



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MS 223-THE LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X223 _____

PRINCIPAL: RAMON GONZALEZ **EMAIL:** RGONZAL@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: YOLANDA TORRES _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ramon Gonzalez	*Principal or Designee	
Mary Hallinan	*UFT Chapter Leader or Designee	
Almeta Trammel	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Puja Rao	Member/ UFT	
Carlos Perez	Member/ UFT	
Maziel Concepcion	Member/ UFT	
Tamika Myers	Member/ UFT	
Xiomara Santos	Member/ Parent	
Cheryl Thomas	Member/ Parent	
Maybelline Suarez	Member/ Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, 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.

Comprehensive needs assessment

- The major area of concern at MS 223 is how to increase academic achievement of many of its students, as measured by results on State standardized assessments. The New York State tests in 2011 show that approximately 25% of our students are reaching proficiency in ELA. The 2011 test results show a growth of 62% in ELA. The academic performance of special education and English language learners is a particular concern, as both groups represent a disproportionately high percentage of students performing at level 1 in ELA.
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Instructional strategies/activities

- 90-minute reading and writing block almost 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.
- Development of department inquiry groups to develop teachers in key areas such as talk and vocabulary instruction.
- Development of materials that support interdisciplinary connections, cultural relevance, language acquisition, real-life experiences, and thematic approaches.
- Development and implementation of a cohesive standards-based instructional program using Teachers College Reading and Writing Project support and instructional strategies.
- 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.
- 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.
- 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.
- Fountas and Pinnel Reading Level Assessment: October 2011
- ELA Assessment: November 2011 (ITA)
- Fountas and Pinnel Reading Level Assessment: January 2012
- Predictive Jan. 2012
- Fountas and Pinnel Reading Level Assessment: May 2012
- ELA Assessment: March 2012 (ITA)
- Words Their Way Assessment: October 2011
- Words Their Way Assessment: May 2012

Strategies to increase parental involvement

- MS 223 will survey parents in order to provide support to help their students in ELA at home and provide workshops accordingly
- MS 223 will utilize Jupiter Grades to improve communication with parents on grades, conduct, attendance and also provide quick feedback.
- MS 223 will use its parent coordinator to participate with parents on school walkthroughs at least three times during the school year to learn about the school's instructional goals. MS 223 will place the results of these observations as part of its CEP and School Wide Plan.
- MS 223 will coordinate an open door policy with the Parent Coordinator to visit classrooms and view lessons in action.
- MS 223 will help to coordinate elections for participation in the school leadership team and will use mailings, school website, and phone master to increase parent involvement in student academic achievement.

Strategies for attracting Highly Qualified Teachers (HQT) Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Professional development: weekly meetings with coach, collaborative planning, quick feedback, using teacher data to craft PD plan, teacher college PD, mentoring, action research (inquiry), Spanish language scholarship
- Leadership development and opportunities: teacher leader, dean, special ed coordinator, dual language coordinator, testing coordinator, School Leadership Team Chair, mentors, summer teaching positions, 501c-3.
- Recruitment: Teach For America blast, NY Times advertisement, use of media, interview process, student teacher pipeline, hiring subs to develop as teachers, and demo lessons.
- Incentivizing teaching: celebrations including 5 year apples and awards for attendance.

Service and program coordination Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The federal programs Title I and Title III monies will be used to supplement coaches salaries, supplies and equipment according to the action plan to meet the stated goal in literacy.
- The state learning technology grant will be used to supplement coaches salaries, supplies and equipment according to the action plan to meet the stated goal in ELA

Budget and resources alignment

- SWP I: TCRWP Consultants: \$47,000
- FSF: Per Diems for Out Service PD: \$15,000
- CMSS: Achieve 3000 Access: \$16,000
- FSF: Book Supplies \$50,000

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, 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.

Comprehensive needs assessment

- The major area of concern at MS 223 is how to increase academic achievement of many of its students, as measured by results on State standardized assessments. The New York State tests in 2011 show that approximately 60% of our students are reaching proficiency in Mathematics. The 2011 test results show a growth of 62% in Mathematics. The academic performance of special education and English language learners is a particular concern, as both groups represent a disproportionately high percentage of students performing at level 1 in Mathematics.

