



**MONTAUK JUNIOR HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 20K223**

**ADDRESS: 4200 16<sup>TH</sup> AVE., BROOKLYN NEW YORK, 11204**

**TELEPHONE: 718-438-0155**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** I.S. 223      **SCHOOL NAME:** Montauk Junior High School

**SCHOOL ADDRESS:** 4200 16<sup>th</sup> Ave. Brooklyn New York, 11204

**SCHOOL TELEPHONE:** 718-438-0155      **FAX:** 718-871-7477

**SCHOOL CONTACT PERSON:** Andrew Frank      **EMAIL ADDRESS:** Afrank2@Schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Bina Mancini

**PRINCIPAL:** Andrew Frank

**UFT CHAPTER LEADER:** Roseanne Nemoy

**PARENTS' ASSOCIATION PRESIDENT:** Steven Matsil

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** 609

**NETWORK LEADER:** Debra Van Nostrand

**SUPERINTENDENT:** Karina Costantino

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Andrew Frank	*Principal or Designee	
Peter Canitano	*UFT Chapter Chairperson or Designee	
Steven Matsil	*PA/PTA President or Designated Co-President	
Bina Mancini	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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We view our school as an exciting learning environment where the actions of all the participants are guided by the highest expectations. We expect all students to achieve in the areas of academics, social-emotional functioning, and cultural awareness. Students set goals for themselves and develop the critical thinking, and decision-making skills necessary to achieve success.

The mission of Montauk Intermediate School is to seek out and develop outstanding educational practices while meeting the needs of our unique learning community. Using a collaborative approach, we strive to promote excellence in teaching and learning through research-based curricula that will result in enhanced academic, cultural and social outcomes for our students. We work collaboratively with parents to establish and support a bridge between the home and school.

Montauk Intermediate School 223, located in Borough Park, Brooklyn, is a locally zoned, urban school with a diverse population of approximately 625 students. Two academies contain grades 6 through 8. The academies are the Academy of Artists and Writers and the Academy of Math and Science. There are an average number of 12 classes of 25 - 28 students per class per grade. Of the 4 self-contained special education classes, two have the staffing ratio of 12:1 and 2 classes have the staffing ratio of 12:1:1. There is two Collaborative Team Teaching class on grade levels 6 and one on each grade level seven and eight.

Approximately 115 students have Individualized Educational Plans (IEP's) and receive the continuum of services including Special Education Teacher Support Services (SETSS), Collaborative Team-Teaching, instruction in self-contained classes, and related services such as speech and language, and counseling, adaptive physical education, occupational therapy, physical therapy and assisted technology. Additionally, there are approximately 252 English Language Learners. The majority of students are from low-income families and more than 86.9 % qualify for free lunch.

The student body is served by about 100 professionals and support staff, including one principal, 3 assistant principals, 52 teachers, 1 coach (one full time), 2 guidance counselors, 5 para-professionals, 3 secretaries, 3 school safety agents and 5 school-aides. Of the 52 teachers on staff, 97.8% are fully licensed, 100% are teaching more than 2 years in this school, 77.1% are teaching more than 5 years and 93.0% have a masters degree or higher. The teacher absentee rate is 5 days average per teacher. The staff includes a full-time parent coordinator.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Montauk Junior High School			
<b>District:</b>	20	<b>DBN #:</b>	20K223	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.6	92.9	92.2		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					89.5	82.5	91.9		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					90.3	87.5	86.9		
Grade 6	199	165	139	<b>Students in Temporary Housing: Total Number</b>					
Grade 7	252	214	171	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	266	257	209		4	3	1		
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11					78	77	75		
Grade 12				<b>Special Education Enrollment:</b>					
Ungraded	2	2	2	(As of June 30)	2007-08	2008-09	2009-10		
Total	719	637	521		76	84	62		
				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
				Principal Suspensions	14	20	19		
				Superintendent Suspensions					

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	240	225	197	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	21	36	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	73	70	56
<b>Overage Students: # entering students overage for grade</b> (As of October 31)				Number of Administrators and Other Professionals	16	12	12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	6
	0	1	1				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b> (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.6	97.1	97
American Indian or Alaska Native	0.4	0.3	0	Percent more than two years teaching in this school	91.8	81.4	100
Black or African American	11.3	11.0	11.1	Percent more than five years teaching anywhere	78.1	77.1	77
Hispanic or Latino	41.0	41.3	41				
Asian or Native Hawaiian/Other Pacific Isl.	27.7	27.0	27	Percent Masters Degree or higher	90	93	93
White	19.6	20.4	20	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97	98.8	97
Multi-racial	0	0	0				
<b>Male</b>	54.0	54.8	54.6				
<b>Female</b>	46.0	45.2	45.4				

## 2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	X	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	X	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	NA	NA	NA				
Black or African American	✓	✓					
Hispanic or Latino	X	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial	NA	NA	NA				
<b>Other Groups</b>							
Students with Disabilities	X	✓					
Limited English Proficient	X	✓					
Economically Disadvantaged	X	✓					
<b>Student groups making AYP in each subject</b>	X	✓	✓				

#### **Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NA
<b>Overall Score</b>	91.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>	Middle School	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

- **School has made AYP in Mathematics and Science for three consecutive years in all areas and subgroups.**
- **School made AYP in English Language Arts in all areas and subgroups for the 2007-8 and 2008-9 school year.**
- **Performance index among white students has increased in Science.**
- **Performance index among Hispanic students has increased in Science.**
- **Performance index among economically disadvantaged has increased in Science.**

**Barriers to the school's continued improvement:**

- Large number of transient students
- Increased number of Students with Interrupted Formal Education (SIFE)
- Increased number of students with special needs.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** **ESL**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By 2011, 5% of ELL students will progress from Beginner to Intermediate and from Intermediate to the Advanced level on the NYSESLAT exam.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Targeted population – ELL students who have been in the country for more than one year</li> <li>• Staff members who are responsible for overseeing that these goals are met – ESL teachers, ELA teachers, content area teachers and administrators</li> <li>• In September teacher’s programs reflect the following – ESL and ELA teachers are paralleled for ESL and ELA classes for the purpose of mainstreaming ESL students</li> <li>• Starting in September ESL teachers push into content area subjects</li> <li>• Achieve3000, R.I.G.O.R., and Wilson will be in place for small group instruction</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Title III funds will be used for after school programs for ESL students</li> <li>• Title I funds will be used to reduce class sizes so that classes can be split for ESL and ELA classes</li> <li>• Professional development on differentiated instruction and the use of data to drive a Standards based curriculum and effective curriculum mapping will be implemented</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **Classroom teacher will monitor students' achievements daily during instruction and after assessments**
- **Inquiry Team Members will monitor and discuss during weekly meetings**
- **Instructional Team will monitor and discuss bi-monthly**
- **Data specialist, guidance counselors and administrators will monitor monthly progress of students by reviewing periodic assessments, edPerformance, Achieve3000 and portfolios**
- **If selected students achieve an increase in proficiency of 0.3, our goal will have been met.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** 1/3 lowest in ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 5% of students scoring in the lowest 1/3 will achieve a 0.35 increase in proficiency rating on the 2011 New York State ELA Exam</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Provide professional development on differentiated instruction</li> <li>• Writing a Standards based curriculum map</li> <li>• Use data to drive instruction</li> <li>• Teachers will create portfolios for students which will include data, work samples and individual student goals</li> <li>• Periodic assessment, and edPerformance will be used to measure interim progress</li> <li>• After school and Saturday tutoring will be offered to students identified as the lower 1/3</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Title I – Title III LEP will be used for staff development</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **Classroom teacher will monitor student's achievements daily during instruction and after assessments**
- **Inquiry Team members will monitor and discuss during weekly meetings**
- **Instructional Team will monitor and discuss bi-monthly**
- **Data specialist, guidance counselors and administrators will monitor monthly progress of students by reviewing periodic assessments, (predictive and custom), edPerformance and portfolios**
- **If 5% of students scoring in the 1/3 achieve a 0.35 increase in proficiency rating or higher our goal will have been met**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**      **Lowest 1/3 in Mathematics**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, 5% of students scoring in the lowest 1/3 will achieve a 0.35 increase in proficiency rating on the 2011 New York State Math exam.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Provide professional development on differentiated instruction</b></li> <li>• <b>Writing a Standards based curriculum map</b></li> <li>• <b>Use data to drive instruction</b></li> <li>• <b>Teachers will create portfolios for students which will include data, work samples and individual student goals</b></li> <li>• <b>Periodic assessment (custom and predictive) and edPerformance will be used to measure interim progress</b></li> <li>• <b>After school and Saturday tutoring will be offered to students identified as the lower 1/3</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Title I funds and Title III LEP will be used for staff development</b></li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **Classroom teacher will monitor student's achievements daily during instruction and after assessments**
- **Inquiry Team Members will monitor and discuss during weekly meetings**
- **Instructional Team will monitor and discuss bi-monthly**
- **Data specialist, guidance counselors and administrators will monitor monthly progress of students by reviewing periodic assessments monthly custom exams, edPerformance and portfolios**
- **If 5% of students scoring in the 1/3 achieve a 0.35 increase in proficiency rating or higher our goal will have been met.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**                      **Students with Disabilities**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011 5% of students with disabilities will demonstrate one year progress in ELA in conjunction with their current Individual Education Plans. If selected students increase in proficiency rating of 0.3, our goal will have been met.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Our targeted population - Students with Disabilities</b></li> <li>• <b>All teachers, AIS providers and guidance counselors who service these students will monitor student progress</b></li> <li>• <b>Interdisciplinary planning time for CTT teachers are scheduled to implement co-teaching best practices</b></li> <li>• <b>Wilson Reading Program will be used for small group instruction, Achieve3000 Lexile reading levels will be used to assess student progress</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Title I funds will be used for staff development</b></li> <li>• <b>Title III funds will be used for after school programs for Special Education ELLs</b></li> <li>• <b>Professional development for teachers of SWD students on differentiation, Standards based curriculum mapping and effective behavior modification programs</b></li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- **Classroom teacher will monitor students' achievements daily during instruction and after assessments**
- **Case manager for IEP will meet with classroom teachers to discuss students progress**
- **Inquiry Team members will monitor and discuss during weekly meetings**
- **Instruction Team will monitor and discuss bi-monthly**
- **Data specialist, guidance counselors and administrators will monitor monthly progress of students by reviewing periodic assessments, edPerformance, Achieve3000 and portfolios**
- **If selected students increase in proficiency rating of 0.3, our goal will have been met**

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	8	3			20		1	
7	15	4			18		1	
8	19	6	5		29		1	
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Wilson Program: Small group instruction program for ELL and SWD for students have difficulty decoding in ELA. A continuation program for students who have been successful with Wilson program. All AIS is performed during extended day and in class through differentiation of instruction. Achieve 3000 is a web based individualized reading program to accelerate reading comprehension, vocabulary and writing proficiency on state tests.
<b>Mathematics:</b>	Teachers work with students in small groups during extended day and during regular day. All AIS is performed during extended day and in class through differentiation of instruction.
<b>Science:</b>	Small group instruction. Hands on instructional teaching by AIS Science teacher. Differentiation of instruction. All AIS is performed during extended day and in class through differentiation of instruction.
<b>Social Studies:</b>	Small group learning. Differentiation of instruction. Computer assisted instruction. All AIS is performed during extended day and in class through differentiation of instruction
<b>At-risk Services Provided by the Guidance Counselor:</b>	One on one counseling. Small group counseling. Counseling is given during extended day and when students have minor subjects, they are removed from class. At risk students are seen in six week cycles.
<b>At-risk Services Provided by the School Psychologist:</b>	One on one counseling. Small group counseling. Students have minor subjects, and they are removed from class. At risk students are seen in six week cycles.
<b>At-risk Services Provided by the Social Worker:</b>	Parent outreach. Small group counseling. Students have minor subjects, and they are removed from class.

