



**M.S. 223 THE LABORATORY SCHOOL OF FINANCE AND
TECHNOLOGY**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: M.S. 223 THE LABORATORY SCHOOL OF FINANCE AND
TECHNOLOGY**

ADDRESS: 360 EAST 145 STREET

TELEPHONE: 718-292-8627

FAX: 718-292-7435

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320700010223 **SCHOOL NAME:** M.S. 223 The Laboratory School of Finance and Technology

SCHOOL ADDRESS: 360 EAST 145 STREET, BRONX, NY, 10454

SCHOOL TELEPHONE: 718-292-8627 **FAX:** 718-292-7435

SCHOOL CONTACT PERSON: RAMON GONZALEZ **EMAIL ADDRESS:** Rgonzal@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Paul Byrne

PRINCIPAL: RAMON GONZALEZ

UFT CHAPTER LEADER: Mary Hallinan

PARENTS' ASSOCIATION PRESIDENT: Yahaira Colon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: MARINA VOLANAKIS/SANDA BALABAN/Maria Broughton

SUPERINTENDENT: YOLANDA TORRES

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
Ramon Gonzalez	Principal	Electronic Signature Approved.
Mary Hallinan	UFT Chapter Leader	Electronic Signature Approved. Comments: approved
Paul Byrne	UFT Member	Electronic Signature Approved.
Yahaira Colon	Parent	Electronic Signature Approved. Comments: approved approved
Shandel Pitts	Title I Parent Representative	Electronic Signature Approved. Comments: approved approved
Silvestre Arcos	UFT Member	Electronic Signature Approved.
Vivian Garcia	Parent	Electronic Signature Approved.
Shennita Jeter	Parent	Electronic Signature Approved.
Craig Jiles	UFT Member	Electronic Signature Approved.
Puja Rao	UFT Member	Electronic Signature Approved.
Javier Ruiz	UFT Member	Electronic Signature Approved.
Maybelline Suarez	Parent	Electronic Signature Approved.
Nancy Tobar	Parent	Electronic Signature Approved.

* 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.

The school is located in the Mott Haven neighborhood of Community School District 7 and shares the 149X building with South Bronx Preparatory, a 6-12 school. MS 223 houses four general education, one dual language general education and one 12:1 special education class in grade 8. Grades 6 and 7 have three general education classes, one dual language class, one Collaborative Team Teaching class and one 12:1 special education class. The average class size is 30 students. We believe that learning becomes more significant when it is anchored in instruction that is meaningful. Through active engagement, project-based learning and encouragement, we will cultivate self-discipline and self-esteem among the members of our community and, at the same time, foster a strong sentiment of respect and consideration for others.

Teachers play a significant role in the development of the school through curriculum planning, distribution of resources, creation and execution of staff development programs. Sound educational practices are stressed over specific programs. We invest in our teachers and their effectiveness in the classroom and as a result, their dedication and caring are the essential foundation of building our community of learners.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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									
School Name:	M.S. 223 The Laboratory School of Finance and Technology								
District:	7	DBN #:	07X223	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.3	92.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.2	94.66	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	144	146	167	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	173	145	155		87.2	87.6	94.9		
Grade 8	152	159	147						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	17	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants - Total Number:					
Total	470	450	469	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					14	5	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	36	30	34	Principal Suspensions	105	99	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	10	Superintendent Suspensions	20	8	TBD		
Number all others	33	30	25						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	47	41	0				
# in Dual Lang. Programs	0	20	28	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	28	18	20	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	7	5	12	Number of Teachers	36	35	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	4	5	TBD
				Number of Educational Paraprofessionals	1	0	TBD

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	19.4	37.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	16.7	22.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	71	TBD
American Indian or Alaska Native	0.4	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	93.7	TBD
Black or African American	24.5	26.2	23.7				
Hispanic or Latino	74.7	72.4	75.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.9	0.9				
White	0	0	0.2				
Multi-racial							
Male	51.1	51.1	50.3				
Female	48.9	48.9	49.7				

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:
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>
Individual Subject/Area AYP Outcomes:	
Elementary/Middle Level	Secondary Level
ELA: Y	ELA:
Math: Y	Math:
Science: Y	Graduation Rate: -

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√			-	
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√				-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√				-	
Student groups making AYP in each subject	6	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	89.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (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. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 55% of students will make one year’s progress or higher as measured by TCRWP benchmarks for independent reading levels and the NY State ELA test.	<p><input type="checkbox"/> <input type="checkbox"/> Benchmarks: By February 2011, 80% of all students will have advanced one or more Fountas and Pinnell reading levels and will demonstrate improvement in fluency as evidenced by the school periodic assessment data from September and February.</p> <p>By May 2011, 80% of all students will have advanced one or more Fountas and Pinnell reading levels and will demonstrate improvement in fluency as evidenced by the school periodic assessment data from February to May.</p> <p>By June 2011, 80% of English language learners will have made more than one year’s progress on the NYS ELA test and 25% will make exemplary gains according to the NYC achievement gap criteria.</p>
<input type="checkbox"/> By June 2011, 60% of students will make one year’s progress or higher in mathematics as measured by grade level diagnostic assessments and the NY State math test.	<p><input type="checkbox"/> <input type="checkbox"/> Benchmarks: By February 2011, 80% of special education students will demonstrate understanding of 50% of the mandated grade level content required in their IEPs on their grade level diagnostic assessment.</p> <p>By June 2011, 80% of special education students will demonstrate mastery of the mandated percent of grade level content according to their IEPs on their grade level diagnostic assessment.</p> <p>By June 2011, 60% of all general education students and ELL students will make over one year’s growth on the NYS Mathematics Test.</p>

<p><input type="checkbox"/> Because research has shown that increased parental involvement results in increased student achievement, by June 2011, parent involvement will increase by 3% in all areas as measured by responses on the Learning Environment Survey.</p>	<p><input type="checkbox"/> <input type="checkbox"/> By October 2010, family open houses on the 6th, 7th and 8th grades will have over 125 families in attendance in order to introduce families to their child's teachers.</p> <p>By March 2011, 60% of families will have completed the Learning Environment Survey.</p> <p>By June 2011, parent responses on the Learning Environment Survey regarding engagement and home-school communication will increase in satisfaction by 5% in all areas.</p>
<p><input type="checkbox"/> Because MS 223 has a large number of new teachers this year and because teachers are the most impactful of all variables on student achievement, by June 2011, MS 223 teachers will increase knowledge and application of instructional strategies, data analysis, and culturally relevant pedagogy as shown by teacher responses on the Learning Environment Survey regarding Professional Development increasing by 3% in all areas.</p>	<p><input type="checkbox"/></p> <p>Benchmarks:</p> <p>By October 2010, all teachers will review their goals and objectives for the year and will complete a professional development survey to indicate their preferences for professional development.</p> <p>By October 2010, a professional development committee will convene to review staff preferences and school goals to create a professional development calendar and long range plan.</p> <p>By November 2010, inquiry teams in writing and for English Language Learners and Special Education students will bring teachers together to investigate areas to improve instruction and will disseminate their findings.</p> <p>By March 2011, all teachers will evaluate their progress on their goals and objectives and will create their new goals and objectives for the year and will consult with the principal or assistant principal on their goals.</p> <p>By June 2011, 50% of the staff will have facilitated at least one professional learning community session.</p> <p>By June 2011, teachers will increase their knowledge and application of instructional strategies, data analysis and culturally relevant pedagogy as shown by teacher surveys, teacher created products, classroom walkthroughs and observations, and outside evaluation by other supervisors.</p> <p>By June 2011, teacher responses on the Learning Environment Survey regarding professional development will increase by 3% in all areas.</p>

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 English Language Arts
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 55% of students will make one year’s progress or higher as measured by TCRWP benchmarks for independent reading levels and the NY State ELA test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. 90-minute literacy instructional program daily, which includes explicit and demonstration mini-lessons, sustained reading, read alouds and talk support, student response to reading, one on one conferring and small group instruction and feedback in specific skills such as fluency, vocabulary and decoding. 2. Development of department inquiry groups to develop teachers in key areas such as talk and vocabulary instruction. 3. Development of materials that support interdisciplinary connections, cultural relevance, language acquisition, real-life experiences, and thematic approaches. 4. Development and implementation of a cohesive standards-based instructional program using Teachers College Reading and Writing Project support and instructional strategies. 5. The TCRWP, Acuity, NY Start, Words Their Way and ARIS assessment data will be used to diagnose specific individualized students’ needs. Use of data to highlight the weaknesses and strengths of individual students and use of data to drive instruction. 6. Teachers will be provided with differentiated professional development in areas of: small group, talk, vocabulary, decoding, fluency instruction and providing students with standard feedback, and the use developmentally and age appropriate materials, authentic assessment, ELA standards and performance indicators, standardized tests, and the writing process. 7. Native language, ELL instruction and ESL instruction to be provided by certified teachers with support from the Achieve 3000 program and Teachers College Reading

	and Writing Project, including out of school workshops.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> SWP I: TCRWP Consultants: \$47,000 <input type="checkbox"/> FSF: Per Diems for Out Service PD: \$15,000 <input type="checkbox"/> CMSS: Achieve 3000 Access: \$16,000
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> 1. Fountas and Pinnel Reading Level Assessment: October 2010 <input type="checkbox"/> 2. ELA Predictive Assessment: November 2010 <input type="checkbox"/> 3. Fountas and Pinnel Reading Level Assessment: January 2011 <input type="checkbox"/> 4. Fountas and Pinnel Reading Level Assessment: May 2011 <input type="checkbox"/> 5. Words Their Way Assessment: October 2010 <input type="checkbox"/> 6. Words Their Way Assessment: May 2011

