



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MONTAUK JUNIOR HIGH SCHOOL, IS 223

DBN 20K223

PRINCIPAL: ANDREW FRANK

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SUPERINTENDENT: MS. KARINA COSTANTINO

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
Andrew Frank	*Principal or Designee	
Stacey Lavie	*UFT Chapter Leader or Designee	
Sandra Persuad	*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>)	
	CBO Representative, if applicable	
Sandra Pottinger-Mitchell	Member/ Co-President	
Margaret Rorke	Member/ Treasure	
Marlyn Street	Member/ Secretary	
Tishel Pimento	Member/ Parent	
Noura Megaley	Member/ Parent	
Bina Mancini	Member/ CSA	
Sandy Acquafredda	Member/ UFT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013 10% of ELL students participating in Achieve 3000 Program will increase their lexile score by two grade levels

Comprehensive needs assessment

Based on the performance of the ESL students on the State ELA exam and Periodic Assessments, IS 223 has identified the progress of our ESL population as a primary area of need.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

In order to meet our goal the following measures will be put into place: At start of the school year all ESL and ELA teachers will be paralleled for classes so that the ESL population can be fully mainstreamed. ESL students will be programmed in to the computer lab to work on Achieve 3000 for two to three periods per week. Title III funds will be used for after-school programs for the above identified students which will also include the use of materials from Achieve 3000. Title I funds will be used to reduce class size so that classes can be split for ESL and ELA classes. Professional development will be ongoing for the use of Achieve 3000. Student achievement on Achieve 3000 and periodic assessments will be monitored by administrators, teachers and the literacy coach/data specialist. Teachers will meet in groups to discuss the results of data and adjust their teaching strategies accordingly. ESL teachers will also continue to meet with content area teachers to further develop and embed ESL strategies and questioning techniques in their CCLS units of study.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents are included in the decisions made regarding after-school programs. Suggestions are solicited and implemented and with the help of the Parent

Coordinator ideas are discussed and strategies put into place to help the students both scholastically and behaviorally. An open door policy with administrators and the Principal is in place and communication between parents and teachers is encouraged through the schools use of the collection of email addresses and maintenance of telephone records. Through the many activities conducted by the school, parents, teachers and the administration maintain an ongoing dialog which helps the students and their parents feel part of the school community and the decision making process.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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.

Service and program coordination

- The school has a strict anti-bullying policy which was introduced through assemblies, in class workshops and group discussions with the SAPIS worker and Guidance Counselor. The school's health teacher and all physical education teachers, introduce and teach students about good nutrition and exercise. After school CHAMPS program and the Runners Club also stress nutrition and exercise. Breakfast is served every morning and students are encouraged to eat before they come to Extended Day classes.

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.

Budget and resources alignment

- Title 1, TitleIID and 21st Century Programs are used for funding classes, purchasing materials and providing salaries and professional development for teachers

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 8% of students in our lowest 1/3 will show progress toward achieving proficiency in one targeted skill in ELA and one in Math based on data from Acuity targeted exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This school has identified at least one targeted skill in ELA and one in mathematics for our lowest 1/3rd from State exams and periodic assessment data.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Teachers will become aware of and will remediate for these skills during extended day assignments, after-school programs, as well as, during the school day. IS 223 has purchased materials and programs specific to the needs of the students and particularly to the identified group. Teachers will access data on the students' ability level through current data on the periodic assessment site, classroom exams and homework. Additionally, students will also be offered placement in the appropriate Saturday classes to help meet their goals. Teachers will know if the student has met their goal by accessing Acuity and

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will receive training on how to access current data on their child through the ARIS Parent Link. During Parent-Teacher Conferences held two times per year, parents will be informed about their child's progress and the specific needs of the student. Parents will also be encouraged to use

strategies given to them by the teacher to help their child. Administrators, teachers and the parent coordinator will inform parents of the after-school and Saturday school opportunities. Teachers will make themselves available to parents by communicating with them through letters home, email correspondence and telephone calls, thereby encouraging continued parental involvement in their child's progress.

Budget and resources alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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.

Strategies for attracting Highly Qualified Teachers

- Teachers will participate in ongoing professional development, both from within the school and offered outside the school, designed to strengthen teaching practices and encourage all pedagogues to continue to develop knowledge in their content area
- Ongoing professional development on the use of edPerformance Series and CTB McGraw-Hill Acuity. Teachers will receive further instruction on how to assign skills practice for students on all needed skills, but with a focus on the identified skill in ELA and/ or mathematics
- Teachers will meet and discuss students' progress on targeted skills during weekly curriculum writing
- Highly qualified mathematics and ELA teachers will work with the Literacy Coach and the Lead Math Teacher on strategies for the targeted skills. These math and ELA teachers will then take a leadership role in working with content area teachers on incorporating these successful strategies in their subjects

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.
- Maintaining Breakfast Program so that students receive nutrition needed to function in class