<b>At-risk Health-related Services:</b>	Nurse monitors 504's for at risk students.
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

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**SEE ATTACHMENT 1 – LAP K-8**

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) 6,7,8                      Number of Students to be Served: 252 LEP 0 Non-LEP  
Number of Teachers 10                      Other Staff (Specify) one supervisor

**School Building Instructional Program/Professional Development Overview**

## Section II. Title III, Part A LEP Program Narrative

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Montauk Intermediate School 223, located in Boro Park, Brooklyn, is a locally zoned, urban school with a diverse population of approximately **six hundred and twenty-five** students. I.S. 223 is divided into two mini academies, which contain grades six through eight. The academies are The Academy of Artists and Writers, and the Academy of Math and Science. There are an average number of **25** classes of 25-28 students per class per grade. English Language Learners are part of each academy.

I.S. 223 has **two hundred and fifty-two (252)** English Language Learners. **Seventy-eight** students are in the sixth grade, **seventy-five** students are in the seventh grade, and **ninety-nine** students are in the eighth grade. ELLs make-up about **40%** of the total school population.

All students participating in free-standing ESL programs receive the required amount of ESL/ELA instruction as specified in CR Part 154. Beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). All ESL classes are self-contained and instruction is in English. In most cases ESL classes are taught in a 90-minute block. All ESL and ELA teachers are certified professionals.

All ESL and ELA teachers use a balanced approach to literacy. ELA teachers of ELLs, who have a 45-minute lesson each day, balance their reading and writing activities over the week. ESL teachers with a 90-minute block balance the reading, writing, and word work in this time. To do this they focus on listening and speaking as well as reading and writing with an understanding of the need to teach to, with and by students. All teachers are expected to use mini-lessons, independent and small group work with share time to conclude the class.

Title III funds will assist I.S. 223 in implementing several after-school programs for English Language Learners. One supplemental after-school ESL program will employ **four** certified ESL teachers. This program will focus on further developing students' listening, speaking, reading, and writing skills. Students participating in this program will receive small group instruction. Teachers will focus on their individual needs in order for them to achieve academic standards. This after-program will consist of **45 one and a half hour (1½)** sessions. A supervisor will be hired to plan the program, select materials to be implemented, provide staff development, and supervise the implementation of the instructional components of the program.

Title III monies will also fund **three** more after-school programs. A Math instructional program will be offered to ELLs in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. Three certified Math teachers will be hired to provide small group instruction to ELLs. These high-quality after-school programs will further assist ELLs in making gains in order to meet academic standards. These after-program will consist of **45 one and a half hour (1½)** sessions. For the 2010-11 school year, the after-school programs will employ a supervisor, **4** ESL teachers and three Math teachers to service 100-125 students for **45 one and a half hour (1½)** sessions.

In addition, a Science program for all 8<sup>th</sup> grade ELLs and an ELA program for advanced ELLs will be offered. These after-school programs will allow ELLs to attend extensive sessions focusing on test format and test taking strategies. Every effort will be made to hire teachers that are currently working with ELLs. The Science after-school program will meet twice a week for **one and a half hour (1½)** for 10 sessions. Two ELA teachers will be hired to provide 22 one and a half hour sessions. For the 2010-11 school year, the Science and ELA after-school programs will employ 3 teachers (1 Science, 2 ELA) to approximately **75** ELLs.

Students participating in an after-school program will be given a pre-test and a post-test. The results of the pre-test will guide the teacher's instructional focus. The results will indicate students' strengths and weaknesses which in turn will drive instruction. The post-test will assess the mastery of standards-based skills and strategies learned through out the program. The post-test will also demonstrate growth of both language skills and content knowledge.

These supplemental services will provide ELLs with additional practice in language development through small group instruction. Research reflects that in small group instruction ESL students have a greater opportunity to interact with the teacher, as well as, having increased opportunity for Accountable Talk. Students acquire strategies for learning and problem solving with continued and immediate interaction with their teacher and classmates. The ESL/ELA standards are enforced by giving each student the opportunity to practice listening, speaking, reading and writing.

The after-school programs will hire highly-qualified personnel. Research reflects that instruction provided by highly-qualified teachers benefit students because of their subject matter expertise. Their pedagogical preparation positively affects teaching practice and student learning. Highly-qualified teachers, therefore, have a positive impact on the quality of instruction students receive.

Highly-qualified staff will expand instruction from daily classroom into supplemental programs. This reinforces the needs of the students. Through the on-going use of classroom data (formal/informal assessments, and observation) teachers are better able to differentiate instruction targeting the specific needs of each English Language Learner. ESL teachers working in the supplemental programs will continue to implement scientifically-based practices for English Language Learners to promote students acquisition of academic skills. Since ESL teachers working in the supplemental programs are the same teachers working in the regular school day, they are aware of the materials ELLs are currently using. Materials used for these programs will not duplicate those used during the regular school day. Title III funds will be used to purchase additional materials for the after-school programs. The instructional materials provided will assist ELLs in developing English language proficiency. The materials will benefit all ELLs participating in these programs because the materials will supplement the materials presently being used.

The program that will be purchased with Title III funds and implemented in the after-school supplemental programs is RIGOR. RIGOR (Reading Instructional Goals for Older Readers) will be used after-school with ELLs who read at a pre-literate reading level in English. RIGOR, which is designed for ELLs, will develop a student's language, literacy and content understanding.

During the supplemental programs, students will receive additional English instruction focusing on the continued development of all of the four language skills -listening speaking, reading, and writing. This additional help will assist ELLs in becoming proficient in the English language and in core academic subjects as specified by the No Child Left Behind Act.

To continue to educate parents of ELLs, English classes will be offered after-school. ESL classes will be offered in the Fall and in the Spring. One ESL teacher will be hired to teach the Fall Program and another ESL teacher will be hired for the Spring program. Each ESL teacher will provide small group instruction to assist parents to further develop their listening, speaking, reading, and writing skills. The Fall program will consist of **15 one and a half hour (1½)** sessions and the Spring program will consist of **15 one and a half hour (1½)** sessions as well. I.S. 223 firmly believes that programs that benefit parents will inevitably benefit their children.

To make parents aware of the various supplemental programs available to them and their children, parents will receive information in the language they speak. A letter will be sent home informing each parent of the supplementary services available to his/her child and how they will help the English Language Learner. Parents will also be invited to attend a meeting where an interpreter will be provided to discuss the various supplemental programs available to their children and to them. IS 223 will make every effort to provide interpreters to all our parents.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Title III finds will also provide professional development needed for teachers in the after-school programs. The initial training session will discuss the goals of the program, a suggested schedule to be followed, materials to be used, and grouping. Teachers participating in the supplemental programs will be trained in the use of effective strategies and techniques to enhance instruction for ELLs. Other training sessions will focus on Analyzing Data such as the NYSESLAT, Interim Assessments and the NYS ELA and Math exams, Grouping, and Vocabulary development. These training sessions will take place in November, January, March, and May. For the 2010-11 school year, an assistant principal, the literacy coach and the ESL Coordinator will provide professional development to **10** certified teachers participating in the after-school supplemental Title III program.

**Form TIII – A (1)(b) 2010-11**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
<b>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</b>	<b>34,820.00</b>	<b>Salaries for 10 teachers and 1 supervisor in after-school programs.</b>
<b>Purchased services such as curriculum and staff development contracts</b>		
<b>Supplies and materials</b>	<b>10,000.00</b>	<b>Supplemental materials to be used in the after-school programs.</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>44,820.00</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Based on an ATS report entitled the Home Language Report (RHLA), many languages, other than English are spoken. Therefore, translations and interpretation services are needed. I.S. 223 will conduct interviews and surveys to determine the language parents prefer for all written and oral communication.

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.

Based on interviews and parent requests, Chinese and Spanish speaking parents require oral and written communications in their native languages.

#### **Part B: Strategies and Activities**

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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 translations are provided by in-house staff. In the event that we need translation for languages not spoken by our staff, we will use the DOE's translation unit. Meetings, NYC Department of Education notices, special events are some of the written translations provided.

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.

Oral translations and interpretations will be provided during the registration process, at parent-teacher conferences, for telephone conversations, etc. Interpretation services are satisfied by staff (teachers, paras and parent coordinator). In addition, we also use students to translate for parents and students who speak their native language.

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>.

Surveys determine whether parents require translation and interpretation services. Based on these results, all written parent notification letters will be translated. These letters include but are not limited to parent-teacher conference notifications, testing notices, school events notices, health care notices, etc.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	585,841	119,314	705,155
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,858		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,292	*	
4. Enter the anticipated 10% set-aside for Professional Development:	58,584	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## 1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

IS 223 Montauk Intermediate School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. IS 223 Montauk Intermediate School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents are notified in writing and emails of all Parent Association meetings
  - Parents are notified in writing and emails of Open School day/night meetings in translated languages as well as the English language
  - Parents are notified in writing and emails of all school activities in translated languages as well as the English language
  - All parent activities have translators available for the parents
  - All upcoming tests, events, etc. are posted on sign in front of building.
  