Instructional strategies/activities

- 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 of instruction during the week.
- Use of two periods per week of skill building, incorporated in the above schedule.
- 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.
- Maintain collaboration program with Teachers College, NYU, and Bard College and the leadership team and staff to utilize student teachers as an instructional resource.
- Utilize centers to differentiate and target gaps in students understanding.
- 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.
- Accelerated mathematics instruction including Regents level integrated algebra course.
- AIS during the school day for students needing additional help.
- Math department diagnostic: September 2011
- Math ITA: November 2011
- Math Predictive: January 2012
- Math department diagnostic: February 2012
- Math ITA: March 2012
- Math NYS State Exam: April 2012
- Math department diagnostic: June 2012

Strategies to increase parental involvement

- MS 223 will survey parents in order to provide support to help their students in mathematics at home and provide workshops accordingly
- MS 223 will utilize Jupiter Grades to improve communication with parents on grades, conduct, attendance and also provide quick feedback.
- MS 223 will use its parent coordinator to participate with parents on school walkthroughs at least three times during the school year to learn about the school's

instructional goals. MS 223 will place the results of these observations as part of its CEP and School Wide Plan.

- MS 223 will coordinate an open door policy with the Parent Coordinator to visit classrooms and view lessons in action.
- MS 223 will help to coordinate elections for participation in the school leadership team and will use mailings, school website, and phone master to increase parent involvement in student academic achievement.

Strategies for attracting Highly Qualified Teachers (HQT) Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Professional development: weekly meetings with coach, collaborative planning, quick feedback, using teacher data to craft PD plan, teacher college PD, mentoring, action research (inquiry), Spanish language scholarship
- Leadership development and opportunities: teacher leader, dean, special ed coordinator, dual language coordinator, testing coordinator, School Leadership Team Chair, mentors, summer teaching positions, 501c-3.
- Recruitment: Teach For America blast, NY Times advertisement, use of media, interview process, student teacher pipeline, hiring subs to develop as teachers, and demo lessons. Also the recruitment of Teaching Fellows as well.
- Incentivizing teaching: celebrations including 5 year apples and awards for attendance.

Service and program coordination Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The federal programs Title I and Title III monies will be used to supplement coaches salaries, supplies and equipment according to the action plan to meet the stated goal in mathematics
- The state learning technology grant will be used to supplement coaches salaries, supplies and equipment according to the action plan to meet the stated goal in mathematics

Budget and resources alignment

- SWP I: AUSSIE Consultants: \$90,000
- FSF: NCTM Conference: \$3,000
- FSF: Math Manipulatives and Materials: \$15,000

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- 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.

Comprehensive needs assessment

- Analyzed the school annual learning survey across three years and focused on parent data. Found that the areas of safety, expectations, communication, and academic expectations could be improved over three year with targeted intervention strategies.

Instructional strategies/activities

- Inform all parents of school and district-wide activities, regulations, and events via school calendars, student updates and monthly newsletter, The Lab Report.
- Update and maintain the school website in English and Spanish as a means of communication with families.
- Update the family handbook in English and Spanish to share school policies and empower families.
- Utilize phone master to inform families of student absences, workshops, school events, and class trips.
- Engage new families through Computers for Youth Take IT Home workshop.
- Encourage membership in the Parent's Association, School Leadership Team, school and district committees.
- Provide open houses to families as a means of introducing families to their new teachers in September.
- Implement Community Read Day to promote reading at home. All families are encouraged to read on Thursday from 6-8pm.
- Teacher Phone Logs: Ongoing
- Parent Association Meetings: Monthly
- Parent Teacher Conferences: November 2011
- Parent Teacher Conferences: February 2012
- Learning Environment Survey Administration: March 2012
- Learning Environment Survey Results: June 2012
- Utilize Learning Leaders to professionally develop parents.
- Use agenda notebooks, ARIS wake-up calls, Jupiter Grades, IEP annuals and triennials to increase parent communications.