- Encourage students to participate in school sports program to help with self-esteem and physical well-being
- Encourage teachers to refer students who are not meeting educational benchmarks to the Pupil Personnel Team so that interventions can be put into place if needed

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

For the school year 2012-13, principal's effectiveness will be demonstrated through the implementation of Danielson's framework Domain 4 and specifically, components 4a, 4b, 4c, 4e and 4f.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

To better assist teachers and ensure that they meet their potential as professionals and in compliance with Citywide Expectations, IS 223 will focus on that portion of Danielson's Framework which deals with teacher responsibilities as professionals and pedagogues. Teachers will participate in school wide activities, access data, return all necessary paperwork in a timely manner, share best practices, as well as, creating curriculum maps, attend professional developments and help mentor new teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

The administration will provide assistance to new teachers in the development of their pedagogy and professional responsibilities and to any teacher who is in need of assistance and support regardless of their years of teaching. The principal will give teachers an opportunity to meet as colleagues in a set place and at a set time so that teachers may come prepared with questions and materials for discussion. Teachers will be given assignments for their professional periods which are effective and meaningful to the school and which will enhance their leadership capabilities. Administrators will monitor not only teacher pedagogy but their communication with the parents of all the children they teach by checking on logs, records and through discussion with the teacher, students and parents. Teachers will be asked to attend PPT meetings so that they may offer insight into the student's behavior as well as academics. Teachers will be polled and have a venue to discuss matters important to them and the school so that they may be part of the decision making process. Teacher leaders will be selected by the staff in each discipline so that they may represent them at conferences,

professional developments and instructional team meetings. The teacher leaders will turnkey during team meetings and/or lunch and learns.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

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. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies to increase parental involvement

- Principal will meet parents to discuss school policy at the beginning of Parent Teacher Conferences, at Parent Association Meetings and during Leadership Meetings
- Principal and/or Administrators will attend all school functions and be prepared to have discussions with parents regarding the needs of their students and the needs of students overall
- Principal will communicate with parents through email, letters home or by telephone regarding all school matters
- Electronic translators and human translators will be available during all meetings with parents
- International Night, the Holiday Festival and Spring Festival will be publicized and attended by the Principal and Administrators

Strategies for attracting Highly Qualified Teachers (HQT)

- Provide ongoing professional development opportunities both within the school environment and outside on Danielson's Framework and its relation to classroom pedagogy
- Creating opportunities for teachers to develop leadership roles in creating and implementing school policy as it pertains to students and instruction
- Keeping an open dialog between administrators and teachers so that a creative, supportive and cooperative environment exists for all school members

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.
- Title I programs which supply additional funds enabling the school to purchase materials which support teachers in classrooms and student learning
- Anti-bullying campaign which enables teachers to teach and students to learn in a stress free and safe environment
- Maintaining a breakfast program which supplies students with the food needed to keep them focused in the classroom
- Sports programs – CHAMPS- which gives students a healthy choice for exercise after school
- 21st Century Programs – giving students a creative outlet so that they can feel successful in other venues, creating self-confidence for classroom successes

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.
- Title I Funding , 21st Century Programs, C.H.A.M.P.S. athletics from Office of Youth and Development.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, parental involvement will have increased by 10% as determined by attendance at PA meetings, school functions and increased email communication

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

IS 223 will foster a true partnership with students' families so that students can learn to their full potential in a safe and academically rigorous environment and parents can feel that they are an integral part of this process and of the school community. This partnership was based on a careful analysis of the needs of the students through data, parent communication and parental assessment on school surveys.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Providing materials and training to help parents work with their children to improve their achievement level; 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; 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; conducting parent-teacher conferences each semester, creating flexible meeting times for parents who cannot attend during scheduled times; translate all critical school documents and provide interpretation during meetings; keeping accurate telephone and email records for ease in communication; conduct parent workshops with topics that are necessary in helping parents deal with a changing educational climate, technology and parenting skills needed to help their children develop educationally, emotionally and healthfully.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

SEE ABOVE

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Budget and resources alignment

- Title 1, and 21st Century Programs are used for funding classes, purchasing materials and providing salaries and professional development for teachers
- 1% of entire budget is allocated to parent involvement.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, teachers participating in weekly team meetings will write two complete CCLS based units of study.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As per City Wide Expectations, teachers of ELA/ESL, Mathematics, Science and Social Studies must create two CCLS units of study. Students will work on these units which will have rigor, be differentiated and which will include a pre and post assessment whose results will be included in portfolios to be used as evidence that the student has done grade quality work.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) Timeline for implementation.