2. IS 223 Montauk Intermediate School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents are notified of the availability of the School Report Card as soon as it is released.
  - Parent members of the School Leadership Team inform general membership of Parents Association
  
3. IS 223 Montauk Intermediate School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Teachers will be in contact with parents of students having difficulties
  - Guidance Counselors will be available to help parents of students at risk
  - Administrators will be available to offer help and support to parents
  - Open School day/night will be announced to all parents
  
4. IS 223 Montauk Intermediate School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Wilson Program	21 <sup>st</sup> Century Grant	Chess Club
C.H.A.M.P.S. Program	Achieve 3000	
  
5. IS 223 Montauk Intermediate School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - Evaluation will be conducted by a questionnaire which will be distributed to parents
  - Mr. Aguilar, the Parent Coordinator, will be responsible for distributing the survey and collating the results
  - Parents will complete the survey and make suggestions on how they feel the school can be improved

6. IS 223 Montauk Intermediate School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards – Parents are informed of these standards at workshops, in letters and at meetings with teachers.
    - ii. The State's student academic achievement standards – Parents are informed of these standards at workshops, in letter and at meetings with teachers.
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: – Parents are informed of these standards at workshops, in letter and at meetings with teachers. Sample tests, along with testing information, are sent home to parents with students.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

ESL classes will continue to be offered to parents.

Computer/Internet safety courses will be offered to parents.

Pamphlets on helping students achieve (Homework Help, etc.) are distributed to parents on Open School days/nights.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

The annual Art Exhibit and Cultural Food Fair accentuate the importance of children and parents working together.

The annual Music Club Presentation and the Concert bring parents into the school to view the accomplishments of their children.

The Open School days/nights are important opportunities for parents to share their concerns with teachers, counselors, etc.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

The Parent Liaison provides information on workshops, parent resource centers, etc. to all parents.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Translated notices are back packed home by students.

The Parent Coordinator is available to serve as translator for parents.

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

Montauk Intermediate School:

- provides necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- pays reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- trains parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranges school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- develops appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Provides other reasonable support for parental involvement activities under section 1118 as parents may request.

### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures. This policy was adopted by the Montauk Intermediate School on 10/25/2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 8, 2010.

#### 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic

achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### School Responsibilities

IS 223 Montauk Intermediate School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Teachers will be given professional development on accessing data. The data will be analyzed and be integral in grouping students and driving instruction.
2. Hold parent-teacher conferences to distribute report card for the first two marking periods. (November and February) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Workshops will be given to parents to assist them accessing their child's data from Aris.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: All teachers will be available during open school afternoon and evening. If a parent wishes to have a consultation with their child's teacher they are free to make an appointment for when that teacher is available. Teachers are encouraged to keep an open line of communication with all parents of their students.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. We ask that all parents take an active role in their child's education. We ask for parent volunteers to assist with picture day, distribution of graduation materials and any fund raising we have throughout the school year.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Provide parent workshops by social workers, guidance councilors and administrators. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Provide parent workshops with demonstrations on Aris and NYstart.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

**TEMPLATE - MAY 2010**

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Making sure my child reads on a daily basis.
- Monitor computer usage.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Participate in parent workshops.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do our homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**(Please note that signatures are not required)**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

### School Wide Reforms

- ELL and ELA classes were paralleled to meet ESL requirements of 10 periods a week for new students. This was done so that ELL students would be mainstreamed for all other subjects.
- Achieve 3000 will be implemented into ESL and Special Education classes.
- Workshops are provided to assist teachers in downloading and analyzing data.
- ITeach/ILearn assists students with their writing and comprehension of subject matter.
- Parent Outreach – We provide ESL for parents, Aris training and parent workshops provided by our SBO's.

3. Instruction by highly qualified staff.
  - IS 223 has 97% of their teachers recognized as highly qualified.
  
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
  - Teachers are provided with ongoing professional development to improve quality of instruction.
  - Teachers are offered staff development on accessing data to assist with driving instruction.
  - All teachers have laptops that were provided by ITeach/ILearn. This allows for easier access for teachers to log on to NYStart and Aris.
  - Teacher team meetings are held twice a month. These meetings allow teachers to view student work provided by their colleagues' students. Teachers provide feedback on task and assignment. This is also a time to access data to drive instruction.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - ITeach/Ilearn initiative. Teachers are trained in using laptops and smart boards in their classrooms. All teachers that have completed training receive a laptop and smart board for their classroom.
  - Staff development is offered on differentiating instruction.
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - Parent workshops provided by our SBO's. These workshops focus on family building and strategies for parenting.
  - ESL classes for adults
  - Aris training for parents
  
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
  - NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - Teachers are encouraged to provide input at Academy meetings, UFT consultation meetings and pre and post observations. Teachers also have the opportunity to fill out the learning environment survey.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - Classroom teachers, Inquiry team members, Literacy coach, Data Specialist, Guidance counselors and administrators will monitor monthly progress of students by reviewing periodic assessment Edperformance and classroom teacher assessments.
  - Academic intervention services are provided during the school day. All students are mandated for 37.5 minutes.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
  - Montauk, IS 223 is in compliance with all state and federal mandates.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated 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:

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	Pages 11-18
Title I, Part A (ARRA)	Federal	✓				✓	Pages 11-18
Title II, Part A	Federal						
Title III, Part A	Federal	✓				✓	Pages 26-28
Title IV	Federal						
IDEA	Federal	✓				✓	Pages 11-18
Tax Levy	Local	✓				✓	Pages 11-18

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 223 The Montauk					
<b>District:</b>	20	<b>DBN:</b>	20K223	<b>School</b>		332000010223

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.6	92.9	91.9
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		89.5	91.5	79.1
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	165	162	219	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	214	195	182		90.3	91.5	90.8
Grade 8	257	237	216				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	11	12
Grade 12	0	0	0				
Ungraded	1	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	637	596	618	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					78	77	115

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	55	44	37	Principal Suspensions	76	84	39
# in Collaborative Team Teaching (CTT) Classes	39	33	30	Superintendent Suspensions	14	20	19
Number all others	35	26	21				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	73	70	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	12	12
# receiving ESL services only	225	266	TBD				
# ELLs with IEPs	21	41	TBD	Number of Educational Paraprofessionals	3	3	6

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	20	% fully licensed & permanently assigned to this school	98.6	97.1	100.0
				% more than 2 years teaching in this school	91.8	81.4	92.2
				% more than 5 years teaching anywhere	78.1	77.1	90.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	93.0	98.4
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers	97.7	98.8	99.5
Black or African American	11.0	7.0	9.1				
Hispanic or Latino	41.3	37.6	35.8				
Asian or Native Hawaiian/Other Pacific	27.0	33.2	36.7				
White	20.4	22.0	18.1				
<b>Male</b>	54.8	54.4	54.9				
<b>Female</b>	45.2	45.6	45.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	60.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	38.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

IS 223 Montauk Intermediate School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. IS 223 Montauk Intermediate School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents are notified in writing and emails of all Parent Association meetings
  - Parents are notified in writing and emails of Open School day/night meetings in translated languages as well as the English language
  - Parents are notified in writing and emails of all school activities in translated languages as well as the English language
  - All parent activities have translators available for the parents
  - All upcoming tests, events, etc. are posted on sign in front of building.
  
2. IS 223 Montauk Intermediate School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents are notified of the availability of the School Report Card as soon as it is released.
  - Parent members of the School Leadership Team inform general membership of Parents Association
  
3. IS 223 Montauk Intermediate School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Teachers will be in contact with parents of students having difficulties
  - Guidance Counselors will be available to help parents of students at risk
  - Administrators will be available to offer help and support to parents
  - Open School day/night will be announced to all parents
  
4. IS 223 Montauk Intermediate School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 

Wilson Program	21 <sup>st</sup> Century Grant
Chess Club	
C.H.A.M.P.S. Program	Achieve 3000
  
5. IS 223 Montauk Intermediate School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - Evaluation will be conducted by a questionnaire which will be distributed to parents
  - Mr. Aguilar, the Parent Coordinator, will be responsible for distributing the survey and collating the results
  - Parents will complete the survey and make suggestions on how they feel the school can be improved
  
6. IS 223 Montauk Intermediate School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a

partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. The State's academic content standards – Parents are informed of these standards at workshops, in letters and at meetings with teachers.
  - ii. The State's student academic achievement standards – Parents are informed of these standards at workshops, in letter and at meetings with teachers.
  - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: – Parents are informed of these standards at workshops, in letter and at meetings with teachers. Sample tests, along with testing information, are sent home to parents with students.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

ESL classes will continue to be offered to parents.

Computer/Internet safety courses will be offered to parents.

Pamphlets on helping students achieve (Homework Help, etc.) are distributed to parents on Open School days/nights.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

The annual Art Exhibit and Cultural Food Fair accentuate the importance of children and parents working together.

The annual Music Club Presentation and the Concert bring parents into the school to view the accomplishments of their children.

The Open School days/nights are important opportunities for parents to share their concerns with teachers, counselors, etc.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

The Parent Liaison provides information on workshops, parent resource centers, etc. to all parents.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Translated notices are back packed home by students.

The Parent Coordinator is available to serve as translator for parents.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

Montauk Intermediate School:

- provides necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- pays reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- trains parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranges school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- develops appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Provides other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures. This policy was adopted by the Montauk Intermediate School on 10/25/2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 8, 2010.

