="list-style-type: none"> • We have SETTS, ESL and ICT teachers following a PUSH-IN model to better serve our students in these subgroups. This enables the teachers to have a more comprehensive view of these subgroups and be able to speak to the parents in collaboration with the general education teachers and community based organizations. • The school ensures parents of students in these subgroups are aware of all school events and activities. • Parents including these in this subgroup will receive handbooks that will outline policies for parent involvement and the role parents can play in supporting student academic success especially our ESL population and students with special needs. • Parents will participate in a parent orientation at the beginning of the school year on Skedula, an online communication tool used by the school. • Further, the school leader will continue to seek ways to improve the partnership between the school and home through professional development scheduled regularly for parents. • A newly designed school website is an additional medium to disseminate information to parents and families. 	Students		Counselors and Parent Coordinator
<p><i>Strategies to increase parent involvement and engagement</i></p> <ul style="list-style-type: none"> • More effort will be placed on encouraging more parents to become trained school volunteers; • We will continue to provide written and verbal progress reports that will periodically keep parents informed of their children’s progress in different languages as needed • We will develop and distribute a school monthly calendar of events designed to keep parents informed about school activities and student progress and upcoming professional developments • We will provide 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 • We will schedule Informative workshops for parents on The High School application process. • We will continue to schedule workshops for parents with the assistant of "Comunilife" on the issues of Child Abuse and Suicide prevention. • We will encourage students to join the City Year, Beacon Program, the Sports and Arts after school programs for homework help and extracurricular activities. 	Parents, Guardians and Students	September, 2014 to June, 2015	Principal, Assistant Principals, Teachers, School Counselors and Parent Coordinator

<ul style="list-style-type: none"> Translations for all documents to parents will be provided by the school as needed or requested. 			
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> An open door policy for parents' visitation to the school where they can reach out to school leaders and community based organizations for help and support. A survey by School Counselors requesting student to provide the name of an adult who they trust in the building, including those in partnerships with agencies in the school. Thanksgiving celebration for parents, teachers and community members to build trust among school stakeholders Numerous open house events where parents will get pertinent information regarding community based organizations services Dads, bring your child to School Day event to build trust among school stakeholders. Family Literature workshop with trust building activities that will also include the participation of City Year, Sports and Arts and the Beacon Program 	Parents, Guardians and Students	September, 2014 to June, 2015	Principal, Assistant Principals, Teachers, School Counselors and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The school leader and the parent coordinator will establish partnerships with local community based organizations to leverage more funding and resources the support the school's and families' academic and social-emotional needs. Community Based Organizations will provide training and information, on site, for parents and students Meetings and professional developments will be scheduled at various times to accommodate parents' needs.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

By January, 2015 the school will review attendance rosters, parent survey results and feedback from CBOs to determine the level of parental involvement in the school community

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Referral to PPT Committee • Review of MOSL and State Tests and other pertinent data • Classroom observation • Attendance • Behavioral referrals • ACE data 	Academic Coaching Extended Learning Activities SETTS City Year Focus Group	Small groups Individualized	During classes After School Saturdays
Mathematics	<ul style="list-style-type: none"> • Referral to PPT Committee • Review of MOSL and State Tests and other pertinent data • Classroom observation • Attendance • Behavioral referrals • ACE data 	Academic Coaching Extended Learning Activities SETTS City Year Focus Group	Small groups Individualized	During classes After School Saturdays
Science	<ul style="list-style-type: none"> • Referral to PPT Committee • Review of MOSL and other pertinent data • Classroom observation • Attendance • Behavioral referrals 	Academic Coaching Extended Learning Activities SETTS City Year Focus Group	Small groups Individualized	During classes After School Saturdays