**Subject Area
(where relevant) :**

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 60% of students will make one year's progress or higher in mathematics as measured by grade level diagnostic assessments and the NY State math test.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Implement "Connected Math" program and provide teachers training in the use of instructional strategies, standards, resources and materials, and assessment. Block period in math, which introduces the skills for mathematical and analytical thinking in two 45-minute periods of instruction daily, and/or three 90-minute periods

	<p>of instruction during the week.</p> <p>Use of two periods per week of skill building, incorporated in the above schedule.</p> <p>Use a variety of materials and resources including computers and software to address skills needed for problem solving, algebra, geometry, measurement, statistics, numbers and numeration.</p> <p>Maintain collaboration program with Teachers College, NYU and the leadership team and staff to utilize student teachers as an instructional resource.</p> <p>Utilize centers to differentiate and target gaps in students understanding.</p> <p>Teachers will be provided with differentiated professional development in areas of: grouping and centers, use developmentally and age appropriate materials, authentic assessment, math standards and performance indicators, standardized tests, and using technology in the math classroom.</p> <p>Accelerated mathematics instruction including Regents level integrated algebra course.</p> <p>Extended day programs for student needing AIS.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> SWP I: AUSSIE Consultants: \$90,000 FSF: NCTM Conference: \$3,000 FSF: Math Manipulatives and Materials: \$15,000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Math department diagnostic: September 2010 Math ITA: November 2010 Math Predictive: December 2010 Math ITA: January 2011</p>

**Subject Area
(where relevant) :**

Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Because research has shown that increased parental involvement results in increased student achievement, by June 2011, parent involvement will increase by 3% in all areas as measured by responses on the Learning Environment Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Inform all parents of school and district-wide activities, regulations, and events via school calendars, student updates and monthly newsletter, The Lab Report. 2. Update and maintain the school website in English and Spanish as a means of communication with families. 3. Update the family handbook in English and Spanish to share school policies and empower families. 4. Utilize phone master to inform families of student absences. 5. Engage new families through Computers for Youth Take IT Home workshop. 6. Encourage membership in the Parent’s Association, School Leadership Team, school and district committees. 7. Provide open houses to families as a means of introducing families to their new teachers in September. 8. Implement Community Read Day to promote reading at home.

	<ol style="list-style-type: none"> 5. Implement staff led professional learning communities centered around areas of interest within the categories of instructional strategies, data analysis and culturally relevant pedagogy for staff during Monday staff meetings. 6. Professional development sessions will incorporate Google Docs as a means of creating an interactive, electronic database of professional development sessions, products ad videos. 7. Inquiry teams will engage in action research to identify an area of need and identify and implement possible solutions. 8. Teachers of ELLs and Special Education students will convene an ongoing study group to identify challenges in instruction and implement research based strategies. 9. ELA and Math staff will engage in team meetings during and after school to strengthen and align curriculum by grade level and by department. 10. ELA and Math staff will engage in study groups to explore content specific strategies and areas of growth. 11. New and returning staff will engage in June planning to reflect on past year and prepare for upcoming year. 12. Support and work with Office of Special Education Initiatives to provide professional development and improve services to students with IEPs. 13. Support and work with the Bridges to Learning Network in a special education study group for Self-Contained and CTT teachers. 14. Planning retreats for our arts program and dual language program for teachers. 15. Training and support for advisory program to help students make better choices in small group settings. 16. Ongoing mentoring provided for new teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I: HQT Funds: \$20,000 FSF: June Planning Retreat: \$12,000 FSF: Inquiry Team: \$8,750 FSF: \$20,000</p>

Indicators of Interim Progress and/or Accomplishment

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



Goals and Objectives Survey: September 2010 and March 2011
Professional Development Survey: October 2010, January 2011 and June 2011
Inquiry Teams in writing and for ELLs and Special Ed students: November 2010
Teacher Led PD Sessions: October 2010 through June 2011
ARIS Connect usage
Learning Environment Survey satisfaction rates

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	59	34			2			
7	78	25			12			
8	57	30			27			
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> Wilson reading instruction is delivered to all students who (1) are reading below a level Q and (2) scoring within a specific range on the WADE test (Wilson Assessment of Decoding and Encoding), during extended day and 2-3 times during the school day. All students, who scored within the mid 2 range and below or were teacher recommended, receive extended day services in small groups. This instruction entails close reading and analysis of nonfiction and targeted instruction of reading skills, such as fluency, decoding and vocabulary.
Mathematics:	<input type="checkbox"/> One teacher works with small groups of 3 to 6 students. The instruction is based on classroom data. Each session, the teacher re-covers the gaps in the data. Groups meet 2 – 3 times a week.
Science:	<input type="checkbox"/> A pre and post test are conducted each month. Students who fall behind two months are given AIS.
Social Studies:	<input type="checkbox"/> <input type="checkbox"/> A pre and post test are conducted each month. Students who fall behind two months are given AIS.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The solution focused approach model is utilized for at-risk students in a one-on-one or small group setting once a week during the school day.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

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

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)

6-8

Number of Students to be Served:

LEP 48

Non-LEP 42

Number of Teachers 2

Other Staff (Specify) Guidance Counselor, Parent Coordinator

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.

MS 223 currently offers a dual language program in grades 6-8. We also offer pull out and push in ESL services for sixth, seventh, and eighth grade. There are 22 students in MS 223 that receive ESL pull out or push in services. Students are grouped according to their grade level in dual language programs and by language level in pull out ESL services.

The breakdown of students in each program are:

Grade	ESL	Dual Language	Total
6	12	10	22
7	5	7	12
8	5	9	14

The ESL support services are both pull out and push in. The ESL teacher uses the Teacher's College model for lessons and uses SIOP strategies while supporting English language arts instruction. The teacher implements visuals, contextualizes what they are doing in class, and uses pre, during, and post-reading strategies with students. The ESL pull out group is focused on building English reading and writing skills using the Wilson Reading System.

The goal for ELL students in reading for the Title III program is to move three Fountas and Pinnell reading levels per year. This will be done by grouping students in their grade level classes into beginner, intermediate and advanced groups. From there, the teacher can direct the level of English and Spanish used. All ELLs that are beginner or intermediate will receive reading enrichment instruction in English. Advanced students and English proficient students will receive support in both English academic language skills and Spanish academic language skills. Our ELL population for this program will fall into two groups: 1) Beginner/Intermediate ELLs and 2) Advanced ELLs as measured by the NYSESLAT, the NYS ELA test and their Fountas and Pinnell reading levels. The after school Title III instruction will be a balance between whole group instruction and differentiated, small group instruction with the instructor supporting groups of students with specific language needs. The students will use this instruction to improve their academic language skills in English and Spanish. The groups will be paired with instructional staff that is appropriately certified for the language of instruction. Native language instruction will be provided by a staff member with a bilingual extension certificate and instruction in English will be provided by an ESOL certified instructor.

Title III funds will be used to support an after school enrichment learning program for ELLs with English acquisition and native language acquisition in Spanish. This program will support approximately 30 students who are not currently participating in other after school programming. The program will run on Mondays and Fridays from 2:10-4:10 PM. The program will begin in October and run through May.

This program will run for 25 weeks with two hour sessions twice a week. Funding will also be used to supplement the after school program with instructional materials. The format will be small group work through differentiated interventions such as Achieve3000 (in English and Spanish), Puentes, and Words Their Way to provide additional academic support as a complement to the existing school day program with appropriate level texts and resources in English and Spanish. Students will receive Stickies adhesive notes to jot down thoughts related to their independent reading texts and composition books to respond to prompts about their reading that will be specifically for the Title III program.

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.