#### **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE

website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### School Responsibilities

IS 223 Montauk Intermediate School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Teachers will be given professional development on accessing data. The data will be analyzed and be integral in grouping students and driving instruction.
2. Hold parent-teacher conferences to distribute report card for the first two marking periods. (November and February) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Workshops will be given to parents to assist them accessing their child's data from Aris.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: All teachers will be available during open school afternoon and evening. If a parent wishes to have a consultation with their child's teacher they are free to make an appointment for when that teacher is available. Teachers are encouraged to keep an open line of communication with all parents of their students.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. We ask that all parents take an active role in their child's education. We ask for parent volunteers to assist with picture day, distribution of graduation materials and any fund raising we have throughout the school year.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. Provide parent workshops by social workers, guidance councilors and administrators. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. Provide parent workshops with demonstrations on Aris and NYstart.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Making sure my child reads on a daily basis.
- Monitor computer usage.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Participate in parent workshops.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do our homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

\_\_\_\_\_  
 \_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_  
 \_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
 \_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
 \_\_\_\_\_  
**DATE**

\_\_\_\_\_  
 \_\_\_\_\_  
**DATE**

\_\_\_\_\_  
 \_\_\_\_\_  
**DATE**

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster /CFN-609	District 20	School Number 223	School Name MONTAUK JHS
Principal ANDREW FRANK		Assistant Principal BINA MANCINI	
Coach type here		Coach ELIZABETH SORRENTINO	
Teacher/Subject Area AARON OBERSTEIN ESL COORD.		Guidance Counselor type here	
Teacher/Subject Area RIVA ALPERT, DATA SPECIALIST		Parent type here	
Teacher/Subject Area type here		Parent Coordinator ISMAEL AGUILAR	
Related Service Provider type here		Other KEVIN O'HANLON, S. E. SUPERVIS	
Network Leader DEBRA VAN NOSTRAND		Other type here	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

### C. School Demographics

Total Number of Students in School	625	Total Number of ELLs	252	ELLs as Share of Total Student Population (%)	40.32%
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Part A: Language Allocation Policy (LAP)

I.S. 223

Language Allocation Policy

2010-11

#### Part I: School ELL Profile

I.S. 223 is committed to providing the finest educational experience to all our students, especially English Language Learners. Our mission is to design and implement instructional programs to help ELLs meet the challenging academic standards. It is our vision to equip ELLs with the necessary skills to attain academic excellence. We hope to achieve this vision through the cooperative efforts of administrators, teachers, parents and community. These partnerships allow us to effectively nurture and guide our students to success.

Montauk Intermediate School 223, located in Boro Park, Brooklyn, is a locally zoned, urban school with a diverse population of approximately six hundred and twenty-five students. I.S. 223 is divided into two mini academies, which contain grades six through eight. The academies are: The Academy of Artists and Writers, and the Academy of Math and Science. There are an average number of 25 classes of 25 – 28 students per class per grade. Four of these classes are CTT. In addition, there are four self-contained special education classes. English Language Learners are part of each academy. ELLs make-up about 40% of the total school population.

In an effort to provide ELLs with educationally sound programs, the Language Allocation Policy committee has met and designed programs for ELLs to achieve academic excellence. The LAP members are: Andrew Frank, Principal; Bina Mancini, Assistant Principal; Kevin O’Hanlon, Special Education Supervisor, Ismael Aquillar, Parent Coordinator; Elizabeth Sorrentino, Literacy Coach; Riva Alpert, Data Analyst, and Aaron Oberstein, ESL Coordinator.

I.S. 223 has presently two hundred and fifty-two English Language Learners. Forty percent (40%) of our total population are ELLs. Seventy-eight students are in the sixth grade, seventy-five students are in the seventh grade, and ninety-nine students are in the eighth grade. Seven certified ESL teachers service our ELLs.

#### Part II: ELL Identification Process

At registration, the certified ESL Coordinator distributes to parents of first time public school students a Home Language Identification Survey in the parent’s native language. A pedagogue speaking the parent’s native language is made available to meet with the parent, and the certified ESL Coordinator during the ELL identification process. After analyzing the home language form, and interviewing the parent and the child, the certified ESL Coordinator determines if the LAB-R should be administered. Students who meet the LAB-R criteria are given the LAB-R exam by the certified ESL Coordinator to determine eligibility. Parents of identified ELLs are informed of student eligibility. For those Spanish speaking students, a Spanish LAB is administered in order to determine the student’s dominant language. Within the first 10 school days of admission the LAB-R is administered, and students are appropriately placed. Parents of students scoring at the proficient level are also informed.

At registration, the amount of instruction a student received in his/her native language is also explored. The Home Language Survey Form completed by the parents in his/her native language is carefully reviewed. Additional information, asked by the pedagogue of I.S. 223, regarding student’s literacy level in the native language is answered by the parent at this time. It is important to mention that Part 2 of the HLSF is also carefully analyzed to learn more about the student’s previous education which will be used for instructional planning. This section is also used to identify Students with Interrupted Formal Education (SIFE). This will assist us in providing additional services to support these SIFE students. I.S. 223 currently has 29 SIFE students.

Entitlement letters are distributed informing the parents of their child’s LAB-R score. Parents of students eligible for ESL services are then invited to attend an ESL Parent Orientation meeting. At this meeting, parents are made aware of the various programs public schools have available to English Language Learners. To assist parents in selecting an appropriate program for their child, a video from

the Department of Education is shown in their native language, if it is available. If the video is not available in the parent's native language, every effort is made to provide the parent with a translator. After the video is viewed, the parents complete the Parent Survey and Program Selection Forms which are in the parent's native language. Parent survey and selection forms are collected at the end of the meeting. For those parents requesting additional time to think about their options, a timeframe is indicated. Parents are encouraged to return the forms as soon as possible so that their child is placed in an appropriate class. Parents who do not return the forms are immediately contacted and are made aware that if the forms are not returned, the default program for their child is a transitional bilingual program as per CR Part 154.

Based on the Parent Survey Selection forms, the free-standing ESL program implemented at I.S. 223 reflect the program that parents have selected for their children. For the past few years, the trend has been that the majority of parents have chosen a free-standing ESL program. We maintain on file in the ESL Coordinator's office a copy of each completed Parent selection form. We constantly review the forms to determine if I.S. 223 has reached the amount of students needed to open another program. I.S. 223 keeps an accurate record of the number of parents requesting a bilingual program. The school administration and the parent coordinator work closely together to honor parental choice.

The following is the program choice of ELL parent/guardian based on the break down of our major languages:

- 75% of Spanish speaking parents have chosen a free-standing ESL program
- 85% of Chinese speaking parents have also chosen a free-standing ESL program.

In the event that a parent would like a bilingual program for their child and I.S. 223 has an insufficient number of students requesting a bilingual program, the parent is informed that his selection form is maintained on file until we have a sufficient number of students to create a class. A bilingual class is created when 15 or more responses from parents of two contiguous grades speaking the same language indicated that a transitional bilingual program was their first choice. We explain to the parent/guardian that we have staff that speaks their native language and that we do provide translators at all of our school meetings including individual meetings with teachers. The parent/guardian is explained that their children are provided with many resources in the child's native language to support their learning in the content area subjects. Parents are reassured that I.S. 223 will make every effort to honor their parental choice, and we thank them for taking an active role in the planning of their child's ELL program.

Each year the New York State English as a Second Language Test (NYSESLAT) is administered to ELLs in order to determine continued eligibility. The NYSESLAT results are also used to provide ELLs with ESL instruction as required under CR Part 154.  
Part III:ELL Demographics

#### A. ELL Programs

I.S. 223 has presently two hundred and fifty-two English Language Learners. Two hundred sixteen (216) of these students are enrolled in our general education classes, and thirty-six (36) are special education students. Fourteen special education students are in CTT classes and twenty-two (22) students are enrolled in self-contained special education classes as per their IEPs. A total of one hundred ninety-nine (199) students participate in a free-standing ESL program and fifty-three (53) students participate in an ESL push-in model.

I.S. 223 considers each student's level of literacy for placement. English Language Learners are placed in classes based on their English level of proficiency which is measured by the LAB-R or NYSESLAT exams. ELLs are placed in one of 17 classes. Students in the same grade scoring at the beginning or intermediate levels are placed in the same class. Advanced ELLs in the same grade are placed together in the same class. Students are grouped this way in order to provide ESL instruction as required by CR Part 154.

- 6 sixth grade classes -- 3 beginning/intermediate classes and 3 advanced classes
- 5 seventh grade classes - 4 beginning/intermediate classes and 1 advanced class
- 6 eight grade classes - 5 beginning/intermediate and 1 advanced class

English Language Learners who have recently arrived in New York City are placed in a self-contained "Welcome" class. I.S. 223 currently has one Welcome class. Students are grouped this way so that their needs are most effectively addressed. The goal of this class is to prepare recent arrivals for success in mainstream classes. Students receive intensive English instruction and learn the basic survival skills. Content, such as, social studies and science is introduced to them when they have learned some basic conversational language. Mathematics, art, theater, and music are already part of their daily classes. The "welcome" class also provides time to acquaint students

with American life and orient them to American culture, their new community, and school routines and expectations. Exiting from the program is determined by the student's individual progress, and his/her ability to function adequately in a mainstream class.

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5

are more proficient in their language and are more likely to continue to develop their native language and are more likely to use their native language in the classrooms. Students are given the opportunity to sit and work with students speaking the same language. They are also encouraged to read native language materials and to write their responses in their native language. I.S. 223 is aware that the "development of native language skills plays a pivotal role in the acquisition of English language arts." (The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers).

Seven classes participate in the ESL push-in model. Certified ESL teachers push into three sixth grade classes, two seventh grade classes, and two 8th grade classes. ESL teachers provide push-in ESL instruction for 14 sixth graders, 18 seventh graders, and 21 eighth grade students. ESL teachers push-in content area and / or ELA classes. For special education students this model is much more educationally sound. These students receive the mandated number of units of ESL as specified in CR Part 154.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language														0
Freestanding ESL														
Self-Contained Push-In							3	2	3					8
Total	0	0	0	0	0	0	8	5	6	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	252	Newcomers (ELLs receiving service 0-3 years)	36
SIFE	29	ELLs receiving service 4-6 years	27

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
ARABIC	5			3						
HAITIAN CREOLE	1			1						
TBE	0			0						0
Dual Language	0			1						0
ESL	149	22	3	31	6	14	11	0	16	191
Total	149	22	3	31	6	14	11	0	16	191
Number of ELLs in a TBE program who are in alternate placement:	3									
TOTAL	78			75			99			

### C. Home Language Breakdown and ELL Programs

#### Transitional Bilingual Education

#### Number of ELLs by Grade in Each Language Group

## Part III: ELL Demographics

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							27	23	29					79
Chinese							20	27	36					83
Russian							6	2	7					15
Bengali							8	8	10					26
Urdu							0	1	3					4
Arabic							5	3	3					11
Haitian							1	0	1					2
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	1					1
Polish							0	0	0					0
Albanian							3	1	0					4
Other							8	10	9					27
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>78</b>	<b>75</b>	<b>99</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>252</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4

Part IV: Programming

A total of one hundred ninety-nine (199) students participate in a free-standing ESL program and fifty-three (53) students participate in an ESL push-in model. ESL classes are self-contained and are grouped by proficiency level. On each grade, beginning and intermediate ELLs are grouped together and receive 360 minutes per week of ESL service. Advanced students are grouped together and receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ESL classes are taught in a ninety-minute block by certified teachers. The workshop model is implemented in all classes creating ample opportunity for students to practice reading, writing and accountable talk, all parts of the ESL and ELA standards. Thematic units are encouraged stressing interdisciplinary projects and immersion learning.