Teachers will meet weekly to discuss, plan and write each unit of study; each unit will include differentiation strategies, rubrics and extension lessons for students on and above grade level on State ELA and Math exams; continued professional development will be provided for teachers by data specialist/literacy coach on the use of data sources, including the use of protocols for looking at students' work; continued professional development will also be provided for teachers on the CCLS and its focus as the driving force in curriculum writing and on differentiation techniques to enable teachers to implement UDL strategies.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your

school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Strategies to increase parental involvement

- Parents will be made aware of their student(s)' progress by email, letters and telephone calls from teachers and administrators
- Parents will be encouraged to attend Open School Night and to participate in PA activities. Statistics show that parents who feel welcomed in schools participate more and their children achieve higher scores.
- Parents will have the opportunity to attend classes to learn English so that they can assist their children with homework and better communicate with teachers on their child's progress
- Parents will be encouraged to submit an email address so that the teacher can forward them materials such as homework, test scores, resources and questions for discussion from curriculum maps and units of study

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

5% of total budget is used for professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- provide translations in Spanish and Chinese with the assistance of translation units
- 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 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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 .

A. School Information 

Cluster Leader/Network Leader Jose Ruiz/ Debra Van Nostrand	District 20	Borough Brooklyn	School Number 223
School Name IS 223-Montauk JHS			

B. Language Allocation Policy Team Composition 

Principal Andrew Frank	Assistant Principal Bina Mancini
Coach Elizabeth Sorrentino	Coach type here
ESL Teacher Aaron Oberstein	Guidance Counselor Beatriz Lampon
Teacher/Subject Area Reva Alpert, Spec Ed. Teacher	Parent
Teacher/Subject Area type here	Parent Coordinator Ismael Aguilar
Related Service Provider Brenda Klein	Other Kevin O'Hanlon, S.E. Superviso
Network Leader Debra Van Nostrand	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	5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special 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	0		

D. School Demographics

Total number of students in school	717	Total Number of ELLs	266	ELLs as share of total student population (%)	37.10%
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Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Part A: Language Allocation Policy (LAP)

I.S. 223

Language Allocation Policy 2011-12 Part I: School ELL Profile

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

Montauk Intermediate School 223, located in Boro Park, Brooklyn, is a locally zoned, urban school with a diverse population of approximately seven hundred and seventeen students. I.S. 223 is divided into two mini academies, which contain grades six through eight. The academies are: The Academy of Artists and Writers, and the Academy of Math and Science. There are 25 classes with an average of 26 students per class per grade. Four of these classes are ICT. In addition, there are four self-contained special education classes. English Language Learners are part of each academy. ELLs make-up approximately 37% of the total school population.

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

I.S. 223 has presently two hundred and sixty-six English Language Learners. Thirty-seven percent (37%) of our total population are ELLs. One hundred and six students are in the sixth grade, seventy-four students are in the seventh grade, and eighty-six students are in the eighth grade. Five certified ESL teachers service our ELLs.

Part II: ELL Identification Process

To ensure that all ELLs are properly identified at registration the following procedure is in place. The pupil accounting secretary contacts the ESL Coordinator or the Assistant Principal in charge of ESL, if the ESL Coordinator is not available. The Home Language Identification Survey is given to the parent in the parent’s native language. If a translator is needed, a staff member speaking the parent’s native language is made available to meet with the parent, and the certified ESL Coordinator or the Assistant Principal during the ELL identification process. After analyzing the home language form, and interviewing the parent and the child, the certified ESL Coordinator determines if the LAB-R should be administered. Students who meet the LAB-R criteria are given the LAB-R exam by the certified ESL Coordinator to determine eligibility. Parents of identified ELLs are informed of student eligibility. For those Spanish speaking students, a Spanish LAB is administered in order to determine the student’s dominant language. Within the first 10 school days of admission the LAB-R is administered, and students are appropriately placed. Parents of students scoring at the proficient level are also informed.

At registration, the amount of instruction a student received in his/her native language is also explored. The Home Language Survey Form completed by the parents in his/her native language is carefully reviewed. Additional information, asked by the ESL Coordinator and/or the Assistant Principal of I.S. 223, regarding student’s literacy level in the native language is answered by the parent at this time. It is important to mention that Part 2 of the HLSF is also carefully analyzed to learn more about the student’s previous

education which will be used for instructional planning. This section is also used to identify Students with Interrupted Formal Education (SIFE). This will assist us in providing additional services to support these SIFE students. I.S. 223 currently has 52 SIFE students.

Entitlement letters are distributed by the ESL Coordinator informing the parents of their child's LAB-R score. Parents of students eligible for ESL services are then invited to attend an ESL Parent Orientation meeting. The ESL Coordinator with the assistance of the Parent Coordinator conducts the meeting. At this meeting, parents are made aware of the various programs public schools have available to English Language Learners. To assist parents in selecting an appropriate program for their child, a video from the Department of Education is shown in their native language, if it is available. If the video is not available in the parent's native language, every effort is made to provide the parent with a translator. After the video is viewed, the ESL Coordinator conducts a discussion regarding the three available programs for ELLs. Parents are encouraged to ask questions about the Bilingual, ESL, and Dual Language Programs. The Parent Survey and Program Selection Forms are distributed and explained at this time. The Parent Survey and Program Selection Forms are in the parent's native language. Parents are asked and encouraged to complete the forms at this time. Parent survey and selection forms are collected at the end of the meeting. For those parents requesting additional time to think about their options, a timeframe is indicated. Parents are encouraged to return the forms as soon as possible so that their child is placed in an appropriate class. Parents who do not return the forms are immediately contacted by the ESL Coordinator or the Parent Coordinator by phone. By contacting them by phone it gives the parents the opportunity to ask additional questions in order for them to be able to make an informed program choice. A letter in the parent's native language and another copy of the forms are sent home if we are not able to reach them by phone. When contacting the parent we also make them aware that if the forms are not returned, the default program for their child is a transitional bilingual program as per CR Part 154. Within ten days of enrollment a placement letter in the parent's native language is distributed by the ESL Coordinator to the parent of the newly enrolled student.