Strategies to increase parental involvement Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

- MS 223 will survey parents on how to foster parental involvement and provide workshops and activities accordingly
- MS 223 will utilize Jupiter Grades to improve communication with parents on grades, conduct, attendance and also provide quick feedback.
- MS 223 will use its parent coordinator to participate with parents on school walkthroughs at least three times during the school year to learn about the school's instructional goals. MS 223 will place the results of these observations as part of its CEP and School Wide Plan.
- MS 223 will coordinate an open door policy with the Parent Coordinator to visit classrooms and view lessons in action.
- MS 223 will help to coordinate elections for participation in the school leadership team and will use mailings, school website, and phone master to increase parent involvement in student academic achievement.

Strategies for attracting Highly Qualified Teachers (HQT) Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Using technology (Jupiter Grades) to increase parent and teacher interaction makes the school more attractive to teachers.
- Using data (learning surveys) to increase parent involvement to make the school more attractive to teachers.
- Using celebrations such as student expos, awards assembly, unit project, arts performances to make the school more attractive to teachers.
- Using mandatory parent outreach to increase parent school relations such as parent teacher conferences, and phone calls.

Service and program coordination Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The federal programs Title I and Title III monies will be used to supplement coaches salaries, supplies and equipment according to the action plan to meet the stated goal in professional development.

Budget and resources alignment

- Title I: Parent Allocation: \$4,450
- FSF: Matching Allocation: \$4,450
- FSF: Parent Coordinator Allocation: \$40,690
- CMSS: Family Handbook Publishing: \$1,000

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- 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 2012, 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.

Comprehensive needs assessment

- Even though MS 223 has a considerable low turnover rate of about 15% compared to area schools of about 20-25%, the rate of teacher turnover is still high. In exit surveys with teachers, MS 223 found that teachers want more strategic professional development, leadership development opportunities and mentoring opportunities as well as quick feedback.

Instructional strategies/activities

- New staff members will participate in an induction at the beginning of the school year.
- A school professional development committee will target areas of interest and need for staff through surveys and review of the CEP, Quality Review and Progress Report.
- The Professional Development Committee will support teachers in learning techniques of facilitation to improve participation in professional learning communities.
- School leaders and teachers will conduct learning walks to identify areas of strength and areas to improve on.
- 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.
- Professional development sessions will incorporate Google Docs as a means of creating an interactive, electronic database of professional development sessions, products and videos.
- Inquiry teams will engage in action research to identify an area of need and identify and implement possible solutions.
- Teachers of ELLs and Special Education students will convene an ongoing study group to identify challenges in instruction and implement research based strategies.
- ELA and Math staff will engage in team meetings during and after school to strengthen and align curriculum by grade level and by department.
- ELA and Math staff will engage in study groups to explore content specific strategies and areas of growth.
- New and returning staff will engage in June planning to reflect on past year and prepare for upcoming year.
- Support and work with Office of Special Education Initiatives to provide professional development and improve services to students with IEPs.
- Support and work with the Bridges to Learning Network in a special education study group for Self-Contained and CTT teachers.
- Planning retreats for our arts program and dual language program for teachers.
- Training and support for advisory program to help students make better choices in small group settings.
- Ongoing mentoring provided for new teachers.
- Goals and Objectives Survey: September 2011 and March 2012
- Professional Development Survey: October 2011, January 2012 and June 2012
- Inquiry Teams in writing and for ELLs and Special Ed students: November 2011
- Teacher Led PD Sessions: October 2011 through June 2012
- ARIS Connect usage

- Teachers College Summer Institute

Strategies to increase parental involvement

- MS 223 will utilize Jupiter Grades to improve communication with parents on grades, conduct, attendance and also provide quick feedback.
- MS 223 will use its parent coordinator to participate with parents on school walkthroughs at least three times during the school year to learn about the school's instructional goals. MS 223 will place the results of these observations as part of its CEP and School Wide Plan.
- MS 223 will coordinate an open door policy with the Parent Coordinator to visit classrooms and view lessons in action.