All ESL and ELA teachers use a balanced approach to literacy. ELA teachers of advanced ELLs, who have a 45-minute lesson each day, balance their reading and writing activities over the week. ESL teachers with a 90-minute block balance the reading, writing, and word work in this time. To do this they focus on listening and speaking as well as reading and writing with an understanding of the need to teach to, with and by students. All teachers are expected to use mini-lessons, independent and small group work with share time to conclude the class. Teachers provide differentiated instruction to meet the needs of all students by using group work and a variety of leveled texts with tiered activities.

I have included three program cards of our eight grade Beginners, Intermediate, and Advanced students. These programs reflect the mandated ESL service as required under CR Part 154.

8th Grade Beginners Level

	1	2	3	4	5	6	7	8
Monday	Sci	Gym	Math	SS	Lunch	ESL	ESL	Reading Enrich
Tuesday	SS	Math	Math	Science	Lunch	Art	ESL	ESL
Wednesday	ESL	ESL	Math	Reading Enrich	Lunch	Science	Gym	SS
Thursday	Math	Math	Science	Science	Lunch	ESL	ESL	SS
Friday	Math	Math	Reading Enrich	SS	Lunch	ESL	ESL	Art

8th Intermediate Level

	1	2	3	4	5	6	7	8
Monday	SS	Sci	Sci	ESL	ESL	Lunch	Math	Math
Tuesday	Spanish	Math	Math	ESL	ESL	Lunch	Art	SS
Wednesday	Gym	Art	Math	ESL	ESL	Lunch	SS	Sci
Thursday	Art	Math	Math	ESL	ESL	Lunch	Sci	SS
Friday	SS	Spanish	Gym	ESL	ESL	Lunch	Sci	Math

8<sup>th</sup> Advanced Level

	1	2	3	4	5	6	7	8
--	---	---	---	---	---	---	---	---

Monday	ESL	ELA	SS	Sci	Lunch	Spanish	Math	Math
Tuesday	Math	Gym	ESL	ELA	Lunch	SS	Sci	Spanish
Wednesday	Math	Math	SS	Art	Lunch	ELA	ESL	Sci
Thursday	Art	Gym	ELA	ESL	Lunch	SS	Math	Math
Friday	ESL	ELA	SS	Math	Lunch	Spanish	Sci	Sci

Content teachers are certified in their subject area and have received the mandated ESL training. Content area teachers incorporate ESL strategies and methodologies in their daily lessons. “Sheltered English” is utilized to provide students with extra language and academic support. Teachers scaffold academic language to support students’ participation in content areas. To assist content area teachers, certified ESL teachers meet with them to share their expertise. The extra support provided to content area teachers enables ELLs to access the core concepts and skills of the subject. Native language support is also provided to ELLs in content areas. Content area glossaries are distributed to students to help them learn vocabulary and concepts. In addition, native language texts are made available, if they exist in the student’s language. In the continuing effort to develop literacy skills and academic knowledge, age and grade appropriate high-interest, low-level non-fiction materials are provided to supplement content area curriculum. This allows students to gain a deeper understanding of content information, which leads to English proficiency. This is based on the understanding that proficiency in a second language can best be developed when it is allowed to emerge naturally through the use of functional language for authentic purposes. Additionally, to further concretize concepts for the English Language Learner content area teachers incorporate project based learning activities in their lessons.

I.S. 223 has identified 29 SIFE students for the 2010-11 school year. There are eleven (11) in the sixth grade, nine (9) in the seventh grade, and nine (9) in the eighth grade. These students receive small group instruction in a morning extended day program as well as a Saturday program. Those students not able to attend the Saturday program participate in the after-school Title III program. The RIGOR (Reading Instructional Goals for Older Readers) is used in the after-school and in the Saturday programs. In these supplemental programs, teachers focus on students’ individual needs in order for them to achieve higher academic standards. Students participating in these programs enhance their abilities in identifying and using reading and listening strategies to make text comprehensible and meaningful.

There are one hundred seventy-four (174) newcomers in our school. They participate in small group morning extended day, after-school and Saturday programs. These programs are geared to maximize English language learning and acquisition. These students are encouraged to continue developing their native language skills which in turn will help them in their second language learning. Native language materials are provided to them, if they are available in the student’s native language. Classroom libraries and our school library have native language materials that will support our ELLs. Native language content glossaries are provided to students as well as content area textbooks in their native language, if available. If native language materials are not available, materials that are age and grade appropriate that match their literacy level are provide to them.

Newly arrived students are encouraged to use their native language in their classrooms. Students are given the opportunity to sit and work with students speaking the same language. They are also encouraged to write their responses in their native language and to use a bilingual dictionary. I.S. 223 is aware that the “development of native language skills plays a pivotal role in the acquisition of English language arts.” (The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers).

ELLs taking the NYS ELA exam for the first time this school year get extra support from our ESL and ELA teachers during the mandated extended time period, as well as, two periods per week. During these small group instruction periods, teachers address the needs of the students. The teachers focus on developing students’ reading and writing skills and test taking strategies. Students are also familiarized with test format. This additional support will prepare our students for the standardized ELA exam and will strengthen students’ English

proficiencies.

Twenty-seven (27) long-term ELLs are mandated to attend our morning extended day program with certified ELA teachers in order to receive the support they need. Based on their NYSESLAT score, these students need help with their reading and writing. A program entitled Achieve 3000 is implemented to assist these students. This differentiated reading program will strengthen students' literacy skills.

Our 36 special needs students receive services according to their IEP. Our ESL teachers push-in self-contained content area classes to provide them with the required ESL service as required under CR Part 154. Our ESL teachers push into classrooms in order to minimize disruption to classroom learning environment. This push-in model provides optimal opportunities to learn content while in their classroom. ESL and Special Education teachers meet to discuss current IEP goals, how to differentiate instruction, and how ESL methodology can best be used in the classroom. In an effort to continue to offer programs to facilitate and foster learning to this specific targeted population, our school provides the Wilson program which is a multi-sensory approach to decoding. In addition, we offer Achieve 3000, another scientifically based research program, which allows teachers to differentiate instruction based on their needs. It is a program that incorporates high interest content topics and technology to assist each student to become proficient in reading and writing. Achieve 3000 addresses the needs of ELLs by building skills in reading, comprehension, vocabulary, and writing.

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

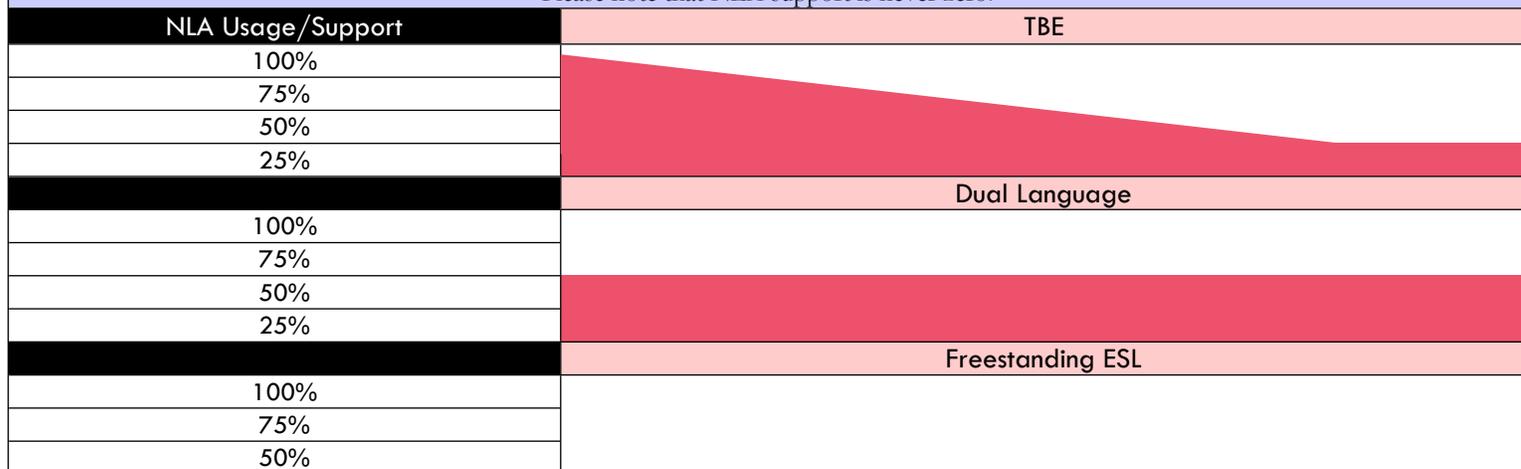
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14

I.S. 223 makes every effort to accommodate the needs of all English Language Learners. After carefully studying data, we focus on individual needs in order for them to achieve higher academic standards. Besides implementing morning, after-school, and Saturday intervention classes, our teachers differentiate instruction, provide one to one and/or small group tutoring, peer tutoring, encourage ELLs to continue to develop their native language skills, provide them with native language materials, and provide materials that match the student's literacy level.

In the spring, students participate in various residencies. One residency is "Puppetry in Practice" which is a program that promotes the use of the creative arts to enhance literacy skills through folktales and puppet drama. Students create foam puppets and write an autobiography of their puppet. Students write and then perform their short script. Another residency is "Shakespeare for Schools". Trained teaching artists visit the classroom multiple times and lead students in a variety of textual and physical activities that explore language, plot, and characters of a Shakespearean play. This year students will study Macbeth. The residency culminates with a performance of Macbeth by professional actors.

The activities that these residencies provide, allow our ELLs to use the writing process (pre-writing, drafting, revising, and proofreading) to produce well-constructed informational texts. During the writing process, students engage in oral activities which include conferencing with the teacher, peer editing, and sharing of written work. These enrichment programs give students multiple opportunities to read and write real world English for a range of audiences. Through meeting this New York State English Language Arts standard, students develop all four language arts skills: listening, speaking, reading, and writing.

In the spring ELLs will participate in “Chess in the Schools” program. During the school day, the chess instructor will meet with 3 sixth grade classes and two eight grade classes. For 16 weeks these classes meet once a week for one period. There are ELLs in each of the selected classes. Chess, which is incorporated in our Math program, is an effective way to teach students how to think and solve problems. It also teaches students the importance of planning and the consequences of their problem solving decisions. The Chess program is also offered in our after-school program and is open to all sixth, seventh, and eight grade students.