	<ul style="list-style-type: none"> • ACE data 			
Social Studies	<ul style="list-style-type: none"> • Referral to PPT Committee • Review of MOSL and other pertinent data • Classroom observation • Attendance • Behavioral referrals • ACE data 	Academic Coaching Extended Learning Activities SETTS City Year Focus Group	Small groups Individualized	During classes After School Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral to PPT Committee and teacher and or provider observations. The classroom teacher or a service provided may request intervention from the Pupil Personnel Committee based upon his/her experience with the child and observation of academic/behavioral performance, health needs, attendance/lateness patterns or knowledge of family issues.	At-Risk counseling	Small groups Individualized	During School Day

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Our ELT program for 1014-15 school year, staffed with NYC certified teachers, will attempt to close the achievement gap with high quality extended day programs in reading, math and sports programming to ensure that 50% of students enrolled, develop the resilience, aspiration and skills needed to be promoted to the next grade.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

ELT Program is divided into 4 distinctive segments

- 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 is assigned students to work with using a variety of programs available to the school.
- 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 Success Maker. 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.
- Saturday ELL academy is taught by licensed ESL teachers that target newcomers but is open to all ELLs.
- 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

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School: Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

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.

Part 2c. Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
All students are invited to participate in ELT Programs via backpack letters, phone calls to the homes and emails. They are encouraged to participate in afterschool Arts, Music and Sports which is combined with the academic enrichment in Math, Science and ELA				

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program? Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
The school leadership will oversee the ELT Program. Community programs are involved in providing services and resources which supports most of the extra-curriculum activities and funding for staff in the ELT Programs Communications, logistics and attendance will be coordinated by the school’s leadership
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
The school leadership will monitor program implementation and outcomes CBO site coordinators will establish and implement the respective programs in collaboration with school’s leadership. Regular meetings will be scheduled between the site coordinators, the school leadership and parent to review the status of all ELT programs
Part 3c. Timeline for implementation and completion, including start and end dates.
ELT programs will begin in October, 2014 and will end in June, 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.											
	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
By February, 2015 the school’s leadership and the parents in the School Leadership Team will review the impact of the ELT programs on students’ academic performance and the social and emotional well-being. Students and parents will complete evaluation surveys
Part 5b. Complete in February 2015.
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>All teachers will provide instruction in ELA and Math in their license areas during the Extended Learning Programs and on Saturday programs.</p> <p>Teachers will be given continual professional development on The Danielson Framework, creating effective CCLS-aligned lesson plans and time management strategies. Lead teachers will attend teacher leadership workshops. The school leadership will conduct monthly meetings with the new teachers to provide support and build trust. Workshops are provided for teachers on a tenure track.</p>

2b. 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).
<p>The school leadership will be directly supported by the Network and will attend professional development sessions. Teachers will be offered professional development onsite, offsite and in their classrooms. They will also receive training for implementation of technological resources.</p> <p>Professional development will also be provided on Restorative Practices (Bob Costello, 2009) to all staff members to address the social and emotional needs of all students. The PLC model will be utilized to train all staff members in the implementation of the Restorative Practices program.</p> <p>The new teachers' contract sets aside time in the work day, Mondays and Tuesdays, for engaging in professional development. We have seized this new opportunity to design meaningful professional development that meets the needs of individual teachers and the school as a whole. We realize that quality professional development is something that genuinely addresses the needs of each school and reflects the interests of each school's staff. We feel that professional development is most effective when it is deeply relevant to the work teachers do daily. These professional developments opportunities represent the vision of an ongoing sustained professional learning community. This year for example, professional development includes work from the Danielson Framework, higher order questioning and differentiation of instruction. All used to achieve continual improvement in the classroom. We feel that true teacher improvement happens only when trust and collaboration are at its core. Our teachers reflect on professional practice, work together and share ideas as they strive to improve student outcomes every day.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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 in MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	227,908	X	16-32
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	58,276	X	33-34
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	33-34
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,108,914	X	16-32

¹Explanation/Background:

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

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

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

4. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
5. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

6. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
7. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
8. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
9. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

10. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
11. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

12. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
13. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
14. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
15. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school John Ericsson Middle School 126 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 the school and the families. The 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 the school community.