Strategies for attracting Highly Qualified Teachers (HQT) Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Professional development: weekly meetings with coach, collaborative planning, quick feedback, using teacher data to craft PD plan, teacher college PD, mentoring, action research (inquiry), Spanish language scholarship
- Leadership development and opportunities: teacher leader, dean, special ed coordinator, dual language coordinator, testing coordinator, School Leadership Team Chair, mentors, summer teaching positions, 501c-3.
- Recruitment: Teach For America blast, NY Times advertisement, use of media, interview process, student teacher pipeline, and hiring subs to develop as teachers, and demo lessons.
- Incentivizing teaching: celebrations including 5 year apples, and awards for attendance.

Service and program coordination Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The federal programs Title I and Title III monies will be used to supplement coaches salaries, supplies and equipment according to the action plan to meet the stated goal in professional development.

Budget and resources alignment

- Title I: HQT Funds: \$20,000
- FSF: June Planning Retreat: \$12,000
- FSF: Inquiry Team: \$8,750
- FSF: \$20,000

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2012, principal will have observed each teacher 8 sessions utilizing Kim Marshall's mini-observation tool as measured by the number of mini-observations completed.

Comprehensive needs assessment

- MS 223 has a considerable high turnover rate of about 15% of its staff leave to other positions outside the school. Other schools in the area have a high turnover rate of 20-25%. In exit surveys with teachers, MS 223 found that teachers want more strategic professional development, leadership development opportunities and mentoring opportunities as well as quick feedback.

Instructional strategies/activities

- All staff will receive a copy of Kim Marshall's Rethinking Teacher Supervision and Evaluation. Principal will discuss the mini-observation format.
- Teachers self-assess on selected components of a research-based rubric.
- Professional development committee develops and implements a coherent PD plan for teachers that integrates the selected components of a research-based rubric.
- Mini-observations will begin in the last week of September. Feedback will follow that day with an attached rubric.
- By February 2012, all teachers will have four mini-observations with feedback attached.
- Summary of mini-observations already conducted will be submitted to teachers.
- By June 2012, all teachers will have received 8 mini-observations with feedback attached.

Strategies to increase parental involvement

- MS 223 will use its parent coordinator to participate with parents on school walkthroughs at least three times during the school year to learn about the school's instructional goals. MS 223 will place the results of these observations as part of its CEP and School Wide Plan.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development: weekly meetings with coach, collaborative planning, quick feedback, using teacher data to craft PD plan, teacher college PD, mentoring, action research (inquiry), Spanish language scholarship
- Leadership development and opportunities: teacher leader, dean, special ed coordinator, dual language coordinator, testing coordinator, School Leadership Team Chair, mentors, summer teaching positions, 501c-3.
- Recruitment: Teach For America blast, NY Times advertisement, use of media, interview process, student teacher pipeline, and hiring subs to develop as teachers, and demo lessons.
- Incentivizing teaching: celebrations including 5 year apples, and awards for attendance.

Service and program coordination Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The federal programs Title I and Title III monies will be used to supplement coaches salaries, supplies and equipment according to the action plan to meet the stated goal in professional development.

Budget and resources alignment Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-FSF: \$500 (Books on Marshall's Rethinking Teaching and Supervision)

-FSF: \$7000 (Teacher Trainee Monies)

-FSF: \$14,000 (Monies for annual retreat)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	86	30	0	0	5	0	0	0
7	81	30	0	0	10	0	0	0
8	70	15	0	0	36	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),

3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Students receive academic intervention services in reading and writing in small group sessions that occur during the school day in groups of five or during extended day in groups of five or ten. Students with reading levels below M (using Fountas and Pinnell) receive phonics instruction using Wilson Language System. Students reading above level N receive a combination of fluency and non-fiction reading instruction.
Mathematics	Students receive academic intervention services in mathematics in small group sessions that occur during the school day in groups of five or during extended day in groups of five or ten. Students receive targeted standards based instruction based on data from classroom unit assessments.
Science	Not Applicable
Social Studies	Not Applicable
At-risk Services provided by the Guidance Counselor	Students are engaged in Solution Focused Based Counseling in either small group or individual setting. Miracle Question and Scaling are used as the basic tools to make concrete SMART goals. The services are provided during the school day to students in need of at-risk counseling.
At-risk Services provided by the School Psychologist	Not Applicable
At-risk Services provided by the Social Worker	Not Applicable
At-risk Health-related Services	Not Applicable

INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _07X223_____ **School Name:** ___MS 223 The Laboratory School of Finance and Technology_

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our ELA performance overall and across the middle grades, and specifically within the subgroups of black students, students with disabilities, English language learners and economically disadvantaged students has caused us to be identified as SINI. Our overall levels of proficiency across the school and in these subgroups are not in line with the continually increasing Effective AMO. Students across the subgroups identified and the school overall are not mastering grade level ELA standards for varying reasons, including not receiving enough practice with appropriate grade level texts, mental energy and endurance for a 60 minute reading test, and specific skills such as identifying main idea and supporting details, literary elements and unfamiliar vocabulary, according to the item analysis of 2011 ELA test data. As this is our first year as a SINI school, we anticipate a SQR to take place during this year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Interventions with the goal of improving ELA performance overall and across the cited subgroups are varied but aligned with the same goal of student proficiency. MS 223 will examine the achievement data for the subgroups cited and align our curriculum of English to better reinforce the needs of our students and address NYS learning standards. We will also study and review student work samples to identify the areas that can be improved upon through more explicit teaching and student practice. We also plan to adjust our curriculum to be more aligned with specific grade level standards and ensure that student objectives are measurable and are assessed for mastery on a frequent basis.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

MS 223 has utilized the 10 percent allocation for professional development for an assistant principal position that will supervise academic departments, provide ongoing feedback and connect teachers with resources that will assist them in meeting their individual goals and objectives aligned with the school goals and needs as determined by our NY State Report Card. These interventions from an experienced educator will assist in the efforts to improve performance and remove the school from SINI status.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Effective teacher mentoring is an important component of professional development. MS 223 pairs new teachers up with experienced mentors who spend two period a week with the new teacher, observing their teaching while supporting them through feedback and resources and other timely topics that new teachers will encounter. A full time coach for English language arts will support teachers of reading writing across the school with resources, strategies and feedback to improve teacher effectiveness and student performance.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

MS 223 will communicate with families about our school's identification as in need of improvement in written form through a letter to be distributed in January 2012, and by discussing the topic at a meeting that will be held in January 2012. The written letter home will be available in Spanish as will Spanish translation services during the family meeting.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello Anselmi	District 07	Borough Bronx	School Number 223
School Name MS 223 The Laboratory School of Finance			

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

Principal Ramon Gonzalez	Assistant Principal Eric Lincoln
Coach Heather Burns	Coach type here
ESL Teacher Amanda Palley	Guidance Counselor Margie Amengual
Teacher/Subject Area Silvestre Arcos/Math	Parent type here
Teacher/Subject Area Maziel Concepcion/ELA	Parent Coordinator Wanda Hill
Related Service Provider type here	Other Evette Cifredo
Network Leader Marina Cofield	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	493	Total Number of ELLs	40	ELLs as share of total student population (%)	8.11%
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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 Assistant Principal Eric Lincoln, who is a fluent Spanish speaker and has a Spanish Bilingual Extension application pending with NYSED. An informal interview is also conducted at the same time in either Spanish, or English as necessary by the AP. If there is another language spoken by the family, we will work with the family and Translation and Interpretation to find appropriate translation of the informal interview. If the child is identified as speaking any other language than English at home or if the student's native language is any language other than English, the LAB-R exam is given to the student by the AP in addition to the Spanish LAB for Spanish-speaking students. 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 mandated 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 identifies students before the end of the school year for next. There is an 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 towards the end of September, AP Lincoln, who is a fluent Spanish speaker and has a Spanish Bilingual Extension pending with NYSED, organizes the ELL component of the Family Open House for families new to the city school system. All parents of newly enrolled ELLs are invited to come and Mr. Lincoln 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. These forms should all be completed and updated in ATS by mid October. Parents that are not able to attend are sent these forms along with a letter requesting them to come into the building and to fill them out and complete them. If a program is opened based on parent selection, the school will contact parents by backpacking home letters to inform them of the program availability.