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

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

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

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

For those students who still qualify for ESL services the continued entitlement letters are distributed by the ESL Coordinator at the beginning of the school year. These letters inform parents of the continued services their children will receive. Students who in the spring passed the NYSESLAT exam receive a non-entitlement letter at the same time. The ESL Coordinator keeps track of all the letters that have been distributed. All records are maintained in the ESL Coordinator's office.

Each spring all current and entitled ELLs are given the New York State English as a Second Language Test (NYSESLAT) in order to determine continued eligibility. The ESL supervisor generates an ATS report entitled the RLER to determine NYSESLAT eligibility. During the NYSESLAT testing period, the listening section is administered on the first day, the reading section is given on the second day, and the writing part is given on the third day. The speaking section of the NYSESLAT is given to all our ELLs by our ESL Coordinator and our trained Literacy Coach during the designated speaking testing time. Our ESL teachers and other trained pedagogues administer the NYSESLAT. For those students who have missed any part of the NYSESLAT exam, the parent coordinator calls the home and stresses to the parents the importance of sending their child to school to make-up the part of the exam they have missed. In fact, this procedure is followed for all standardized exams.

In addition to sending placement, entitlement, continued entitlement and non-entitlement letters to parents, IS 223 provided each parent with the results of their child's 2011 NYSESLAT score. These parent reports were provided to us by Questar. A CD containing the individual scores and a school roster report was sent to us. The 2011 scores were used to provide ELLs with ESL instruction as required under CR Part 154.

Part III:ELL Demographics

A. ELL Programs

I.S. 223 has presently two hundred and sixty-six English Language Learners. Two hundred twenty-three (223) of these students are enrolled in our general education classes, and forty-three (43) are special education students. Twelve special education students are in ICT classes and thirty-one (31) students are enrolled in self-contained special education classes as per their IEPs. A total of one hundred forty-one (141) students participate in a free-standing ESL program and one hundred twenty-five (125) students participate in an ESL push-in model.

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

- 6 sixth grade classes -- 6 beginning/intermediate classes and 2 advanced classes
- 5 seventh grade classes - 2 beginning/intermediate classes and 1 advanced class
- 6 eight grade classes - 3 beginning/intermediate and 2 advanced class
- 1 ungraded welcome class

English Language Learners who have recently arrived in New York City are placed in a self-contained "Welcome" class. I.S. 223 currently has one Welcome class. Students are grouped this way so that their needs are most effectively addressed. The goal of this class is to prepare recent arrivals for success in mainstream classes. Students receive intensive English instruction and learn the basic survival skills. Content, such as, social studies and science are introduced to them when they have learned some basic conversational language. Mathematics, art, media, tech assembly and music are already part of their daily classes. The "welcome" class also provides time to acquaint students with American life and orient them to American culture, their new community, and school routines and expectations. Exiting from the program is determined by the student's individual progress, and his/her ability to function adequately in a mainstream class.

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

Ten classes participate in the ESL push-in model. Certified ESL teachers push into four(4) six grade classes, three(3) seventh grade classes, and three(3) 8th grade classes. ESL teachers provide push-in ESL instruction for fifty-one(51) sixth graders, forty-seven(47) seventh graders, and twenty-seven(27) eight grade students. ESL teachers push-in content area and /or ELA classes. For special education students this model is much more educationally sound. These students receive the mandated number of units of ESL as specified in CR Part 154.

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

B. ELL Years of Service and Programs

As stated previously, I.S. 223 has two hundred sixty-six (266) English Language Learners. There are one hundred seventy-five(175) ELLs receiving service 0-3 years, sixty-one(61) ELLs receiving ESL service for 4-6 years, thirty (30) long term ELLs, fifty-two(52) SIFE students, and forty-three(43) Special Education students. Out of 175 students receiving service 0-3 years, 41 are SIFE and 6 are special education students. Those 61 students receiving ESL service for 4-6 years, 11 are SIFE and 22 are special education students. And, for 30 ELLs receiving seven or more years of ESL, 15 are special education students.