□

In 2010-2011, the staff that works with ELLs in the Title III program will facilitate workshops on strategies for the achievement of ELL students in the general education classroom. Title III funding will be used to support a study group after school, expand upon the work of the inquiry team, and integrate other components such as lesson study planning and implementation. Teacher professional development sessions will be held every other Mondays from October to May for two and a half hours for 15 weeks. In kind funding will support other teachers and staff members participating in the group. Topics to be discussed will be unit planning for ELLs, reflection on the implementation of units and to design subsequent units with the findings in mind. The group will also address next steps for specific students and subgroups in the Title III program to support their English language acquisition and native language support where necessary. The people participating in the group will be the ESL teacher, a math teacher, an English language arts teacher, a social studies teacher and an Assistant Principal. The ESL teacher and English language arts teacher will participate and be funded through the Title III instructional program. The other teachers also teach classes during the school day that have a high number of ELLs. The target audience for these sessions will be both teachers of ELLs and administrators for each group to support one another to successfully implement and support the Title III program in 2009-2010 and beyond.

Section III. Title III Budget

School: **MS 223 X**
 BEDS Code: **320700010223**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	\$13,719.75	□

account for fringe benefits) - Per session - Per diem		Extended Day Native Language Arts/English Language Arts Program: 2 teachers x 2 days x 2 hours x 25 weeks x \$49.89 = \$9,978.00 Professional Development: 2 teachers x 2.5 hours x 15 weeks x \$49.89 = \$3,741.75
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,280.25	<input type="checkbox"/> Puentes: 2 themed sets of three tiered Spanish language nonfiction texts = \$1,170.00 Composition Books: 50 x \$1.50 = \$75.00 Stickies Notes: 3 pkgs of 12 x \$12 = \$36.00
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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

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

In order to assess the needs of our school, we utilized the home language survey completed by the parents of our English language learners, reviewed the school LAP and consulted with the Parent Association and the School Leadership Team to ensure that the needs of our community were being met in terms of translation and oral interpretation. We also utilized responses from the school's Learning Environment Survey.

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.

Our findings confirmed that our parents need oral and written information in Spanish. These findings were acted on by providing letters home and communications from the school in both English and Spanish for the benefit of all of our families. These findings will be communicated with families through the Parent Association and through the school's 2010-2011 family handbook in English and in Spanish.

Part B: Strategies and Activities

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

The school currently provides written translation services for all letters sent home and in 2010-2011 will make available translated versions of the quarterly report cards that are received by students. The school secretary, in consultation with the principal and parent coordinator, translates letters home into Spanish that announce important events or policies. In addition, the parent coordinator issues monthly school event calendars and newsletters that are in English on one side and Spanish on the reverse. Translations for communications by the Parent Association are translated by PA volunteers.

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.

The school currently provides interpretation services for all school community events and in 2010-2011 will make ensure that bilingual staff members are available at events that are open to the school community to provide interpretation services. Interpretation services will be provided by the school principal, school secretary, parent coordinator, guidance counselor and no less than 5 members of the teaching staff who are bilingual in English and Spanish. The PA has bilingual members that provide interpretation for their monthly meetings and various events.

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>.

MS 223 will update the home language information available on ATS as well as post information to parents and families on how to obtain translation or interpretation services. At the beginning of the 2010-11 school year, MS 223 will send a letter home in English and Spanish to families detailing the rights of families to information released by the school. For additional outreach, parents of newly arrived students will be invited to events in the fall that will outline their rights for translation and interpretation services and the relevant contact information for the school, regional and city contacts for such services.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	615920	23786	639706
2. Enter the anticipated 1% set-aside for Parent Involvement:	6159		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30795	*	
4. Enter the anticipated 10% set-aside for Professional Development:	61592	*	

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.

Teacher is receiving mentoring, professional development, and taking several university courses to achieve her license.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

□

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

The MS 223 The Laboratory School of Finance and Technology agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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- Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The MS 223 The Laboratory School of Finance and Technology will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
 - MS 223 will use a phone master, mailings, and website to announce the need for parents to participate in crafting this plan
 - MS 223 will use its representative on the CEC to obtain information on the districts parent involvement policy goals
 - MS 223 will use its Parent Association and School Leadership Team meetings to submit and vote on changes in the policy.

2. The MS 223 The Laboratory School of Finance and Technology will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - MS 223 will survey parents about their opinions on improving MS 223
 - MS 223 will use its parent coordinator to participate with Parents on school walkthroughs to learn about instructional goals.
 - MS 223 will place the results of these observations as part of its CEP and School Wide Plan.

3. The MS 223 The Laboratory School of Finance and Technology will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: (Title I School Wide Plan) by:
 - Setting aside 1% for parental involvement
 - Participation with parents elected members on the school leadership plan
 - Coordinating workshops to discuss the role of Title I funds and how they can be implemented.

4. The MS 223 The Laboratory School of Finance and Technology 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 the quality of its Title I, Part A program. 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.
5. The MS 223 The Laboratory School of Finance and Technology will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- 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; workshops that help parents support their children's academic development. Outside consultants workshops on social and emotional issues in adolescence. Coordinating an open door policy with the Parent Coordinator to visit classrooms and view lessons in action. Helping to coordinate elections for participation in the school leadership team and using mailings, school website, and phone master.
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.
 - 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: utilizing the parent coordinator to give workshops, teachers to conduct monthly workshops and classroom celebrations that discuss how to improve reading. Obtain outside consultants to assist with providing parent workshops.
 - The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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: utilizing the school website to promote school activities, utilizing the parent phone and mailings to increase parent communication.

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with School-Wide Programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by: posting mailings, increasing the use of the website and district events as well as using CBOs such as Young Athletes Inc. to promote programming.
- 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 Title I 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: through mailings and the school website.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- participating in interviewing student candidates and teacher candidates;
- providing 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;
- paying 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;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging 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;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under Section 1118- Parental Involvement, as parents may request.

PART IV ADOPTION

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by after school programming, Saturday programming and additional AIS programming. Specific evidence used to assert programming existence will be attendance sheets for each club.

This policy was adopted by the MS 223 The Laboratory School of Finance and Technology on 09/19/10 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/02/10

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.

SCHOOL-PARENT COMPACT

The MS 223-The Laboratory School of Finance and Technology and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The MS 223-The Laboratory School of Finance and Technology will:

- 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:
 - small class sizes
 - an integrative curriculum
 - themes of finance and technology
 - leadership classes
 - cross-curricular planning and collaboration amongst teachers
 - small group tutoring sessions

- Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held
 - November 17, 2010
 - February 25, 2011
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Progress Reports sent home at least 4 times a year
 - Quarterly Report Cards sent home with students
 - Phone calls from teachers
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - By phone
 - By email
 - By appointment for meetings
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Through coordination with the Parent Volunteer Coordinator

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- 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;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;

- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

MS 223-The Laboratory School of Finance and Technology will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- 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;

- 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;
- 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.
- 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. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, MS 223-The Laboratory School of Finance and Technology will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.

- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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.



Please see CEP page 10 which describes a needs assessment based on performance indicators of children in relation to the State academic content and student academic achievement standards.

In addition we will conduct three types of assessment activities in order to design an effective educational plan. First, we will utilize the Learning Environment Survey and Quality Review to get feedback about our current programs and look for ways to improve our school. Second, the School Leadership Team and instructional cabinet will conduct walkthroughs of classrooms to evaluate whether we are meeting our goals and to determine what areas we need to improve. Third, the staff will use State test scores and periodic assessments and classroom level data to gauge performance levels and address students' needs.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



Strengths and Needs

The strengths of our school lie in instruction and a holistic emphasis of school themes. Teachers across collaborate to create learning experiences that are interdisciplinary and experiential. The content areas incorporate English Language Arts and Math standards into instruction. Teachers observe each other, use prep periods to plan together and team teach. The teachers are motivated and young and therefore eager to take advantage of many different professional development opportunities including Schools Attuned, Wilson, AUSSIE and Teachers College Readers and Writers Project. Teachers use technology, outside speakers and hands-on projects to engage students in experiential learning within the classroom. At MS 223 we expect our children to be prepared for an age of information technology and global commerce.

The school themes of technology and finance are pervasive. There exists a school-wide economy where students may save, invest and spend “school bucks” they earn through hard work and good citizenship. Exposure to these concepts and global trends are accomplished through work in collaborative groups and partnerships with universities, businesses, and other local schools using hands-on investigations. Through collaborative relationships with New York University, the Federal Reserve Bank of New York and local businesses, students will be able to explore and merge their many interests, talents, and ideas in a risk-free atmosphere that engages every child.

At MS 223 it is vital that we focus on increasing our student engagement and academic rigor. Many students at MS 223 are below grade level and need extra resources including small group instruction and academic intervention services in order to meet basic academic requirements. In order to engage students in all areas of instruction and to prepare students for a professional future, it is important to continue to incorporate technology into every classroom. Since many of our teachers are new to the profession, numerous professional development opportunities are essential. It is the goal our school to meet the social and emotional needs of our students as well as their academic ones. We have developed a leadership program to help students who have faced challenges getting along with other students and teachers. The goal of the program is to help students make better choices when faced with challenging situations.