Each year, many graduating English Language Learners attend a summer intensive English language program offered at the New York City College of Technology (CUNY), in conjunction with the Department of Education. I.S. 223 is proud to have the most students in the city enrolled in this program. We are indebted to our ESL Coordinator who has worked diligently with CUNY to have our graduates attend this special program where ELLs continue to further develop their English language skills.

Guidance counselors continue to work with individual students and their families. They closely monitor ELLs and provide them and their families with strategies to develop English proficiency by having frequent meetings with teachers to monitor progress. This interaction creates an additional level of support that builds on classroom instruction, thereby increasing student proficiency and academic achievement. Students who are not progressing are strongly encouraged to participate in supplemental activities, such as after-school and Saturday programs, or any other academic intervention services we provide.

Students who are at risk are also discussed at monthly Pupil Personnel Team (PPT) meetings. Teachers are encouraged to submit to the guidance counselors the names of these students and the interventions they have implemented. The results are then discussed at length. Home contacts regarding the students are also discussed at the PPT. The PPT makes suggestions for future interventions which may include at risk counseling, SETSS, etc. If the interventions that the teacher has implemented are not successful, further testing by the School Assessment Team may be administered in order to provide a greater understanding of the students’ difficulties. Recommendations may include a more restrictive environment.

Guidance counselors continue to provide support to ELLs who scored proficiency on the 2009 and 2010 NYSESLAT. At I.S. 223, the guidance counselors meet with the former ELL at least three times a year to determine any social and/or academic difficulties the student may have. Strategies to overcome any obstacles are shared with the student and his/her family. Former ELLs are encouraged to participate in any after-school and/or Saturday programs designed for ELLs. In addition, these students receive the same accommodations on state exams as ELLs.

Staff members will continue to use formal and informal assessments to target ELLs for intervention programs. ELLs needing extra help in ELA and Math participate in small support classes with a maximum of 10 students four times a week during the school day for the 37 ½ minutes extended program. ESL teachers provide extra help in English while pushing-in content area classes. Low performing ELLs also participate in the Wilson Program during the morning extended time period or after-school. Morning, after-school and Saturday programs provide additional support to all ELLs regardless of their English proficiency level. It is important to mention that all ELLs receive individualized attention due to our small class size.

To prepare students for the NYS ELA, Mathematics, Science, and NYSESLAT exams, I.S. 223 provides extensive sessions focusing on test taking strategies and familiarizing students with test format. These preparatory classes taking place during the morning extended day period, after-school and Saturday programs minimize students’ test taking anxiety. I.S. 223 continues to make every effort to provide testing modifications to maximize the students’ advantage. For the spring 2010 state exams, oral translations were provided to speakers of the following languages: Uzbek, Polish, Arabic, Bengali, and Urdu. Speakers of Spanish, Chinese, and Russian received copies of the translated version of the NYS exams. Oral translations and translated versions of exams provide students with the opportunity to successfully demonstrate the content knowledge they have mastered.

This upcoming school-year we will continue to implement the following programs: RIGOR (Reading Instructional Goals for Older Readers), Achieve 3000, and Rosetta Stone. These programs are used during the school day, in the after-school, and/or in the Saturday programs. RIGOR will be used with ELLs who read at a pre-literate reading level in English. RIGOR, which is a program designed for ELLs, will develop a student’s language, literacy and content understanding. Achieve 3000, another scientifically based research program, allows teachers to differentiate instruction based on the needs of ELLs. It is a program that incorporates high interest content topics and technology to assist each student to become proficient in reading and writing. Achieve 3000 addresses the needs of ELLs by building skills in reading, comprehension, vocabulary, and writing. And, the Rosetta Stone language learning computer software will be used with our newcomers.

I.S. 223 will also implement a new Department of Education program entitled “Science Technology Infused Project”. This program is

designed to strengthen science skills through hands-on project based learning. It will also provide students with “critical thinking skills and strategies to challenge their knowledge of science and technology.” Teachers and students will collaboratively work with other schools in the district on creating real world and curriculum based multi-media projects. Four teachers were selected to incorporate this new program. Sixth, seventh, and eighth grade ELLs will participate in this new initiative.

Due to a large number of ELLs scoring at the beginning level I.S. 223 has decided to discontinue for this school year the AMP(Achieve Maximum Potential) Reading Program. The AMP(Achieve Maximum Potential) reading program is designed specifically for middle school students reading at a third to sixth grade level. For the 2010-11 school year, this program will not assist us with working with beginning ELLs reading at a pre-literate to second grade level. In order to meet the needs of our 174 beginners, Achieve 3000 will be used. Achieve 3000, a scientifically based research program, provides students with content reading materials tailored to the student’s reading level. It is a program that “differentiates language arts instruction based on each student’s Lexile level”. This program will therefore address the needs of those beginners at the various reading levels. RIGOR (Reading Instructional Goals for Older Readers), a program designed for English Language Learners who read at a pre-literate through third grade reading levels, will also be implemented to meet the needs of our 174 beginning ELLs. These programs will be implemented during the school day, after-school and Saturday programs for this school year.

All ELLs are included in our mandated extended day periods, after-school, and Saturday supplemental programs. Besides participating in academic programs especially designed for ELLs, they participate in the after-school and Saturday recreational programs provided by the 21st Century Grant. ELLs attend Chorus, Chess, Building Robots and Filmmaking classes. In addition, through C.H.A.M.P.S. students are getting instruction in flag football and team handball. These two hour classes meet twice a week for 60 sessions. The 21st Century grant is also sponsoring our Saturday academic ELA and Math classes for at-risk ELLs and Non-ELLs. Students participating in the 9:00 to 12:00 Saturday program will receive small group instruction in ELA and Math and will participate in a Drama class provided by ENACT. ENACT, a non-profit organization, will engage students to better understand their emotions, express themselves and take ownership of their behavior through drama. In addition, they will participate in a Fitness program and Music program provided by Counseling In Schools.

To support the learning of ELLs we use a variety of materials which include, but are not limited to the following: Visions, Milestones, RIGOR, Making Connections, picture books, multi-level novels, graphic novels, and Core curriculum materials differentiated for ELLs.

Technology is an effective tool to help all students and especially ELLs to succeed in all subject areas. At I.S. 223, technology continues to be integrated in all subject areas. The entire building is wired for Internet access. All classrooms, therefore, have access to computer integration to support immersion learning in the content area. I.S. 223 is also participating in the Iteach/Ilearn one-to-one laptop program. Currently all sixth, seventh and eighth grade students have been issued a DELL tablet to use during each class period. This will facilitate ELLs continued participation in project-based activities to help improve their listening, speaking, reading, and writing skills while learning basic, yet invaluable, skills in the use of technology. Students continue to be able to access software to enhance the use of graphic organizers, templates, process writing, research, and project work. This leads students to develop a variety of ways to produce a finished product, such as a power point presentation.

In addition, many classrooms are equipped with a Smart Board and a projector. The Smart Board encourages the involvement of all learners in every subject area. Students become active learners, making them responsible for their own learning. Research has found that the smart board is an effective learning tool that accommodates the different learning styles of all students.

At I.S. 223 ELLs continue to develop their native language skills. Native language materials, such as content area books, are provided to them, if they exist in the student’s language. Content area glossaries in the native language are distributed to all ELLs to help them learn vocabulary and understand new concepts. Classroom libraries and our school library have native language materials that will assist our ELLs in developing their native language skills.

IS 223 is fortunate to have staff members who speak Spanish, Chinese, Russian, Polish, and Arabic. These staff members use the native language when needed to assist our ELLs. ELLs are also given the opportunity to sit and work with students speaking the same language and are encouraged to write their responses in their native language.

In addition to doing the following: working with a peer speaking the same language, writing responses in their native language, and using native language materials, students in the ESL program participate in two new programs. These programs are Achieve 3000 and Rosetta Stone. These programs have been implemented to provide native language support to our ELLs. Achieve 3000 has a Spanish and Haitian Creole component and Rosetta Stone support our Arabic, Chinese, Polish, Russian, and Spanish speakers.

Parents are encouraged to continue using their native language in the home to enhance their children's native language skills. Strategies that promote language learning are shared with the parents. Parents are made aware that literacy in the native language will help their children in developing proficiency in the second language.

I.S. 223 has made every effort to promote literacy in the native language because research has shown that the "development of native language skills plays a pivotal role in the acquisition of English language arts." (The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers).

In the middle school setting you cannot determine a correlation of entitlement to grade level. The number of students needing ESL services changes depending on the number of newcomers. The fluctuation in the number of entitled students depends on the number of newcomers to each grade during each year. Another factor that our school cannot determine a correlation of entitlement to grade level is that our students are so transient. Due to the transient nature of this population, the number fluctuates greatly within each year, from year to year.

In the continuing effort to develop literacy skills and academic knowledge age and grade appropriate materials are provided to all ELLs. The ELLs use the same core curriculum materials as the mainstream students. For Mathematics, Impact Math is used; for Science, New York Science 6,7,8; and for Social Studies, the 6th grade use History of Our World, the 7th grade use United States History/NY History Beginning 1877, and the 8th grade use American History. Teachers incorporate scaffolding strategies to make content comprehensible to students. Native language materials are also distributed in order to further create understanding of content material. Supplemental content area materials, and content area glossaries are provided to ELLs. This allows students to gain a deeper understanding of content information, which leads to English proficiency. This is based on the understanding that proficiency in a second language can best be developed when it is allowed to emerge naturally through the use of functional language for authentic purposes.

Newly enrolled ELLs and parents are invited to visit our school prior to opening day. They have the opportunity to acquaint themselves with the school building by visiting classrooms, the library, the auditorium, the cafeteria, and the school yard. ELLs meet the administration and other staff members. The assistant principals supply the newly enrolled ELL with a copy of his/her program card and the class program card is reviewed with the student. The school makes every effort to arrange for a student presently attending I.S. 223 to visit with the newcomer, preferably another English Language Learner who speaks his/her language.

At this meeting, ELLs will also learn about the various programs available to them. Programs taking place in the morning, during school, after-school, and on Saturdays. Students will also be shown a presentation of various activities that took place in the previous school year: for example, students participating in special classroom projects, the presentation of "Oliver", "The Wizard of Oz", Art Exhibits, Music Concerts, Graduation, Multicultural Fairs, and ELLs participating in many of our residencies.

All ELLs are informed that they will receive a laptop to use in school. This will facilitate ELLs continued participation in project-based activities to help improve their listening, speaking, reading, and writing skills while learning basic, yet invaluable, skills in the use of technology. These laptops have been provided by a Title II D grant. In addition, every classroom has a Smart Board and is wired for Internet access. All classrooms, therefore, have access to computer integration to support immersion learning in the content area.