C. Home Language Breakdown

The following chart represents the number of students by grade in each language group participating in a Free-Standing English as a Second Language Program:

LANGUAGE	6TH GRADE	7TH GRADE	8TH GRADE
SPANISH	16	28	20
CHINESE	59	18	35
RUSSIAN	2	4	2
BENGALI	8	10	10
URDU	2	1	2
ARABIC	5	2	4
HAITIAN CREOLE	3	2	0
FRENCH	0	0	0
KOREAN	0	0	0
PUNJABI	0	0	0
POLISH	0	0	1
ALBANIAN	0	2	1
OTHER-	11	7	11
TOTAL	106	74	86

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
 X6 X7 X8 9 10 11 12

This school offers (check all that apply):

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	175			61			30			266
Total	175	41	6	61	11	22	30	0	15	266

Number of ELLs in a TBE program who are in alternate placement: 3

Transitional bilingual education program	Yes	No	X	If yes, indicate language(s):
Dual language program	Yes	No	X	If yes, indicate language(s):

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							4	1	2					7
Push-In							4	4	3					11
Total	0	0	0	0	0	0	8	5	5	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	266	Newcomers (ELLs receiving service 0-3 years)	169	Special Education	43
SIFE	52	ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	30

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. [?](#)

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

Ethnic breakdown of EPs (Number):

African-American: __

Asian: __

Hispanic/Latino:

Native American: __

White (Non-Hispanic/Latino): __

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	28	20					64
Chinese							60	18	35					113
Russian							3	4	2					9
Bengali							8	10	10					28
Urdu							3	1	2					6
Arabic							5	2	4					11
Haitian							3	2	0					5
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	1					1
Albanian							0	2	1					3
Other							8	7	11					26
TOTAL														

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?

Part IV: Programming

A total of one hundred forty-one (141) students participate in a free-standing ESL program and one hundred twenty-five (125) students participate in an ESL push-in model. ESL classes are self-contained and are grouped by proficiency level. On each grade, beginning and intermediate ELLs are grouped together and receive 360 minutes per week of ESL service. Advanced students are grouped together and receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. Most of our ESL classes are taught in a ninety-minute block by certified teachers. The workshop model is implemented in all classes creating ample opportunity for students to practice reading, writing and accountable talk, all parts of the ESL and ELA standards. Thematic units are encouraged stressing interdisciplinary projects and immersion learning.

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

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

8th Grade Beginners Level

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

Friday	Math	Math	Technology	Science	Lunch	ESL	SS	Reading Enrich
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8th Intermediate Level

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

8th Advanced Level

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

Content teachers are certified in their subject area and have received the mandated ESL training. Content area instruction is aligned with the core curriculum and taught to ELLs using ESL methodologies. “Sheltered English” is utilized to provide students with extra language and academic support. Teachers scaffold academic language to support students’ participation in content areas. Content area teachers incorporate graphic organizers and visuals to help students to conceptualize the information they need to know. In addition content teachers provide ELLs with the essential vocabulary words needed to comprehend the following day’s lesson. In other words, to set the stage for ELLs teachers are providing them with essential vocabulary and a brief summary of the lesson they are going to learn on the next day. When ELLs report to class the following day they already have an idea of what they are going to learn. This is will assist them in understanding the lesson and will give them the opportunity to come to class prepared to ask questions for clarification.

Content area glossaries are distributed to students to help them learn vocabulary and concepts. In addition, native language texts are made available, if they exist in the student’s language. In the continuing effort to develop literacy skills and academic knowledge, age and grade appropriate high-interest, low-level non-fiction materials are provided to supplement content area curriculum. This allows students to gain a deeper understanding of content information, which leads to English proficiency. This is based on the understanding that proficiency in a second language can best be developed when it is allowed to emerge naturally through the use of functional language for authentic purposes. Additionally, to further concretize concepts for the English Language Learner content area teachers incorporate project based learning activities in their lessons. In many of these activities students use computers to conduct their research and to write their reports. Technology is also used by the teacher to help deliver the content and make it comprehensible to students.

There is on-going articulation between the content area teacher and the ESL teacher in order to provide simultaneous support. At their articulation meetings they discuss ways to improve student performance by looking at data, and looking at students’ work to identify students’ weaknesses and needs. A discussion also takes place in ways the ESL teacher can reinforce content area concepts in the ESL classroom. The extra support provided to content area teachers enables ELLs to access the core concepts and skills of the subject.

Native language support is also provided to ELLs in content areas. All teachers are instructed to encourage ELLs to use their native language. As stated above, native language content materials are distributed to ELLs when possible. ELLs are given a glossary to use the entire school day. They are also assigned a “buddy” to help them understand the lesson. The assigned “buddy” also translates for the limited English speaker his/her responses to classroom tasks and homework assignments for the teacher to assess and evaluate.

In addition, teachers make every effort to translate classroom tasks and exams in the student’s native language. Classroom teachers use an online translator to translate and the teacher displays the various translations on the smart board. They also refer to the NYS Education Department’s assessment website to obtain content area questions from translated content area exams. Our staff members are called upon to translate the responses or the student’s “buddy” translates, if a staff member is not available.

Our school is making every effort to appropriately evaluate students in their native language. However, we are faced with challenges. The online translator translates literally which in some cases, causes confusion.