Major Initiatives

Lower Staff to Student Ratio

We would like to increase the number of staff to improve instruction. Currently our class sizes are 28 students in a class. We believe that classes with two teachers whenever possible will allow teachers to differentiate instruction, provide intensive skill development and on-going assessment. A major component of our English Language Arts curriculum requires conferring with students and providing individual conferences. Smaller class sizes will provide teachers more opportunities to individually engage readers and writers. Our Mathematics curriculum also requires learning centers. Creating opportunities for pushing in teachers and collaborating to help smaller groups of students will help us reach more students on a deeper level.

Enriched and Accelerated Curriculum

Our goal is to provide quality engaging instruction to students who are approaching, meeting and exceeding grade level. With this in mind we have incorporated a number of efforts to enhance our curriculum and accelerate programs for students that are prepared for the increased rigor. We have created courses in math and science with the goal of preparing students for the integrated algebra Regents examination. We want students to be able to enter high school with some credits already accumulated in order to eliminate required courses or take more challenging courses in high school. We have also begun a dual language program that will enable students to be able to read write and speak in both English and Spanish. These students are in the 6th grade currently. By the 8th grade, we would like the students to take and pass the Spanish foreign language Regents examination.

Meeting Needs of All Learners

We believe in educating and motivating all students regardless of learning level. To that end, MS 223 has created a school wide management program that teaches economic skills such as savings, trading, and supply and demand. The “school bucks” program has evolved into a school bank, school store, and incentive to improve achievement in class. Students also participate in technology courses daily where they acquire and sharpen the skills to be successful in the 21st century and expand their knowledge of technology. These programs are available to general education students, special education students and English language learners.

The school will develop the following Academic Intervention Service programs:

- After School Enrichment Program – seeks to address remediation in literacy and mathematics.
- Saturday Academy – seeks to expose our students to various careers while, embedded a literacy and mathematics focus in the instruction.
- After School Clubs – programs including gardening, sculpture, chess and checkers, and murals are organized to attract all levels of learners and develop higher order thinking and problem solving skills.
- MS 223 Sports League – will use sports as a motivation to get students involved with the tutoring program on Saturday.

Teachers will work with students after school and on Saturday in small group settings. Teachers and students will share literacy strategies, apply the skills to real text, respond by using focused writing tasks and listen to stories for specific purposes. Students will be assessed at the beginning of the program and are expected to make gains of 1 grade by the end of the program. In addition ELL students will meet in an intensive Language Center to increase their content area knowledge and academic language skills. Instruction will focus on academic language in content areas, specifically science, social studies, and mathematics.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - MS 223 will create after school programs that extend the school day from 2pm to 5:30pm. We will accomplish this task by collaborating with our after school partners to provide learning experiences utilizing sports, arts, career, and media to improve student outcomes beyond the school day.
- o Help provide an enriched and accelerated curriculum.
 - MS 223 will provide regents courses, accelerate math program and a dual language program to provide increase academic rigor.
- o Meet the educational needs of historically underserved populations.
 - MS 223 will provide academically enriched courses, culturally relevant materials, and college experiences to meet the needs of our underserved students.
- o 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.
 - MS 223 will create mentoring and advisory periods, financial literacy classes, and units on how to pick high schools to address the needs of all students.

o Are consistent with and are designed to implement State and local improvement, if any.

MS 223 faculty will be attending inquiry teams and common core standards PD to become more consistent with state and local improvement efforts.

3. Instruction by highly qualified staff.

Our staff is highly qualified. The majority of our teachers have advanced professional degrees and increasing years of experience. In 2008-2009, 100% of core classes were taught by highly qualified teachers. In addition, over 80% of staff members had a master's degree. A growing number of teachers have multiple professional degrees including a few that have two or three masters degrees.

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.

We have a full time and literacy coach who provides onsite intensive professional development. The coach also creates instructional lab sites in our school to display model instruction and to showcase best practices and innovative teaching methods. We also contract a literacy expert from Teachers College to model the Workshop Model and lesson study with our English language arts teachers. In addition, we contract an AUSSIE math expert to coach our teachers in math pedagogy. We also have our Science Teachers enrolled in a program called Urban Advantage that helps teachers develop professional through lesson study, project coordination, and resource management. We have registered our technology teachers for the NYSCATE (The New York State Association for Computers and Technologies in Education) conference in Rochester, NY.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

To attract high-quality teachers we reach out by hosting open houses to educators. We participate in district hiring fairs and post vacancies on our school website as well as on the Open Market Transfer System. We also utilize the non-profits Teach for America and the New York City Teaching Fellows. These strategies have proved highly successful to date but we are constantly searching for new ways to attract high-quality highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator is creating a program of workshops that addresses this need. We also partner with adult education programs to help our students' parents to get the services they need.

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.

N/A

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 provided with the latest standardized test data on their students and empowered to utilize this data to improve instruction through the use of collaborative professional development sessions. Teachers also meet on a regular basis in subject teams to discuss the best methods of assessment and ways to use this information to improve instruction. Teachers also have access to all of the student and school wide data systems, such as ARIS, Acuity and TCRWP Assessment Data.

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.

Our students who experience difficulty mastering the proficient or advanced levels of academic achievement stay after school three days per week for 50 minutes each day. During this time these students are tutored in a favorable teacher to student ratio of less than 10 students per teacher. The focus of our extended day intervention has been either Math or ELA depending on what the student is struggling to learn. On top of our extended day program we offer academic intervention services for a number of students who are in need. This includes individualized instruction with a teacher and less than three students. Students who are also not submitting work regularly are now placed in a homework club during the 50 minute extended day program. This time is to monitor student completion with two teachers and to ensure that failure is not an option for students.

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.

MS 223 hosts open houses for our students and their families to welcome them to the school and to meet their teachers. These meetings also serve to reach out to families and offer support receiving services that they may need in one stop. In 2007-08, we began a partnership with Mount Sinai Clinic Health Plus to provide a mental health clinic on site to address the emotional needs of our students with minimal

interruption to classroom instruction. We will continue to grow that program this year. Finally, MS 223 is partnering with a local agency called Mercy Center to provide opportunities for family members including GED courses, English classes and computer courses.

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 specifically 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**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.

²**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.
 - Students at MS 223 will be able to have various experiences that will improve their learning including additional math and literacy classes, financial courses, art courses, field trips, and cultural events.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - All staff at MS 223 will be required to attend planning meetings and inquiry teams to improve their planning and reflection on 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;
 - MS 223 will use Title I money to extend the school day and on weekends as ways to provide enrichment activities including arts, sports, health, regents and other academic enrichment programs.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 Staff will meet to discuss and plan curriculum during the month of June and every week with the goal of accelerating all students.

c. Minimize removing children from the regular classroom during regular school hours;
 MS 223 will conduct teacher and student surveys to ensure that interruptions of classroom time are reduced.

4. Coordinate with and support the regular educational program;

Our youth development director, assistant principals, and other cabinet members will meet periodically to ensure that the school day is not interrupted and is supportive of our school program.

5. Provide instruction by highly qualified teachers;

Through constant reflection on our professional development and increased training, we will realize our 100% high teacher quality goal.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Professional development will be provided daily to meet the needs of all staff members.

7. Provide strategies to increase parental involvement; and

Parent surveys, websites, letters home and amilings will be used to increase parent participation.

8. Coordinate and integrate Federal, State and local services and programs.

Through the use of our network cluster and district leadership we will continue to find ways to integrate Federal, State and local services and programs.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

7

2. Please describe the services you are planning to provide to the STH population.

Student in Temporary Housing are given priority for all services that we provide, including Metrocards, counseling, mental health screenings and academic support services. When needed, we provide them with school uniforms and supplies, and cover their expenses for class trips.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_07X223_102910-143057.doc

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 01	District 07	School Number 223	School Name Lab School of Financ
Principal Ramon Gonzalez		Assistant Principal Eric Lincoln	
Coach Heather Burns		Coach type here	
Teacher/Subject Area Javier Ruiz/ELL Coordinator		Guidance Counselor type here	
Teacher/Subject Area Silvestre Arcos		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Wanda Hill	
Related Service Provider type here		Other type here	
Network Leader type here		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	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	491	Total Number of ELLs	48	ELLs as Share of Total Student Population (%)	9.78%
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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.