[School name] 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[John Ericsson Middle School 126], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	21	5		7	2	5	13	0	9	41

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 ESL 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 sevicees 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-terms 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:			

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

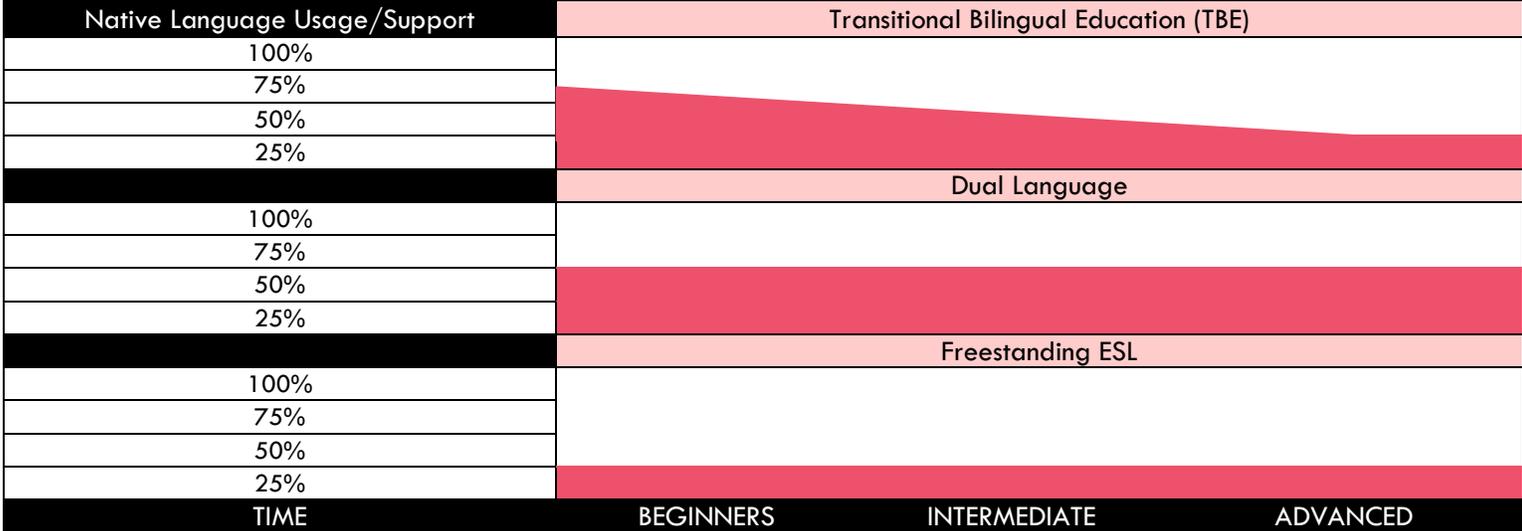
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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)?
 - 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: John Ericsson MS 126	DBN: 14K126
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy

Part B: Direct Instruction Supplemental Program Information

Total # of ELLs to be served: 37

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 2

of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: We have two ESL certified teachers who work with our ELL population to support their language acquisition needs. Instruction is delivered in a push-in/pull-out (co-teaching) model. The program has students grouped heterogeneously in a block, traveling with a class. Our school uses Myon reader to assess independent lexile levels. 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. The targeted intervention programs for ELLs with special needs receive instruction in English and/or Spanish. The content areas of ELA (integrating science & social studies) include the following intervention programs: Wilsons (Foundations); Extended Day, Technology (myON, iReady, Fast ForWord) and RTI (AIS) push-in and/or pull out. ELL students are grouped by NYSESLAT levels and individualized planning to support the reading, listening speaking and writing components of the NYSESLAT Exam. All teachers have access to websites (Enchanted Learning, Ed Helper, Reading A-Z) to download activities to differentiate instruction. ESL teachers also use Bloom's Taxonomy to distinguishing the fundamental questions for higher order thinking. 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:

- 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 6, 2014. 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.