As required by the New York State Department of Education, all eight graders are required to receive a half credit of foreign language prior to graduation. As a result of this mandate, we offer Spanish to our ELLs.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

### Professional Development and Support for School Staff

At I.S. 223 to better serve and meet the needs of our ELLs the following certified staff members are provided with professional development at the beginning of the school year as well as during the school year: principal, assistant principals, ESL teachers, general and special education teachers, paraprofessionals, guidance counselors, and parent coordinator. Professional development is provided based on the needs of the students and the observed and self-determined needs of our staff. It is our mission to keep all staff members updated with the latest research based practices that will ensure our ELLs succeed.

Teachers working with ELLs are all certified teachers. I.S. 223 will continue to provide the mandated 7.5 hours of ESL training as per Jose P to newly assigned staff members working with ELLs. On-site training will be provided by the principal, assistant principals, literacy coach, educators from the regional office and outside agencies. The Literacy coach will continue to provide additional support to all staff members working with ELLs. The Literacy coach works very closely with the staff to ensure that all teachers are proficient in balanced literacy and the workshop models. She provides demonstration lessons depicting new pedagogical strategies to better meet the needs of ELLs, arrange inter-visitations to model classrooms, which serves as a lab for best practices, and provides Lunch and Learns for all staff members including workshops on the use of data to drive instruction. The administration and teachers will continue to attend workshops provided by the region and outside agencies to improve instruction in all content areas, and will work closely with the ELA Coach in order to provide assistance to teachers.

On-site workshops will take place on the following topics: Adapting Content Area, Impact Math, Incorporating graphic organizers, Portfolio assessment, Using data to drive instruction, NYSESLAT, ESL strategies, Differentiated Instruction, Vocabulary Development, Technology training, Scaffolding strategies, Sheltered English, Reading and Writing Strategies in the Content Area, and using ELL Periodic Assessments to determine students' strengths and weaknesses. Our literacy coach will continue to provide support on a daily basis for most of our teachers.

For the 2010-11 school-year, an assistant principal and/or the ESL Coordinator will attend monthly ESL workshops and turn key the information to all teachers of ELLs. This will take place either at monthly academy meetings, lunch and learns, department meetings, or on days designated as staff development days by the Department of Education. The days designated by the Department of Education are: September 7, November 5, and June 9. The ESL Workshops Schedule for 2010-11 school-year will take place as follows:

- October Academic Literacy for ELLs-Part 1
- November Common Core Standards
- December Academic Literacy for ELLs-Part 2
- January Academic Literacy for ELLs-Part 3
- February Analyzing Student Data to Improve Instruction
- March Academic Literacy for ELLs-Part 4
- April Building Academic Vocabulary
- May Effective Strategies in Literacy Instruction for ELLs
- June Academic Literacy for ELLs-Part 5

Teachers working with ELLs attend literacy-based professional development. Teachers will continue to participate in Quality Teaching for English Language Learners (QTEL) workshops where they will learn effective practices for providing challenging instruction for ELLs which will raise academic performance for ELLs. These workshops are provided by the Office of English Language Learners throughout the school year.

For the sixth consecutive year, IS 223 is implementing a Title IID grant. Title IID recognizes the importance of increasing student achievement through the use of technology. Another goal of Title IID is to ensure that all students are technologically literate. A technology

staff developer visits our school and encourages effective integration of technology through teacher training and curriculum development. These on-site training sessions assist teachers in integrating technology into the curriculum to improve student achievement. In preparation for incorporating technology in the classroom, teachers and administrators will continue to attend a series of iTeach/ I Learn training sessions. These workshops provide support and ideas to teachers of all curriculum areas. Some workshops they have attended are: Preparing for a technology rich classroom, Teaching a technology enriched geometry and measurement class, Teaching a technology enriched non-fiction writing class, Technology as an iTeach tool to create lessons, Teaching a technology enriched Egyptian unit, Teaching a technology enriched science investigation lesson, Using a Smart Board to enhance learning and instruction, and Implementing NETTREKKER/United Streaming.

The technology coach created a wikispace for all staff members to assess information to assist them in working effectively with ELLs. Some topics include:

- Activities for newcomers
- Stages of Language Acquisition;
- SIOP model
- Vocabulary development
- Graphic organizers
- Providing a stress free environment for ELLs

This is another way for our school to provide staff development and to support our teachers in meeting the needs of our ELLs.

Our two guidance counselors meet with all 8th grade teachers to explain the High School Application process. In addition, a high school directory is made available to them in order for them to familiarize themselves with the various high school programs available to this population. One particular high school, the Brooklyn International High School, is equipped to meet the needs of our unique and diverse ELLs. Their mission is to help new learners of English develop the linguistic, academic, technological, and social skills needed to become active participants in our society. I.S. 223 shares the same goal as the Brooklyn International High School. The goal is for students to understand, speak, read and write English in order to be successful in college and careers.

At the beginning of the school year all staff members receive professional development on how to effectively work with ELLs. Many techniques and strategies are shared with the staff which will assist them with working with ELLs. The assistant principal supervising the ESL program also distributes the following information about each ELL: date of admission to the public school system, NYSESLAT scores, student's native language, and student's place of birth. In addition, staff members are provided with pertinent data from standardized exams as well as access to ARIS and Acuity where further data can be obtained. Throughout the school year additional training is provided to the staff to help ensure ELLs make academic progress.

In addition, the staff receives a list of students who currently scored out of ESL. They are made aware that these students are monitored very closely by the guidance counselors. They are encouraged to meet with the guidance counselors and the assistant principal overseeing the ESL program if any of the former ELLs are faced with any difficulties. The staff is well aware that former ELLs are entitled to the same testing accommodations as ELLs this year.

## E. Parental Involvement

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

Paste response to questions 1-4 here Parent involvement:

Research has shown that there is a correlation between parental involvement and student success. It is for this belief that we provide parents with many opportunities to get involved in the education of their children. Some activities that we encourage our parents to participate in are: Curriculum night, Parent-Teacher Conferences, monthly Parent Association meetings, and workshops provided by the staff and a community based organization called the 21st Century. The workshops that have been scheduled for the 2010-11 school year and are sponsored by the 21st Century are:

- Multiple Intelligences
- Family Talk: Communicating with your Child

- Tech Tools – Learning the Basics of Using a Computer
- Bullying
- Cyber Safety
- Communicating with Your Child's School
- Academic Success: Test Prep & Homework Help
- High School Search

In an effort to keep parents informed about the various school activities and important educational issues affecting their children, and at the same time create a partnership, translated notices are sent home with the students. This accommodation will assist us in keeping parents abreast of important issues, and most importantly, improve parent involvement. This accommodation encourages parents, especially the parents of ELLs, to participate.

In order for parents to communicate with staff members, translators are provided for parent-teacher conferences and all parent meetings. By providing this service more parents will be involved in the education of their children. In addition, providing translators at all school activities will also help parents build connections with the school and other parents. The feeling of belonging we hope to establish will encourage more parents of ELLs to participate.

Our bilingual parent coordinator has worked very diligently with other staff members to increase parental involvement. The Leadership Team has met several times to brainstorm and develop strategies which would increase parental involvement. We are currently planning “Family Night” with our Community Based Organization (21st Century) where parents will spend quality time with their children and have the opportunity to meet with other parents.

Our parent coordinator has established a wonderful rapport with our parents, especially with the parents of ELLs. ELL parents have expressed to him their needs and concerns. He has assisted them in the following ways:

- Assisting them with completion of forms.
- Ensuring that all students are covered by health insurance, as specified by the Chancellor’s Children’s First Initiative.
- Communicating with diversified local agency offices.
- Cooperating with the administration and staff in matters relating to the student’s welfare.
- Familiarizing parents with I.S. 223’s and/or district 20’s initiatives.

The parents on the Leadership Team have also expressed the needs of the parents to the principal. Some of their concerns are how to contact teachers, homework, how to get metro cards, morning and afternoon dismissal, etc. I.S. 223 makes every effort to address the needs of our parents.

ELLs attending our school for the first time are invited to visit our school with their parents before the school year begins. This allows students to acquaint themselves with the school and parents have the opportunity to learn about the various available academic activities to help their children succeed. Some of these activities are extended day, after-school, and the Saturday program.

To continue to educate parents of ELLs English classes provided by Title III funds, are offered after-school to assist them in developing speaking, listening, reading and writing skills. Computer training classes will be available in the spring in order to increase their career opportunities. I.S. 223 firmly believes that programs that benefit parents will inevitably benefit their children.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							20	35	46					101

Intermediate(I)							20	18	36					74
Advanced (A)							38	22	17					77
Total	0	0	0	0	0	0	78	75	99	0	0	0	0	252

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							8	19	16				
	I							14	17	33				
	A							25	22	24				
	P							26	8	17				
READING/ WRITING	B							13	27	41				
	I							21	16	33				
	A							34	21	16				
	P							5	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	27	22	6	0	55
7	24	9	0	0	33
8	31	19	0	0	50
NYSAA Bilingual Spe Ed	0	0	0	0	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	11	4	13	4	3	8	0	8	51
7	12	3	16	12	9	15	0	15	82
8	19	12	18	9	14	16	4	7	99
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	22	9	16	12	14	21	3	2	99
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	14	12	31	17	6	17	1	1	99
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 1-6 here

### Part IV: Assessment Analysis

The assessment tools our school uses to assess the early literacy of our ELLs are the LAB-R, the Spanish LAB, the W.R.A.P. assessment which accesses fluency, comprehension, and writing, and the ELL Periodic assessments. We also refer to student portfolios, results of teacher made exams, student observation and conferencing. The information we gather paints an accurate picture of our ELLs, and allows us to customize programs and instruction to meet the needs of our students.

Based on the data, the patterns across proficiency levels indicate that the majority of seventh and eight grade students scored at the beginning level. Forty-seven percent of seventh graders and forty-six percent of eight graders are beginners. We can attribute this to the influx of newcomers registered at our school last year. The majority of the six grade, on the other hand, scored at the advanced level. Forty-nine percent of 6th graders are at the advanced level.

An analysis of the 2010 NYSESLAT exam for all grades reveals in a one year comparison that:

- 34% of all ELLs increased across proficiency levels
- 57% of all students scored within the same proficiency level
- 13% of all students showed a decrease in proficiency level

In a two year comparison of scores we found that:

- 37% of all students increased across proficiency levels
- 53% of all students scored within the same proficiency level.
- 10% of all students showed a decrease in proficiency level.