1. All students at M.S. 223 are screened upon enrollment. The Home Language Identification Survey (HLIS) is given and collected by Javier Ruiz, the ESL teacher and ELL Coordinator. An informal interview is also conducted at the same time, in either Spanish, French, or English as necessary. If the child is identified as speaking any other language than English as home or if the student's native language is any language other than English, the LAB-R exam is given to set student. If the student scores below proficiency, then he/she is identified as an ELL and his/her parent(s) exercise parental option of which of the three programs (TBE, Dual Language, Freestanding ESL) they desire for their child. Students designated as ELLs take the NYSESLAT every spring and receive additional support during their mandate hours and afterschool through Title III and ELLSA. We have also created an ELL Inquiry Team that reviews the previous year's scores, and examines areas of improvement at each proficiency level and year of services.

2. M.S. 223's Dual Language Program recruits students before the end of the school year for next. There is a thorough interview process and parents are included in the planning and receive any/all information pertaining to the development of the program. Our school's philosophy is that we want our students to be bilingual, biliterate, and bicultural. At the beginning of the school year, around the end of September and beginning of October, Mr. Ruiz organizes the ELL component of the Parent Open House. All parents of ELLs are invited to come and Mr. Ruiz takes this time to show the Orientation Video from the Office of English Language Learners, as well as has a one-on-one conference with ELL families pertaining to both the Parent Survey and Program selection forms. Parents that are not able to attend are sent these forms along with a letter explaining how to fill them out and return them.

3. Mr. Ruiz distributes the entitlement letters at the same time as the Parent Survey and Program Selection forms at our Parent Open House. There is a two week window where the forms are collected. Parents who did not attend the open house get letters sent home that contain all three documents (entitlement letter, Parent Survey and Program Selection form.) Parents who do not hand in the forms within the two week period are called or asked to hand in the forms in person to Mr. Ruiz.

4. ELLs are grouped according to necessary services and program selection. There is a dual-language class at every grade level from 6-8, as well as a self-contained Special Education class at every grade level. ELL students in a monolingual setting with ESL services are placed in specified classes where Mr. Ruiz is able to service these students and collaborate with their teachers. Students not in these specified classes are often grouped with classes with other students who achieved high math scores the previous year. Parents are notified of their placement and are sent letters from homeroom teachers explaining class requirements, procedures, and dates of upcoming events. Students who feel unsuccessful within their program choice go through a trial period where all teachers who work with him/her track progress, conduct conference with the student, and make sure effective strategies are executed before removing set student from the class/program. Parents are involved in the process and are notified of the student's progress or recommendation to have his/her class/program changed.

5. After looking at the forms for the past two school years, most families have strongly requested their children to be in dual language and ESL settings. Since 2007 we received a lot of informal feedback from parents and students about the desire to focused on Spanish language as not just a means of achieving proficiency in English, but as a necessary tool to cultivate and use in the classroom. We have expanded Native Language Arts to all three of our Dual Language classes.

6. Parent and student input has been an important part of developing our programs here at M.S. 223. As we move towards a data-centered age, we want to make sure that our community is aware of the best options available for our students. Delving away from a subtractive TBE model, parents have pushed towards an additive Dual-Language one. We also share with parents that regardless of program type, it is consistency in one model that allows for the greatest success of our students. This year we are making our greatest effort to make sure our parents are well informed and have the tools they need (in their respective language) in order to make the best selection for our students. This means ensuring that all program selection forms are completed and that parents know that their inability

to complete a form will result in automatic placement in the TBE program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	7
SIFE	5	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	29

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	7	1	0	6	1		16	1		29
ESL			1	5		3	14	1	3	19
Total	7	1	1	11	1	3	30	2	3	48

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish													14	17	12	20	3	28	29	65
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	14	17	12	20	3	28	29	65											

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>30</u>	Number of third language speakers: <u>4</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u> </u> Hispanic/Latino: <u>66</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u> Other: <u> </u>

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							11	6	1					18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	11	7	1	0	0	0	0	19

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.

1. How is instruction delivered?
 - a. There are several organizational models at M.S. 223. The Dual Language Program is departmentalized by content area. ESL follows a push-in/pull-out model. Special education ELLs all follow a pull-out model if not X-Coded as per their Individualized Education Plan.
 - b. All program models are heterogeneous, but within each there are subdivisions of proficiency levels. For the exception of the push-in/pull-out classes administered by the ESL teacher, the classes in the Dual Language Program are in blocks and travel together as a grade level.
2. How does the organization of our staff ensure that the mandated minutes is provided according to proficiency levels in each program model?
 - a. The ESL teacher collaborates with all ELA teachers of ELLs in grades 6-8 and conducts push-in services in their classrooms. These classes have both a separate reading and writing time block every day, five days a week, each with a span of at least 45 minutes. Pull-out classes are organized by the same ESL teacher (Mr. Ruiz) for low proficiency and beginning students. These classes are 45 minutes long and meet four times a week. We also use 9th period for 50 minutes of intensive work in reading, Tuesday through Thursday, for all ELL students. All Dual Language students have Native Language Arts 9th period, where they are divided into three groups based on their Spanish language proficiency.
3. Describe how the content areas are delivered in each program model. Please specify language and instructional approaches and methods used to make content comprehensible to enrich language development.
 - a. All Dual Language Program teachers (as well as the ESL teacher) are native Spanish speakers, for the exception of one teacher who is proficient in the language and working towards a bilingual extension. The Dual Language Program uses the last period of each day to focus on Native Language Arts. Science, technology, and social studies are both taught in Spanish. The ESL instructor uses the students' native languages (Spanish/French) as a means to build schema and help promote the L1 to make the L2 development stronger. All students, ELLs and non-ELLs, receive 8 periods of ELA and math instruction every week. They get science, technology, and social studies instruction five days a week. Instruction is grade and content appropriate
4. How do you differentiate instruction for ELL subgroups?
 - a. M.S. 223 uses the Academic Language and Literacy Diagnostic (ALLD) to better screen and service our SIFE (students with interrupted formal education.) These students are then placed in a program that meets 5 times a week, through which students acquire the foundations of English through the Wilson Reading Program. This program is designed to help lower level and SIFE students, using a multi-sensory approach for increasing decoding, encoding, and vocabulary skills. They also receive L1 support through a Scholastic Spanish Guided Reading Program.
 - b. Newcomer ELLs are a priority at M.S. 223. The ESL teacher works collaboratively with the teachers who have ELLs in the classroom to ensure content is accessible and fair to the student's abilities. Newcomers are administered the LAB-R to see what their abilities are in their native language, as well as in English. This allows teachers to see what the student brings to the table. Mr. Ruiz conducts a pull-out class for newcomers that meets 5 times a week.

c. ELLs that have been receiving services for 4 to 6 years are a growing concern at M.S. 223 because if their needs are not met, will turn into Long-Term ELLs. These are critical years for our students in which they can make tremendous growth or become stagnant ELLs that stay at the stay proficiency level. Along with Long-Term ELLs, these students receive an array of interventions ranging from AIS, extended day services in ELA, additional support from the ESL teacher, and participation in our ELL Success Academy that uses Achieve3000, Destination Math, and small-group instruction that not only builds skills for taking the NYSESLAT, but uses targeted instruction and differentiated strategies.

d. Long-Term ELLs receive additional support, as they are the most diverse of our learners and are the bulk of our ELL population. This population includes our Special Education students, as well as our SIFE. Along with the additional support that 4-6 year ELLs receive, Long-Term ELLs also get native language and ELA instruction in extended day and after-school math/ELA tutoring. Long-Term ELLs are supported specifically by the Long-Term Grant offered by OELL through after school and Saturday programming.

e. ELLs identified as having special needs (and who are not X-Coded as per their IEP) are instructed in small pull-out classes administered by the ESL teacher. These courses target language acquisition while covering grade-appropriate material. After winter break, these students also become part of either the school-day NYSESLAT preparation class or the ELL Success Academy (ELLSA) after school, or both.

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

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

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

Native Language 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.



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?

5. As noted before, our targeted intervention programs include extended day classes centered around ELA or math instruction, as well as an after-school group that focuses also on ELA and math tutoring. Extended day support in ELA focuses on strengthening each student's reading level through small group work and writing on reading. Teachers conference with each individual student to assess progress in fluency, word chunking, and the formation of major themes in the story. Extended day support in math focuses on academic language and the breaking down of word problems into simpler, more accessible language for students. This instruction targets both dual-language and ESL students. SIFE students are placed in a Native Language classes to strengthen their L1 so they can transfer the skills their learn into their L2.

6. ELLs that have reached proficiency on the NYSESLAT received additional support in ELA, monitoring and conferencing with the ESL teacher, as well as testing accommodations for exams.

7. M.S. 223 will continue with ELLSA (ELL Success Academy) as the number of students testing proficient on the NYSESLAT who took part of the program tested out by their 8th grade year. Seeing the effects of Achieve3000 in differentiation and small group instruction, we have expanded the program to monolingual classes that contain students who were previously ELLs.