3. Mr. Lincoln 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 includes their Entitlement Letter and a request to come into the school to complete the Parent Survey and Program Selection Forms. Parents who do not hand in the forms within the two week period are called and asked to come to the school to complete the forms in person with Mr. Lincoln.

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 Ms. Palley is able to service these students and collaborate with their teachers. 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 the 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. Copies of Program Placement Letters, Entitlement Letters and Non-Entitlement Letters are maintained in a

binder in the school. Translated documents are provided for families to receive consultation/communication in their native language. When possible, we use resources from the Translation and Interpretation Unit, but we also translate documents in house with assistance from a team of teachers and staff.

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 focus 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. There are currently 13 students in Dual Language and 28 students in ESL. 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. Moving 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	40	Newcomers (ELLs)	4
Special Education	16		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	26

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										
	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	Total
TBE										0
Dual Language	4	1		2	1		6			12
ESL	1			7		5	20		11	28
Total	5	1	0	9	1	5	26	0	11	40
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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	
	EL	EP	EL	EP																
Spanish													6	24	5	25	2	28	13	77
Chinese																			0	0
Russian																			0	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	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	6	24	5	25	2	28	13	77

**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
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): 25

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 4

Asian:

Hispanic/Latino: 86

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	9	7					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	12	9	7	0	0	0	0	28

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. There are several organizational models at MS 223. The Dual Language Program is departmentalized by content area. ESL follows a push-in/pull-out model. Special education ELLs also follow a push in/pull-out model in keeping with their Individualized Education Plan.

b. All program models are heterogeneous, but within each there are subdivisions of proficiency levels. With 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. 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 four days a week, each with a span of at least 45 minutes. Pull-out classes are organized by the same ESL teacher for low proficiency and beginning students. These classes are 45 minutes long and meet three times a week. We also use 9th period for 50 minutes of intensive work in reading, Tuesday through Thursday, for all ELL students. Dual Language students have Native Language Arts 9th period, where they are divided into three groups based on their Spanish language proficiency.

3. All Dual Language Program teachers are fluent Spanish speakers. The Dual Language Program uses the last period of each day to focus on Native Language Arts. Science, technology, and social studies are all taught in Spanish. The ESL instructor uses the students' native languages as a means to build schema and help promote the L1 to make the L2 development stronger. All students, ELLs and non-ELLs,

A. Programming and Scheduling Information

receive 8 periods of ELA and math instruction every week. They receive science, technology, and social studies instruction five days a week. Instruction is grade and content appropriate and instructional strategies are centered around language instruction to support the vocabulary, language features and visuals that appear in classwork.

4. We will ensure ELLs are assessed appropriately in their native language in a few ways. We solicit information from students and families in the spring to determine the best language for assessments. Our testing coordinator collaborates with the Assistant Principal to ensure that students are provided with the assessments that best meet the students' needs. We work with our bilingual certified staff to ensure that summative class assessments are able to assess student content knowledge regardless of language proficiency.

5a. 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 at least three 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 multisensory approach for increasing reading, 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. The ESL teacher conducts a pull-out class for beginner level newcomers that meets at least three 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 same 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, 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. 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.

6. 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 or push-in services. Based on student need, Wilson Reading System instruction is also provided. 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.

7. We have two major initiatives to ensure ELLs with disabilities are serviced in the least restrictive environment. All of our self contained classes are parallel programmed to general education sections for ELA to support students who are ready for a mainstreaming opportunity. Also, pull out sections are designed by reading level and NYSESLAT level, regardless of IEP status.

8. 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 where appropriate so they can transfer the skills they learn into their L2.

9. ELLs that have reached proficiency on the NYSESLAT received additional support in ELA, monitoring and conferencing with their

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

10. MS 223 will continue with ELI SA (ELI Success Academy) as a considerable number of students testing proficient on the

B. Programming and Scheduling Information--Continued

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

8. The TBE program at MS 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 biliterate 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 school, 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 Acehive3000, 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 answers 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 levels 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 though small group conversations and writing prompts.