For state exams, our students are offered the exams in their native language. If the exam does not exist in the student’s native language, we make every effort to provide an oral translator. We found, based on data, that in many cases students who receive a translated version of a state exam or whose exam is orally translated generally do better than ELLs who take the exam in English.

I.S. 223 has identified 52 SIFE students for the 2011-12 school year. There are thirty-three (33) in the sixth grade, seven (7) in the seventh grade, and twelve (12) in the eighth grade. These students receive small group instruction in a morning extended day program as well as a Saturday program. Those students not able to attend the Saturday program participate in the after-school Title III program. The RIGOR (Reading Instructional Goals for Older Readers) and Achieve 3000 is used in the after-school and in the Saturday programs. In these supplemental programs, teachers focus on students’ individual needs in order for them to achieve higher academic standards. Students participating in these programs enhance their abilities in identifying and using reading and listening strategies to make text comprehensible and meaningful.

There are one hundred seventy-five (175) newcomers in our school. They participate in small group morning extended day, after-school and Saturday programs. These programs are geared to maximize English language learning and acquisition. These students are encouraged to continue developing their native language skills which in turn will help them in their second language learning. Native language materials are provided to them, if they are available in the student’s native language. Classroom libraries and our school library have native language materials that will support our ELLs. Native language content glossaries are provided to students as well as content area textbooks in their native language, if available. If native language materials are not available, materials that are age and grade appropriate that match their literacy level are provided to them.

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

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

ELLs receiving service for four to six years and long-term ELLs are mandated to attend our morning extended day program with certified ESL and ELA teachers in order to receive the support they need. Based on their NYSESLAT score, these students need help with their reading and writing. Teachers focus on reading and writing strategies as well as test preparation to ensure they meet the standards. During the regular school day program entitled Achieve 3000 is implemented to assist these students. This differentiated reading program will strengthen students’ literacy skills.

In addition, the assistant principal in charge of ESL closely monitors their progress and meets with the students to discuss difficulties the students are having. She encourages the students to participate in supplemental programs if they are not already participating. The assistant principal meets with teachers to discuss student progress. If they are at-risk, teachers are encouraged to submit their names to the guidance counselor to be discussed at our monthly PPT meetings. PPT members will make suggestions for future interventions.

Our forty-three (43) special needs students receive services according to their IEP. Our ESL teachers push-in self-contained content area classes to provide them with the required ESL service as required under CR Part 154. Our ESL teachers push into classrooms in order to minimize disruption to classroom learning environment. This push-in model provides optimal opportunities to learn content while in their classroom. ESL and Special Education teachers meet to discuss current IEP goals, how to differentiate instruction, and how ESL methodology can best be used in the classroom. In an effort to continue to offer programs to facilitate and foster learning to this specific targeted population, our school provides the Wilson program which is a multi-sensory approach to decoding. In addition, we offer Achieve 3000, another scientifically based research program, which allows teachers to differentiate instruction based on their needs. It is a program that incorporates high interest content topics and technology to assist each student to become proficient in reading and writing. Achieve 3000 addresses the needs of ELLs by building skills in reading, comprehension, vocabulary, and writing.

The special education supervisor and the assistant principal in charge of ESL meet frequently to ensure that all ELLs with special needs are receiving all services mandated on their IEPs. The special education supervisor mandates all teachers to carefully read students' IEPs and to create an "event" on SESIS(Special Education Student Information System). The "event" should state that the teacher has viewed the IEP and he/she understands the contents of the IEP. The special education supervisor has the ability to log on each student's IEP and determine the names of the teachers that read the IEP and created an "event".

In addition, the special education supervisor generates an ATS report entitled SEC on a weekly basis. This report indicates the names of those ELL-SWDs who need ESL services and are designated as needing an alternate para. This is another way we ensure that our ELL-SWDs are receiving mandated services.

ESL providers are required to document daily attendance of all ELL-SWDs they are servicing. Besides documenting attendance, ESL teachers must provide a comment regarding the student's academic performance. This is done on a daily basis on SESIS.

Another way we monitor that all ELLs with special needs are receiving all services mandated on their IEPs is by conducting informal and formal observations.

For ELL-SWDs whose IEP mandates bilingual instruction an alternate para has been assigned to the student. IS 223 currently has 3 students with an alternate para.