8. The TBE program at M.S. 223 has been discontinued as per parent selection surveys. There has not been enough demand to open up a class for those requesting a TBE program. Our school community understands that reducing a student's native language does not make them marketable in their future. The Dual Language program has been dedicated to our students progress towards not only being bilingual, but also billiterate and bicultural in order to be successful in our global community. If Program Selections Forms indicate enough interest in a TBE program, we would be obligated to meet that need.

9. ELLs and their parents are fully aware of all the programs available at M.S. 223. Besides parent newsletters, communication from

the ELL Coordinator, and letters sent home about program placement and additional support provided during and after school hours. ELLs partake in Academic Intervention Services where different content area teachers tutor students that are falling behind in various subject areas. Extended day service includes Native Language and ESL support, and are provided three days a week. These classes focus on language acquisition through the uses of QTEL strategies, Achieve3000, and the use of Teachers College reading assessments.

10. Instructional materials are an important part of language acquisition at M.S. 223. Native Language and L2 skills are developed through the use of Achieve3000, a website by which students log in and receive daily relevant news articles. The articles, while covering the same story, vary in difficulty and we are able to differentiate instruction because of this. After reading the articles, students answer multiple choice questions, take part in a survey, and ultimately develop their ideas from the article into a fully developed essay. Content-area materials, like *Ciencia Asombrosa* Picture Window Books and *Ciencias de Glencoe*, are used within the science classrooms in order to target learners at varying levels. The former is geared towards lower level readers while the latter has an emphasis on academic language. Newcomers and low-proficiency students are placed in a class in which the Wilson Reading Program is used. Students start their classes with word-sound charts and sightwords, gradually moving towards multi-syllable words and full sentences. After students have mastered these, they go on to reading short stories in their Wilson Student Workbooks, and share out main ideas through small group conversations and writing prompts. Starfall.com is a website that ELLs at M.S. 223 use in their pull-out classrooms that helps their literacy development and phonics skills.

11. Native Language support is an integral part of our ELLs language development. All three Dual Language classes take Native Language Arts for grammar-instruction and essay building, but during the rest of the school day, half of their classes are taken in Spanish, the other half in English. The ESL program focuses on Native Language support through cultural awareness through a bilingual library that is leveled according to the Teacher College assessment model. Students are tracked through the year through this assessment and also a preliminary, mid-year, and end of year assessment on Achieve3000 in both English and Spanish.

12. All our materials are age and level appropriate. M.S. 223 has a committee of teachers that meticulously go through our libraries for not only level accuracy, but also if the content is appropriate for the age of our students. These modifications affect both the English and Spanish libraries throughout the school.

13. Newly enrolled students are invited into Summer Bridge Program where they get an opportunity to meet other students while at the same time receiving instructional support that will guide them through their first year at M.S. 223. This program is run by content area monolingual teachers as well as Dual Language instructors in order to guide our ELLs through their transition into our school.

14. At this time no language electives are offered to our middle school students at M.S. 223.

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)?

1. M.S. 223's Dual Language program follows a 60/40 program model as of now; English is used as the dominant language. The goal is to progressively shift towards a 50/50 model, so the students progress towards not only being bilingual, but biliterate and bicultural.

2. EPs and ELLs are integrated for all of the instructional day. Science, technology, social studies, and Native Language Arts are conducted in Spanish, while math, and English Language Arts are taught in English.

3. All grades receive science, technology, and social studies instruction in Spanish.

4. The Dual Language model used at M.S. 223 is self-contained for the exception of gym.

5. While both Spanish and English are taught at the same time, Spanish Native Language Arts is taught to strengthen the L1 for native speakers and L2 development for English Proficient students.

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.

1. Professional Development is a priority at M.S. 223. All ELL personnel at the school are involved in PD, whether it is attending or leading. The products of our professional development group this year will focusing be intensive interdisciplinary planning, which will have an immediate impact on ELLs and EP students by creating a common vocabulary to be used across the school day. Study groups are led by faculty members that meet after school to plan and discuss what the needs of our students and teachers are in order to best support them.

2. To help our 6th grade teachers of ELLs, the ESL teacher provides them with NYSESLAT scores and conducts reading assessments with the students to help their teachers understand where they are in their acquisition of language. At the end of 8th grade, the ESL teacher works with the school guidance counselor to make sure the ELLs are choosing the appropriate high school that will offer them the support that they need.

3. All staff members are offered at least 7.5 hours of training at the commencement of the year and through the fall. The ELL coordinator provides information about the specific students who are identified as LEP and teachers are provided information on what models are available for students and families as well as best practices for working with ELLs and their testing modifications and relevant data. Staff receive weekly updates about training offered both inhouse, and by the DOE and other organizations throughout the city.

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?

1. There are a number of structures in place that help to ensure that parents are aware of the program choices available for their child. The Home Language Identification Survey is given to new student admits and their guardians, to be completed upon enrollment in the school system. According to HLIS the ESL teacher verifies whether or not the student should take the LAB-R. If the LAB-R is taken, the guardian is notified of their score and whether or not they require ELL services. There is a fall open house for all parents, where they receive information about the different programs offered and where Program Selection Forms are distributed.

2. The parent coordinator at M.S. 223 works with the Parent Association to provide families with information regarding important school events, local events and programs (usually free of charge for families), and making sure that our school community has way to effectively communicate concerns or questions between home and school.

3. Parent needs are evaluated by surveys that are sent home by content area teachers throughout the year. Formal parent-teacher conferences at the end of each marking period are also a way that teachers of ELLs and the ESL teacher/ELL coordinator are able to communicate with parents as to how to best help their families. The school also analyzes the learning environment survey administered by the DOE on an annual basis.

4. Parent activities range from high school information sessions, writing/reading celebrations, and programs that promote our schools values. At the beginning of the year we work in collaboration with Computers for Youth, a program that ensures that all incoming 6th graders receive a desktop computer, free of charge. Teachers at M.S. 223 participate in the event where they guide parents in the installation and use of their new computer.

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)							3		2					5
Intermediate(I)							7	3	1					11

Advanced (A)							15	16	1					32
Total	0	0	0	0	0	0	25	19	4	0	0	0	0	48

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	0				
	I							1	0	0				
	A							11	14	1				
	P							11	5	2				
READING/ WRITING	B							1	0	1				
	I							6	3	1				
	A							13	13	1				
	P							3	3	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	9	4	1	21
7	8	10	1	0	19
8	2	0	0	0	2
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		10		5		4		22
7	3		5		4		7		19
8	2		0		0		0		2
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		9		3		0		15

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	13		2		1		9		25
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 <u>Int. Algeb</u>	5		1	
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)		8	9	4	2	10	22	8

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

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

1. At M.S. 223 we use a variety of tools to assess the literacy skills of our ELLs. With our newcomers, we use the Spanish DRA to assess their L1 abilities, as well as the ALLD to screen SIFE students. Although we do a beginning of year, midyear, and end of year reading assessment for all students, our ELLs receive additional reading assessments using the Teachers College Reading and Writing Project model throughout the entire year. The reason for this is that over 70% of incoming 6th grade ELL students are a year or more behind in their reading on Fountas and Pinnell levels when they start school in September. In order to see growth in reading, students who have deficiencies in reading need to be assessed more frequently. The ESL teacher (in collaboration with ELA teachers) assesses each individual student according to their level and reading calendars that students fill out in order to know when they need to be tested by a teacher. Once we know each student's reading level, TCRWP also provides targeted instruction at each "band" of levels. Reading levels are grouped according to what the students will encounter at each level. These can range from basic information a reader should understand from the book (setting, characters, mood,) to higher level thinking which leads students to develop questions about the characters and themes independently by tracking clues and metaphors the author is alluding to in their respective stories. Because of the reading data we have collected at the beginning of this school year, ESL, Dual Language, and Monolingual teachers have set up small groups in their classrooms based on the reading levels of their students. This has allowed for teachers to target instruction and design materials that are differentiated and appropriate to each student's needs and abilities.

2. The data patterns across proficiency levels reveal a changing trend. This past school year, the bulk of our last year 7th grade ELLs tested out and most of our ELLs are now in the 6th grade. ELLs from the previous year were stagnant in their NYSESLAT scores at 7th and 8th grades. For the exception of one student, all of our Advanced ELLs are in the 6th and 7th grades. This information has led to the creation of two collaborative periods for the ESL teacher to meet with teachers of ELLs in these two grades to make sure that student needs are met and that instruction is targeted and appropriate.