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. MS 223 provides for credit by examination for 8th grade students in the Dual Language program who take the LOTE Spanish exam and

B. Programming and Scheduling Information--Continued

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B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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 53/47 language breakdown, with English is used as the dominant language. The goal is to be as close to a 50/50 model as possible, so the students progress towards not only being bilingual, but biliterate and bicultural. Students in grades 6-8 receive 38 instructional periods a week, 18 of which are in Spanish and 20 of which are in English.
2. EPs and ELLs are integrated for nearly all of the instructional day. Science (5 periods), technology (5 periods), social studies (5 periods), and Spanish Language Arts (3 periods) are conducted in Spanish, while math (8 periods), English Language Arts (8 periods), art (2 periods) and physical education (2 periods) are taught in English. The ESL teacher will work with specific groups of ELLs during English language arts class based on the content and the pacing for the class.
3. Language use is separated by subject for our students in all grade levels through the program. 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, where students are integrated with non Dual Language classes. Students are also taught in grade specific classes with the exception of Spanish Language Arts, where students are grouped by level of Spanish language proficiency (beginner, intermediate, advanced).
5. While both Spanish and English are taught at the same time, Spanish Language Arts is taught to strengthen the L1 for native speakers and L2 development for English Proficient students. Where absolutely necessary in content area classes, some sequential scaffolding will be provided but that is the rare exception.

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 MS 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. All staff members including administrators, bilingual and ESL teachers, subject area teachers, paraprofessionals, counselors and speech teachers in 2011-2012 will participate in a faculty book club, one group of which will focus on the specific needs of ELLs. These groups will read and connect the text to the school's context, and share these findings with the entire staff. The texts will be read during the fall and winter and presented in late winter to the entire school community. Our school secretary and our parent coordinator participate in annual trainings from OELL to support and provide accurate information to families of ELLs regarding placement and program choice, services provided to ELLs and Title III and other enrichment opportunities as well during the school year and the summer.

2. All incoming students to MS 223 are invited to a summer orientation program for three weeks in July and August. Teachers are provided with the names of ELL students by the AP to identify them early and work to support them effectively as they transition to middle school. Groupings of classes to effectively service all students are also determined at this time. Staff members are reminded of the procedures for new ELLs to New York City schools to ensure that all students are accurately identified and placed. In the fall, the ESL teacher provides teachers of ELLs 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 based on their proficiency level and available programs for students.

3. All staff members are offered at least 7.5 hours of training during the year. The ESL teacher 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 members receive frequent updates about training offered both in house, and by the DOE and other organizations throughout the city.

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

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 Assistant Principal 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 MS 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 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 CFY, a program that ensures that all incoming 6th graders receive a desktop computer, free of charge. Teachers at MS 223 participate in the event where they guide parents in the installation and use of their new computer.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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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. MS 223 provides for credit by examination for 8th grade students in the Dual Language program who take the LOTE Spanish exam and

B. Programming and Scheduling Information--Continued

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

8. The TBE program at MS 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 biliterate 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.

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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 53/47 language breakdown, with English is used as the dominant language. The goal is to be as close to a 50/50 model as possible, so the students progress towards not only being bilingual, but biliterate and bicultural. Students in grades 6-8 receive 38 instructional periods a week, 18 of which are in Spanish and 20 of which are in English.

2. EPs and ELLs are integrated for nearly all of the instructional day. Science (5 periods), technology (5 periods), social studies (5 periods), and Spanish Language Arts (3 periods) are conducted in Spanish, while math (8 periods), English Language Arts (8 periods), art (2 periods) and physical education (2 periods) are taught in English. The ESL teacher will work with specific groups of ELLs during English language arts class based on the content and the pacing for the class.

3. Language use is separated by subject for our students in all grade levels through the program. 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, where students are integrated with non Dual Language classes. Students are also taught in grade specific classes with the exception of Spanish Language Arts, where students are grouped by level of Spanish language proficiency (beginner, intermediate, advanced).