Our teachers of ELL-SWDs use many strategies. These strategies are data and CCLS based. The following are in place for our ELL-SWDs:

- At least twice per week ELL-SWDs work on a non-fiction reading program called Achieve 3000. This program uses high interest materials in all content areas from the Associated Press and differentiates by providing the same high interest articles on the student's Lexile level. This enables each student to feel successful and encourages them to increase their Lexile level by giving them the vocabulary training and self esteem to move ahead. The one-to-one support uses technology to help each student's progress towards reading and writing proficiency and the extension lessons create an interdisciplinary connection which concretizes information for ELL students who need to make those connections to acquire vocabulary and knowledge
- The RIGOR Program (Reading Instructional Goals for Older Readers) is used after-school and during Saturday classes. In this program, teachers focus on students' individual needs to help them acquire the academic language needed for success in the content areas. Students participating in this program enhance their abilities in identifying and using reading and listening strategies to make text comprehensible and meaningful
- The zero period morning reading program starts before extended day and is for those students in the 8th grade who need help in reading but are unable to attend after school programs. An ESL teacher introduces classic readings which introduce ELL-SWDs to the American culture as seen through the eyes of writers who were themselves new to America. Vocabulary and writing are the foci of this morning program
- For SWD who are also ELLs, having a safe environment for learning and acquiring new skills and language is very important. Teachers level their assignments and rubrics, and offer students books on their reading level as per IEP requirements. Teachers buddy ELLs with students who share the same language. This allows time for Accountable Talk, debate and questioning affording ELLs the time, and opportunity needed to acquire new vocabulary. With the use of the writing process, ELL-SWDs are able to work with a buddy to create and correct writing that fills their work folders and portfolios with pieces from different genres also giving them the opportunity to acquire academic vocabulary
- The Wilson Program is a phonics/fluency program that gives older students the phonemic awareness needed to understand words

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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

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?

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

IS 223 has targeted ELLs receiving ESL services for three years or more. These are the students we need to focus on because they have not yet tested out of ESL. In order they do not become long term ELLs additional instructional support in ELA, Math, Science, Social Studies is provided via the collaboration among the content area and ESL teachers. Teachers work together to provide more types of hands-on learning experiences. As I mentioned earlier, proficiency in a second language can best be developed when it is allowed to emerge naturally through the use of functional language for authentic purposes. Furthermore, additional services are provided during and after the school day. During the school day, ELLs attend mandated extended day instruction in the content area they are deficient in.

ESL teachers are pushing in classes consisting of students who have been receiving ESL for three years or more to help maximize students' understanding of content. "Sheltered English" is utilized to provide students with extra language and academic support. ESL teachers scaffold academic language and incorporate graphic organizers and visuals to help students to conceptualize the information they need to know. ESL teachers encourage the students to use their glossary and assist them with the learning of new vocabulary words. Throughout the push-in periods the ESL teacher is differentiating instruction.

In order to accelerate the English language development of ELLs, we have implemented a new program entitled "Urban Arts Partnership Story Studio". It is a program provided by our 21st Century grant. Story Studio builds literacy skills through the power of story telling. Story Studio is a rigorous Arts and English Language integration program for middle school students who are recent immigrants or are learning English as a second language. The program uses drawing, painting, collage, storyboarding and simple acting techniques combined with structured reading, writing and vocabulary activities to advance students' proficiency and fluency in usage of the English Language.

Currently we have two six grade classes participating in this program. The two classes are the ungraded "Welcome" class and the other is a class consisting of ELLs receiving ESL for three years or more. Students work with a teaching artist and their classroom teachers to create visual maps for the stories of their lives. These maps get turned into storyboards representing the beginning, middle and end of their personal narratives. Students use visual arts activities to bolster the writing component of their story. This process fosters reading and writing skills while building artistic and academic vocabulary. Through a series of class presentations using basic theater techniques, students practice speaking English in public to others. Infusing theater games into English Language lessons promotes self-confidence and increases both fluency and proficiency.

The project culminates with Story Giants - a story-telling festival which celebrates the work that the students have done over the course of the school year. In front of an audience of their peers, teachers and parents, Story Studio participants will tell their own life stories that they have developed, written and illustrated. In addition to increasing fluency, proficiency, and academic vocabulary, this program values cultural diversity, and youth voices builds community. We look forward to adding more classes every school year.

In the spring, students participate in various residencies. One residency is "Puppetry in Practice" which is a program that promotes

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

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

Those English Language Learners who have reached proficiency continue to receive academic support. They participate in our morning, after-school and Saturday intervention programs. A guidance counselor continues to provide support to ELLs who scored proficiency on the 2010 and 2011 NYSESLAT. At I.S. 223, the guidance counselor meets with the former ELL at least three times a year to determine any social and/or academic difficulties the student may have. Strategies to overcome any obstacles are shared with the student and his/her family. Former ELLs are encouraged to participate in any after-school and/or Saturday programs designed for ELLs. In addition, these students receive the same accommodations on state exams as ELLs. The ELL Accommodations are: Time Extension, separate location, the use of bilingual glossaries, the simultaneous use of English and alternative language editions, oral translation for lower incidence languages, third reading of listening selection, and writing responses in the native language.

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

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

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

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

To prepare students for the NYS ELA, Mathematics, Science, and NYSESLAT exams, I.S. 223 provides extensive sessions focusing on test taking strategies and familiarizing students with test format. These preparatory classes taking place during the morning extended day period, after-school and Saturday programs minimize students' test taking anxiety. I.S. 223 continues to make every effort to provide testing modifications to maximize the students' advantage. For the spring 2011 state exams, oral translations were provided to speakers of the following languages: Polish, Arabic, and Bengali. Speakers of Spanish, Chinese, and Russian received copies of the translated version of the NYS exams. Oral translations and translated versions of exams provide students with the opportunity to successfully demonstrate the content knowledge they have mastered.