After analyzing the data for one year and two year periods, we found that greater gains were achieved after a minimum of two years. These findings were consistent across all proficiency levels for all 6th and 8th grade students.

Only 54% of the students had comparative NYSESLAT scores for the past three years. These scores were used for the second year analysis.

Sixth Grade

	1 Year	2 Year	Analysis
Percent of students who increased proficiency level	20%	40%	20% of students increased in proficiency level
Percent of students who remained within the same proficiency level	67%	40%	27% of students moved across proficiency level
Percent of students who decreased in proficiency level	4%	7%	3% more students decreased in proficiency level. The students showing no improvement were hold-overs and special education students.

Eight grade - 55% of the students had comparative NYSESLAT scores for the past two years. These scores were used for the first year analysis.

Only 34% of the students had comparative NYSESLAT scores for the past three years. These scores were used for the second year analysis.

Eight Grade

	1 Year	2 Year	Analysis
Percent of students who increased proficiency level	20%	18%	Relatively the same.
Percent of students who remained within the same proficiency level	50%	68%	18% of students remained in the same proficiency level. 35% of these students are special education students.
Percent of students who decreased in proficiency level	30%	15%	50% of students increased proficiency level.

Seventh grade - 57% of the students had comparative NYSESLAT scores for the past two years. These scores were used for the first year analysis.

32% of the students had comparative NYSESLAT scores for the past three years. These scores were used for the second year analysis.

Seventh Grade

	1 Year	2 Year	Analysis
Percent of students who increased proficiency level	40%	58%	18% of students increased proficiency level.
Percent of students who remained within the same proficiency level	51%	33%	18% of students moved across proficiency level.

Percent of students who decreased in proficiency level. 5% 8% There is a 3% increase of students who decreased proficiency level. 50% of these students are special education students.

Based on the 2009-10 New York State NYSESLAT performance data, patterns that emerge clearly demonstrate that students in all grades consistently scored higher in the Listening and Speaking modality. 22% of all grades are performing at the proficient level in listening and speaking versus 3% of all students scoring proficient in the reading and writing subtests. Scores from the previous year (2008-09) confirm the same findings. (46% of all grades scored at the proficient level in listening and speaking and 23% of all grades scored at the proficient level in reading and writing).

In a comparison of 6th grade 2010 listening/speaking with 2010 reading and writing scores, the data shows the following:

NYSESLAT	Modality	Beginning	Intermediate	Advanced	Proficient
2010	Listening/Speaking	11%	19%	34%	36%
	Reading/Writing	18%	29%	47%	7%

There are 16% more beginning and intermediate level students struggling with reading and writing than listening and speaking. At the advanced and proficient level we see a reversal of the figures where there are more students scoring higher in listening and speaking than reading and writing. Data shows that 70% of 6th graders are at the advanced and proficient levels in listening and speaking while only 53% are scoring in the advanced and proficient levels in reading and writing.

The seventh and eight grade data shows the following:

NYSESLAT	Modality	Beginning	Intermediate	Advanced	Proficient
2010	Listening/Speaking	22%	32%	30%	16%
	Reading/Writing	44%	31%	24%	1%

There are 22% more 7th and 8th grade students at the beginning level in reading and writing than in listening and speaking. There is only 1% difference between intermediate level students with reading and writing and listening and speaking. At the advanced level we see again a reversal in the trend where there are more students scoring higher in listening and speaking compared to reading and writing. Forty-six percent (46%) of 7th and 8th grade students are at the advanced and proficient levels in listening and speaking while only 25% are scoring in the advanced and proficient levels in reading and writing.

In summary, patterns across the NYSESLAT modalities indicate that students are deficient in reading and writing. Sixty-two percent of students are at the beginning level, 60% are at the intermediate level, and 71% are at the advanced level. For the speaking and listening modalities, 33% are at the beginning level, 51% are at the intermediate level, and 64% are at the advanced level. From this analysis, one can conclude that the reading and writing modalities must be addressed in order to help these students become more proficient. To address the needs of these students, I.S. 223 will continue to implement the following:

- Balanced literacy
- Small group instruction
- Differentiated Instruction
- Project-based learning
- Reading specialists
- Focus on print-rich environment
- Magnet program residencies
- Portfolio development
- Literacy-based staff development
- Extended day, after-school, and Saturday programs
- Achiever 3000 and R.I.G.O.R.

Based on our current school progress report, student performance and student progress in ELA show that we are fairing better relative to City Horizons.

**8th Grade ELL Population:**

- 52% of the 8th grade ELLs scored Level 2 and above (50% scored level 2, and 2% scored level 3). There was an increase of 41.3% students scoring at level 1. Sixty-three percent (63%) of students scoring at level 1 have been in the country for less than two years).

**7th Grade ELLs:**

- 43% of the 7th grade ELLs scored Level 2 and above (43% scored level 2, and 0 % scored level 3). There was an increase of 56.9% of students scoring in level 1. Forty-six percent (46%) of students scoring at level 1 have been in the country for less than two years).

**6th Grade ELLs:**

- 35% of the 6th grade ELLs scored Level 2 and above (30% scored level 2, and 5% scored level 3). There was an increase of 66.7% of students scoring in level 1. Fifty-eight percent (58%) of our incoming sixth grade who scored a level 1 have been in the country for five years or more. These students will be closely monitored and interventions will be put into place for them.

Based on the 2010 NYS Math exam, the percentage of ELLs scoring in Level 3 and above is 39% (70% scored level 2 and 29% scored at level 1). There was an increase of 19% in level 1. Our current school progress report indicates that student performance and student progress in Math are fairing better relative to City Horizons.

**6th Grade ELLs:**

- 70% of 6th grade ELLs scored at Level 2 and above (39% scored level 2, 18% scored level 3, and 13% scored level 4). There is a 9% increase in level 4.

**7th Grade ELLs:**

- 78% of 7th Grade ELLs scored at Level 2 and above (31% scored level 2, 28% scored level 3, and 19% scored level 4). There is a 7% increase in level 4.

**8th Grade ELLs:**

- 65% of 8th grade students scored at Level 2 and above (26% scored level 2, 29% scored level 3, and 10% scored level 4). There is a 9% increase in level 4.

Based on the 2010 NYS eighth grade Science data, 94% of our non-ELLs scored Level 2 and above. Comparatively, 69% of our ELL population scored Level 2 and above. This indicates a 25% difference. Further analysis of the 31% of ELLs scoring Level 1 reveals:

- 32% of ELLs are newcomers (less than a year)
- 32% of ELLs are enrolled for only 1 year
- 20% of ELLs are enrolled for 2 years

Given that the majority of ELLs are in the country two years or less, we feel our ELLs scoring levels 2 and 3 are faring on par with the non-ELL population. Since 64% of ELLs scoring level 1 have been in the country for one year or less, we feel our level 1 ELLs are faring par with the non-ELL population. IS. 223 will continue to incorporate scaffolding strategies to make content comprehensible, vocabulary instruction will continue in all content areas, and native language will be provided to assist ELLs in making gains.

For the 2009-2010 school year, data indicates that 95% of the general education population scored Level 2 and above on the NYS Social Studies exam. Comparatively, 74% of the ELL population scored Level 2 and above. The percentage of students scoring at level 1 is 26%. Further analysis of Level 1 students revealed that 65% have only been enrolled for less than a year. These ELLs did not gain enough content knowledge in the short time they were enrolled in school. Since the eighth grade social studies curriculum deals with American History, recent ELLs are at a disadvantage because they have no prior knowledge of American History.

Based on the 2010 NYS Social Studies exam, 47% of 8th grade ELLs took the Social Studies exam in a translated version. Twenty-six

(26%) percent of these ELLs scored a Level 1. Of these 26% scoring a Level 1, 50% have been in the country less than a year. In analyzing these results we found that there was a higher percentage of students who took the test in English and scored level 2; 60% vs. 36% who took the test in translated version. Comparatively, there was a higher percentage of students who took the test in translated version and scored level 3; 36% vs. 12% who took the test in English. Although 73% of students in both groups scored level 2 and above, we believe the ELLs who took the translated version are faring as well, if not better, as those ELLs who took the English version. We further believe that if the translated version was not available we would have a disproportionately higher percentage of Level 1 students.

Based on the 2010 NYS Science exam, 44% of 8th grade ELLs took the Science exam in a translated version. Twenty percent of these ELLs scored a Level 1, and 80% of these ELLs scored a level 2 and above. The breakdown is as follows: 27% scored a level 2, 48% scored a level 3, and 4% scored a level 4. In analyzing these results we found that the students who took the test in native language did better than the students who took the test in English. Eighty percent of ELLs scored a level two and above on the translated version vs. 60% of ELLs who scored a level 2 and above on the English version.

The number of students taking the translated version was similar to students taking the English version. The translated version helped them to fair as well as those students who took the English version on all levels. We further believe that if the translated version was not available we would have a disproportionately higher percentage of Levels 1 and 2 students in both Social Studies and Science. According to the 2010 NYS Math exam, 71% of sixth grade ELLs took the translated version, 73% of seventh grade ELLs took the translated version, and 66% of eighth graders took the translated version of the Math test.

In analyzing these Math results we found the following:

GRADE	VERSION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6TH ELLS	ENGLISH	47%	47%	7%	0%
	NL	22%	28%	28%	22%
7TH ELLS	ENGLISH	27%	55%	18%	0%
	NL	15%	27%	33%	25%
8TH ELLS	ENGLISH	18%	32%	38%	12%
	NL	38%	24%	26%	12%

The above data indicates that the majority of students took the exam in a translated version. After analyzing the data, the findings indicate that the students that took the translated version are faring better than those students who took the test in English. We will continue to provide translations to our students.

A thorough review of the 2009-10 Periodic ELL Assessment indicates that our area of greatest deficiency is in reading for critical analysis. Further, by analyzing student work it has been determined that another modality in need of improvement is writing across the grades and subject areas. Newly purchased programs to be used as interventions include: Achieve 3000 and R.I.G.O.R. which will assist in addressing these modalities. Finally, it was decided that to assist students with writing across the curricula and in all grades, science and social studies teachers will focus on procedural writing. In addition, teachers of mathematics will focus on journal writing where students write about strategies they used for problem solving.

Specific findings of the 2009 Periodic ELL Assessments are as follows:

The percentage of students scoring at below standard			
GRADE	READING	WRITING	LISTENING
6TH	52%	47%	46%
7TH & 8TH	52%	52%	48%

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

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

## Part VI: LAP Assurances