5. While both Spanish and English are taught at the same time, Spanish Language Arts is taught to strengthen the L1 for native speakers and L2 development for English Proficient students. Where absolutely necessary in content area classes, some sequential scaffolding will be provided but that is the rare exception.

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 MS 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. All staff members including administrators, bilingual and ESL teachers, subject area teachers, paraprofessionals, counselors and speech teachers in 2011-2012 will participate in a faculty book club, one group of which will focus on the specific needs of ELLs. These groups will read and connect the text to the school's context, and share these findings with the entire staff. The texts will be read during the fall and winter and presented in late winter to the entire school community. Our school secretary and our parent coordinator participate in annual trainings from OELL to support and provide accurate information to families of ELLs regarding placement and program choice, services provided to ELLs and Title III and other enrichment opportunities as well during the school year and the summer.

2. All incoming students to MS 223 are invited to a summer orientation program for three weeks in July and August. Teachers are provided with the names of ELL students by the AP to identify them early and work to support them effectively as they transition to middle school. Groupings of classes to effectively service all students are also determined at this time. Staff members are reminded of the procedures for new ELLs to New York City schools to ensure that all students are accurately identified and placed. In the fall, the ESL teacher provides teachers of ELLs 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 based on their proficiency level and available programs for students.

3. All staff members are offered at least 7.5 hours of training during the year. The ESL teacher 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 members receive frequent updates about training offered both in house, and by the DOE and other organizations throughout the city.

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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 Assistant Principal 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 MS 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 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 CFY, a program that ensures that all incoming 6th graders receive a desktop computer, free of charge. Teachers at MS 223 participate in the event where they guide parents in the installation and use of their new computer.

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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)							2	1	1					4
Intermediate(I)							6	5	3					14
Advanced (A)							10	8	5					23
Total	0	0	0	0	0	0	18	14	9	0	0	0	0	41

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	12	2	0	18
7	5	12	2	0	19
8	2	2	0	0	4
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	0	1	5	0	9	0	4	0	19
7	2	0	9	0	6	0	3	0	20
8	1	2	3	0	0	0	0	0	6
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	1	2	1	0	0	0	0	0	4
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	1	0	0	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	0	3	0	2
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	7	6	5	4	8	14	22	25
Chinese Reading Test								

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

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

1. At MS 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

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

School Name: MS 223

School DBN: 07X223

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **07X223** School Name: **The Laboratory School of Finance an**

Cluster: **1** Network: **101**

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 phone master 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 ongoing communication 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 will continue to 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 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 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Laboratory School of Finan	DBN: 07X223
Cluster Leader: Corinne Rello Anselmi	Network Leader: Marina Cofield
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds will be used to support an after school enrichment learning program for ELLs with English acquisition. This program will support approximately 25 students who are not currently participating in other after school programming. The program will run on Tuesday-Thursday from 3:00-5:00 PM. The program will begin in October and run through May. Students who are advanced, intermediate or beginner ELLs in grades 6-8 will be invited to participate. Instruction will be in two groupings and be provided by a certified ESL teacher and a Bilingual certified instructor.

This program will run for 25 weeks with two hour sessions three times 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) 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. 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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: 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 three Mondays from October to May for one 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

Part C: Professional Development

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 the current school year and beyond.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Families of ELLs at MS 223 will receive opportunities to develop their role as their child's most important teacher and advocate. We want families to be able to learn more about the educational journey of their children so they can support them effectively. To do this, we do offer for Dual Language and ESL families workshops for families on similar topics, including but not limited to, the high school admission process, learning about the ELA and NYSESLAT and how to support students for success on these exams with or without a knowledge of English and workshops on using the Achieve3000 program at home with children or on their own. These workshops occur once monthly and are provided by school staff. Written communication is always translated into Spanish and oral translation is available in English and in Spanish by school staff members to ensure the most impact of the resources. Families are invited through flyers and caldnars backpacked home and followed up by phone master calls.

Part E: Budget

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

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 account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		