Part C: Professional Development

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: Providing professional development opportunities for school staff with the assistance of the Network to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of our school community; When a staff member attends a workshop relating to servicing ELLs, the staff returns to the school and turn-keys the information for all personnel in the school. As ELLs transition from one level to another, we provide them with a variety of support for the staff. The data from LAB-Rs and/or NYSESLAT/NYSITELL is aggregated and then disseminated to all staff who works with ELLs. Our certified ESL teacher participates in monthly network ESL meetings facilitated by our network ESL specialist covering topics such as co-teaching models for push-in ESL classrooms; working with ELLs-SWDs, and best practices working with ELLS. ESL teachers are expected to facilitate monthly turnkey sessions with our entire staff working with ELLs. Our pupil accounting secretary has had professional development concerning the identification process for potential ELLs, as well as mainintaing the ESL binders.

Our PD schedule for the 2014/15 school year is as follows for all staff including guidance counselors, content area teachers, administration, and coaches);

PD's will be conducted by:

Licensed ESL teachers - Christopher Conway, Michael Mena

Principal (SAS) - Maria Ortega

Assistant Principals (SAS) - Joseph Guzman, Jeffrey Merced

Network (535) Liaison/Literacy Coach - Maria Kambourakis

September 8, 2014 - 2:25PM-3:40PM - Identifying ELLs/student placement

October 6, 2014 - 2:25PM-3:40PM - ELL data review (ESL teacher, coach, administration)

November 3, 2014 - 2:25PM-3:40PM - ELL progress reports; engaging parents

December 1, 2014 - 2:25PM-3:40PM - ELL Data review: Planning for student success (content teachers/ESL/coaches)

January 5, 2015 - 2:25PM-3:40PM - Focus on Instructional Technology for ELLs/ARC

February 9, 2015 - 2:25PM-3:40PM - Using ESL methodology and strategies to improve student achievement

Part C: Professional Development

March 2, 2015 - 2:25PM-3:40PM - Monitoring student progress in ELA/Math using benchmarks

April 6, 2015 - 2:25PM-3:40PM - Preparing for the NYSESLAT

May 4 & June 1, 2015 - 2:25PM-3:40PM - Comprehensive Training Series for Teachers of ELLs

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: Our school supports parents and families of ELL 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; translate all critical school documents and provide interpretation during meetings and events as needed.

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 on September 18, 2014 - 5PM - 8PM. 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 on October 9, 2014 - 6PM-7:20PM. 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

Part D: Parental Engagement Activities

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 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.

-In partnership with the parent coordinator we provide workshops in the language of parents on topics such as school procedures, rights and responsibilities of parents, and school and community resources;

The following are scheduled topic engagement pieces for parents:

- December 11, 2014 - 5:30PM-7PM - ESL Student and Common Core- Ms. Kimberlea Rodney
- February 26, 2015 - 5:30PM-7PM - ELL Progress Report - Mr. Michael Mena
- April 11, 2015 - 11AM-12:30PM - Preparing for the NYSESLAT - Mr. Olwen Albergas
- Supplying our content area bi-lingual glossaries to our parents to help their child(ren) with homework, and assist parents in learning academic English language and vocabulary.
- Development of an adult ESL class to be facilitated by our parent coordinator/CBO - Greenpoint Beacon .

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	Teacher per session for supplemental instructional activities Supervisor per session for Saturday instructional activities
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	Supplemental instructional materials: bilingual libraries, nonfiction leveled libraries, science content consumables for Saturday program, classroom supplies (paper, pens, markers, etc.)
Educational Software (Object Code 199)	_____	_____
Travel	_____	School bus rental for Parent/Student trip
Other	_____	Admission to venues, refreshments
TOTAL	11,200	_____