3. Taking notice of the modalities, instructional decisions need to be made taking into account the disparity between listening/speaking scores and reading/writing scores. It is the 6th/7th grade ELLs that comprise the biggest group of students who are testing at Advanced. While we were successful this past year in testing out our new 8th graders, we want to be able to do the same for our lower grades, so that they do not become Long-Term ELLs. The majority of those ELLs are in our Dual Language Program and we have changed our NLA model in order to best support their L1 in order to bridge the language gap for these students. NLA is now level appropriate, meaning that across the three grade spans, there is a Beginner, Intermediate, and Advanced NLA class. Based on student performance on the reading and writing of the NYSESLAT, and how it correlated to performance in the same modalities in Spanish, we wanted to ensure that our ELLs had the same foundation and support for both languages.

4. Examining Student Results in Each Program

a. Examining student results, we have noticed that ELA scores for most ELLs are either at 1 or 2, with only one student scoring a 4. There is a shift with the math exam, with more of the ELLs scoring a 2 or higher on the exam. While it wasn't a significant difference, most the 6th grade ELLs scored a 4 on the exam. Since the ELA exam last year was altered, we hope to see a change in scores for this year, based on small group work focused on reading bands and the change in our NLA format.

b. The ELL Interim Assessment data is available but not analyzed as closely as possible to identify areas for growth. There is great potential to use the ELL Interim Assessment for ways for ELLs to improve their reading and writing.

mastering the ESL standards. We are preparing our 7th and 8th grade Dual Language students to take the Spanish Regents.

5. Dual Language Program

a. English Proficient students are assessed in the target language (Spanish) through the Direct Reading Assessment (DRA-2).

b. The level of Spanish language proficiency is measured by Lexile Levels from the entrance exam students take on Achieve3000. We also use the Fountas and Pinnell Benchmark Assessment System to organize books into the appropriate guided reading level. The assessments that correlate with each level are also translated and administered to students in Spanish.

c. Our current 7th and 8th grade EPs in our Dual Language program scored above other students in our school and in our district on the Spring 2010 ELA exam, while 8th graders scored well above the city and the state on the same exam. Students in both grades also scored above students across the state, city, and district. While these data is impressive, when analyzing trends over the past three years within the program itself, EP scores in math and ELA have declined. Whether is be a change in the exam itself, or how our program has evolved in the past three years, we need to start focusing on the change within the program so student scores go up across time. We have started addressing these changes through professional development and by joining a network of Dual Language Schools across the city to hold intervisitations to observe how other schools target their ELLs and EPs in the DL model.

6. Programs for ELLs at M.S. 223 are evaluated using measurable data. This is in the form of formal assessments such as the NYSESLAT, ELA, and other State and Citywide exams. Other ways we evaluate students is by the programs that they use, both during school and after school. Achieve3000 and Destination Math have accountability tools that monitor student progress and give us data as to how often students use the program and what activities they are spending the most time on. Besides this, we also give students, parents, and teachers occasional surveys that help us better understand how they learn, what they like/do not like, and most importantly, how to better improve the education of our students.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 223 The Laboratory School of Finance and Tech					
District:	7	DBN:	07X223	School	320700010223	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		91.3	92.6	92.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	146	167	157				
Grade 7	145	155	169				
Grade 8	159	147	161				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	2				
Total	450	469	489				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.2	94.7	97.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	87.2	94.9	96.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	8	17	13

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	14	5	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	30	34	34	Principal Suspensions	105	99	65
# in Collaborative Team Teaching (CTT) Classes	0	10	23	Superintendent Suspensions	20	8	15
Number all others	30	25	23				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	41	0	TBD	Number of Teachers	36	35	34
# in Dual Lang. Programs	20	28	TBD	Number of Administrators and Other Professionals	4	5	5
# receiving ESL services only	18	20	TBD				
# ELLs with IEPs	5	12	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	1

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
	11	2	22	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	19.4	37.1	61.8
				% more than 5 years teaching anywhere	16.7	22.9	29.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	71.0	67.7
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	93.7	93.4
Black or African American	26.2	23.7	27.0				
Hispanic or Latino	72.4	75.3	72.6				
Asian or Native Hawaiian/Other Pacific	0.9	0.9	0.4				
White	0.0	0.2	0.0				
Male	51.1	50.3	48.3				
Female	48.9	49.7	51.7				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated 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**	
All Students	v	v	v			-	
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v				-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v				-	
Student groups making	6	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	78.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	9.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 07X223

All Title I SWP 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:	615,920	23,786	639,706
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,159	238	6,397
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30,795	*	
4. Enter the anticipated 10% set-aside for Professional Development:	61,592	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 93%

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.

Teacher is receiving mentoring, professional development, and taking several university courses to achieve her license.

* 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.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [*Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA*]

The **MS 223 The Laboratory School of Finance and Technology** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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- Parental Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. *[Section 1118- Parental Involvement-(a) Local Educational Agency Policy-(2) Written Policy of ESEA]* This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The **MS 223 The Laboratory School of Finance and Technology** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - MS 223 will use a phone master, mailings, and website to announce the need for parents to participate in crafting this plan
 - MS 223 will use its representative on the CEC to obtain information on the districts parent involvement policy goals
 - MS 223 will use its Parent Association and School Leadership Team meetings to submit and vote on changes in the policy.

2. The **MS 223 The Laboratory School of Finance and Technology** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - MS 223 will survey parents about their opinions on improving MS 223
 - MS 223 will use its parent coordinator to participate with Parents on school walkthroughs to learn about instructional goals.
 - MS 223 will place the results of these observations as part of its CEP and School Wide Plan.

3. The **MS 223 The Laboratory School of Finance and Technology** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: **(Title I School Wide Plan)** by:
 - Setting aside 1% for parental involvement
 - Participation with parents elected members on the school leadership plan
 - Coordinating workshops to discuss the role of Title I funds and how they can be implemented.

4. The **MS 223 The Laboratory School of Finance and Technology** 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 the quality of its Title I, Part A program. 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.

5. The **MS 223 The Laboratory School of Finance and Technology** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - 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; workshops that help parents support their children's academic development. Outside consultants workshops on social and emotional issues in adolescence. Coordinating an open door policy with the Parent Coordinator to visit classrooms and view lessons in action. Helping to coordinate elections for participation in the school leadership team and using mailings, school website, and phone master.

- the State’s academic content standards;
 - the State’s student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child’s progress; and
 - how to work with educators.
-
- 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: utilizing the parent coordinator to give workshops, teachers to conduct monthly workshops and classroom celebrations that discuss how to improve reading. Obtain outside consultants to assist with providing parent workshops.

 - The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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: utilizing the school website to promote school activities, utilizing the parent phone and mailings to increase parent communication.

 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with School-Wide Programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by: posting mailings, increasing the use of the website and district events as well as using CBOs such as Young Athletes Inc. to promote programming.

 - 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 Title I 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: through mailings and the school website.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: 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- *Parental Involvement- (e)Building Capacity for Involvement of the ESEA*:

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- participating in interviewing student candidates and teacher candidates;
- providing 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;
- paying 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;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging 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;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

PART IV ADOPTION

NOTE: This adoption may be placed on paper with the school heading. The School/Parent Compact may be included. It may also contain a tear-off sheet for parents to sign that they have received the Policy and the School-Parent Compact and serve as documentation of the school's parental involvement outreach.

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by after school programming, Saturday programming and additional AIS programming. Specific evidence used to assert programming existence will be attendance sheets for each club.

This policy was adopted by the **MS 223 The Laboratory School of Finance and Technology** on **09/19/10** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 11/02/10

MS 223 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- Parental Involvement- (b) School Parental Involvement Policy 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.

NOTE: Schools and parents may use the sample template below as a framework for the information to be included in their School-Parent Compact. Schools and parents are not required to follow this sample template or framework. If they do use the template and include all of the **bolded items** listed under "Required School-Parent Compact Provisions" below, they will have incorporated all of the information required by *Section 1118- Parental Involvement (d)-Shared Responsibilities For High Student Academic Achievement* into their School-Parent 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.

SCHOOL-PARENT COMPACT

The **MS 223-The Laboratory School of Finance and Technology** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The **MS 223-The Laboratory School of Finance and Technology** will:

- **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:**
 - **small class sizes**
 - **an integrative curriculum**
 - **themes of finance and technology**
 - **leadership classes**
 - **cross-curricular planning and collaboration amongst teachers**
 - **small group tutoring sessions**
- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held**
 - **November 16, 2010**
 - **February 17, 2011**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - **Progress Reports sent home at least 4 times a year**
 - **Quarterly Report Cards sent home with students**
 - **Phone calls from teachers**

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - By phone
 - By email
 - By appointment for meetings
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - Through coordination with the Parent Coordinator

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- *volunteering in my child’s classroom;*
- *participating, as appropriate, in decisions relating to my children’s education;*
- *promoting positive use of my child’s extracurricular time;*
- *participating in school activities on a regular basis;*
- *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;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*

- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement;*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

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

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

MS 223-The Laboratory School of Finance and Technology will:

- involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- 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;
- 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;
- 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.
- 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. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, MS 223-The Laboratory School of Finance and Technology will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;
- notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

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.

Please see CEP page 10 which describes a needs assessment based on performance indicators of children in relation to the State academic content and student academic achievement standards.

In addition, we will conduct three types of assessment activities in order to design an effective educational plan. First, we will utilize the Learning Environment Survey and Quality Review to get feedback about our current programs and look for ways to improve our school. Second, the School Leadership Team and instructional cabinet will conduct walkthroughs of classrooms to evaluate whether

we are meeting our goals and to determine what areas we need to improve. Third, the staff will use State test scores and periodic assessments and classroom level data to gauge performance levels and address students' needs.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The strengths of our school lie in instruction and a holistic emphasis of school themes. Teachers across collaborate to create learning experiences that are interdisciplinary and experiential. The content areas incorporate English Language Arts and Math standards into instruction. Teachers observe each other, use prep periods to plan together and team teach. The teachers are motivated and young and therefore eager to take advantage of many different professional development opportunities including Schools Attuned, Wilson, AUSSIE and Teachers College Readers and Writers Project. Teachers use technology, outside speakers and hands-on projects to engage students in experiential learning within the classroom. At MS 223 we expect our children to be prepared for an age of information technology and global commerce.

The school themes of technology and finance are pervasive. There exists a school-wide economy where students may save, invest and spend "school bucks" they earn through hard work and good citizenship. Exposure to these concepts and global trends are accomplished through work in collaborative groups and partnerships with universities, businesses, and other local schools using hands-on investigations. Through collaborative relationships with New York University, the Federal Reserve Bank of New York and local businesses, students will be able to explore and merge their many interests, talents, and ideas in a risk-free atmosphere that engages every child. At MS 223 it is vital that we focus on increasing our student engagement and academic rigor. Many students at MS 223 are below grade level and need extra resources including small group instruction and academic intervention services in order to meet basic academic requirements.

In order to engage students in all areas of instruction and to prepare students for a professional future, it is important to continue to incorporate technology into every classroom. Since many of our teachers are new to the profession, numerous professional development opportunities are essential. It is the goal our school to meet the social and emotional needs of our students as well as their academic ones. We have developed a leadership program to help students who have faced challenges getting along with other students and teachers. The goal of the program is to help students make better choices when faced with challenging situations.

Major Initiatives

Lower Staff to Student Ratio

We would like to increase the number of staff to improve instruction. Currently our class sizes are 28 students in a class. We believe that classes with two teachers whenever possible will allow teachers to differentiate instruction, provide intensive skill development and on-going assessment. A major component of our English Language Arts curriculum requires conferring with students and

providing individual conferences. Smaller class sizes will provide teachers more opportunities to individually engage readers and writers. Our Mathematics curriculum also requires learning centers. Creating opportunities for pushing in teachers and collaborating to help smaller groups of students will help us reach more students on a deeper level.

Enriched and Accelerated Curriculum

Our goal is to provide quality engaging instruction to students who are approaching, meeting and exceeding grade level. With this in mind we have incorporated a number of efforts to enhance our curriculum and accelerate programs for students that are prepared for the increased rigor. We have created courses in math and science with the goal of preparing students for the integrated algebra Regents examination. We want students to be able to enter high school with some credits already accumulated in order to eliminate required courses or take more challenging courses in high school. We have also begun a dual language program that will enable students to be able to read write and speak in both English and Spanish. By the 8th grade, we would like the students to take and pass the Spanish foreign language Regents examination.

Meeting Needs of All Learners

We believe in educating and motivating all students regardless of learning level. To that end, MS 223 has created a school wide management program that teaches economic skills such as savings, trading, and supply and demand. The “school bucks” program has evolved into a school bank, school store, and incentive to improve achievement in class. Students also participate in technology courses daily where they acquire and sharpen the skills to be successful in the 21st century and expand their knowledge of technology. These programs are available to general education students, special education students and English language learners.

The school will develop the following Academic Intervention Service programs:

- After School Enrichment Program – seeks to address remediation in literacy and mathematics.
- Saturday Academy – seeks to expose our students to various careers while, embedded a literacy and mathematics focus in the instruction.
- After School Clubs – programs including gardening, sculpture, chess and checkers, and murals are organized to attract all levels of learners and develop higher order thinking and problem solving skills.
- MS 223 Sports League – will use sports as a motivation to get students involved with the tutoring program on Saturday.

Teachers will work with students after school and on Saturday in small group settings. Teachers and students will share literacy strategies, apply the skills to real text, respond by using focused writing tasks and listen to stories for specific purposes. Students will be assessed at the beginning of the program and are expected to make gains of 1 grade by the end of the program. In addition ELL students will meet in an intensive Language Center to increase their content area knowledge and academic language skills. Instruction will focus on academic language in content areas, specifically science, social studies, and mathematics.

- 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.

MS 223 will create after school programs that extend the school day from 2pm to 5:30pm. We will accomplish this task by collaborating with our after school partners to provide learning experiences utilizing sports, arts, career, and media to improve student outcomes beyond the school day.

- Help provide an enriched and accelerated curriculum.

MS 223 will provide regents courses, an accelerated math program and a dual language program to provide increase academic rigor.

- Meet the educational needs of historically underserved populations.

MS 223 will provide academically enriched courses, culturally relevant materials, and college experiences to meet the needs of our underserved students.

- 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.

MS 223 will create mentoring and advisory periods, financial literacy classes, and units on how to pick high schools to address the needs of all students.

- Are consistent with and are designed to implement State and local improvement, if any.

MS 223 faculty will be participating in inquiry teams and common core standards PD to become more consistent with state and local improvement efforts.

3. Instruction by highly qualified staff.

Our staff is highly qualified. The majority of our teachers have advanced professional degrees and increasing years of experience. In 2008-2009, 100% of core classes were taught by highly qualified teachers. In addition, over 80% of staff members had a master's degree. A growing number of teachers have multiple certifications and professional degrees including a few that have two or three masters degrees.

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.

We have a full time and literacy coach who provides onsite intensive professional development. The coach also creates instructional lab sites in our school to display model instruction and to showcase best practices and innovative teaching methods. We also contract a literacy expert from Teachers College to model the Workshop Model and lesson study with our English language arts teachers. In addition, we contract an AUSSIE math expert to coach our teachers in math pedagogy. We also have our Science Teachers enrolled in a program called Urban Advantage that helps teachers develop professional through lesson study, project coordination, and resource management. We have registered our technology teachers for the NYSCATE annual conference when possible.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

To attract high-quality teachers we reach out by hosting open houses to educators. We participate in district hiring fairs and post vacancies on our school website as well as on the Open Market Transfer System. We also utilize the non-profits Teach for America

and the New York City Teaching Fellows. These strategies have proved highly successful to date but we are constantly searching for new ways to attract high quality, highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator is creating a program of workshops that addresses this need. We also partner with adult education programs to help our students' parents to get the services they need.

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.

N/A

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 provided with the latest standardized test data on their students and empowered to utilize this data to improve instruction through the use of collaborative professional development sessions. Teachers also meet on a regular basis in subject teams to discuss the best methods of assessment and ways to use this information to improve instruction. Teachers also have access to all of the student and school wide data systems, such as ARIS, Acuity and TCRWP Assessment Data.

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.

Our students who experience difficulty mastering the proficient or advanced levels of academic achievement stay after school three days per week for 50 minutes each day. During this time these students are tutored in a favorable teacher to student ratio of less than 10 students per teacher. The focus of our extended day intervention has been either Math or ELA depending on what the student is struggling to learn. On top of our extended day program we offer academic intervention services for a number of students who are in need. This includes individualized instruction with a teacher and less than three students. Students who are also not

submitting work regularly are now placed in a homework club during the 50 minute extended day program. This time is to monitor student completion with two teachers and to ensure that failure is not an option for students.

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.

MS 223 hosts open houses for our students and their families to welcome them to the school and to meet their teachers. These meetings also serve to reach out to families and offer support receiving services that they may need in one stop. In 2007-08, we began a partnership with Mount Sinai Clinic Health Plus to provide a mental health clinic on site to address the emotional needs of our students with minimal interruption to classroom instruction. We will continue to support and grow that program this year. Finally, MS 223 is partnering with a local agency called Mercy Center to provide opportunities for family members including GED courses, English classes and computer courses.

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” ¹ 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 ² 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	✓			615,920	X	13-19
Title I, Part A (ARRA)	Federal	✓			23,786	X	13-18

¹ **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.

² **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.

Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal			NA		NA	15-16
Title IV	Federal			NA		NA	16
IDEA	Federal	✓			61230	✓	13-19
Tax Levy	Local	✓			1,893,282	✓	13-19