This upcoming school-year we will continue to implement the following programs: RIGOR (Reading Instructional Goals for Older Readers), Achieve 3000, and Rosetta Stone. These programs are used during the school day, in the after-school, and/or in the Saturday

programs. RIGOR will be used with ELLs who read at a pre-literate reading level in English. RIGOR, which is a program designed for ELLs, will develop a student's language, literacy and content understanding. Achieve 3000, another scientifically based research program, allows teachers to differentiate instruction based on the needs of ELLs. It is a program that incorporates high interest content topics and technology to assist each student to become proficient in reading and writing. Achieve 3000 addresses the needs of ELLs by building skills in reading, comprehension, vocabulary, and writing. And, the Rosetta Stone language learning computer software will be used with our newcomers.

I.S. 223 will also implement a new Department of Education program entitled "Science Technology Infused Project". This program is designed to strengthen science skills through hands-on project based learning. It will also provide students with "critical thinking skills and strategies to challenge their knowledge of science and technology." Teachers and students will collaboratively work with other schools in the district on creating real world and curriculum based multi-media projects. Four teachers were selected to incorporate this new program. Sixth, seventh, and eighth grade ELLs will participate in this new initiative.

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

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

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

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

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

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

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

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

their children in developing proficiency in the second language.

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

IS 223 does not have a Dual Language Program

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.

Professional Development and Support for School Staff

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

Teachers working with ELLs are all certified teachers. I.S. 223 will continue to provide the mandated 7.5 hours of ESL training as per Jose P to newly assigned staff members working with ELLs. Newly assigned teachers working with ELLs will participate in on-going workshops provided at lunch and learns, academy meeting, department meetings, and faculty meetings. Some of the topics that are explored are: Making Content Comprehensible to ELLs, Adapting Content, Vocabulary Development, Stages of Language Acquisition, Scaffolding strategies, etc. In addition to on-site workshops, an ESL "buddy" is assigned to new teachers of ELLs. The assigned ESL teacher will be available to assist the new teacher with ESL methodologies and ways they can better address the needs of the ELL. ESL teachers sharing the same classes as the newly assigned teacher work together. The pairing of content area teacher with an ESL teacher will provide a sharing of best practices for the ELL. Attendance and agendas are maintained in the office of the Literacy Coach where the assistant principal supervising ESL can monitor and keep track of the required mandated hours.

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

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

For the 2011-12 school-year, an assistant principal and/or ESL teachers will continue to attend ESL workshops provided by the regional office and/or Office of English Language Learners. The information will be turned key to all teachers of ELLs. This will take place either at monthly academy meetings, lunch and learns, department meetings, or on days designated as staff development days by the Department of Education. The days designated by the Department of Education are: September 6, November 8, and June 7. The workshops schedule for 2011-12 school-year will take place as follows:

- ♣ September Danielson's Framework for Teaching
The Art of Questioning- Higher Order Questioning Using Bloom's Taxonomy
- October Using Protocols for Looking at Students' Work
- o November Curriculum Mapping/Rubicon Atlas Training
- December Testing as a Genre: The Language of Testing
- January ELL Data on Periodic Assessments

- February Building Academic Vocabulary
- March Analyzing Student Data to Improve Instruction
- April SESIS for Special Education and ESL Teachers
- May Compiling a Standard's Based Promotional Portfolio in Mathematics and ELA
- June Accessing Curriculum Maps to see what worked and what should be changed

For the 2011-12 school-year ESL teachers meet after school with content area teachers. Teachers meet in their teacher team meetings every Monday. Student work is analyzed, student data is examined, best practices and ESL methodologies are shared, and curriculum is written. The ESL teacher being the expert includes ways to differentiate lessons to better meet the needs of ELLs. As the curriculum is written it will be implemented and modified as needed.

For the seventh consecutive year, IS 223 is implementing a Title IID grant. Title IID recognizes the importance of increasing student achievement through the use of technology. Another goal of Title IID is to ensure that all students are technologically literate. A technology staff developer visits our school and encourages effective integration of technology through teacher training and curriculum development. These on-site training sessions assist teachers in integrating technology into the curriculum to improve student achievement. In preparation for incorporating technology in the classroom, teachers and administrators will continue to attend a series of iTeach/ I Learn training sessions. These workshops provide support and ideas to teachers of all curriculum areas. Some workshops they have attended are: Preparing for a technology rich classroom, Teaching a technology enriched geometry and measurement class, Teaching a technology enriched non-fiction writing class, Technology as an iTeach tool to create lessons, Teaching a technology enriched Egyptian unit, Teaching a technology enriched science investigation lesson, Using a Smart Board to enhance learning and instruction, and Implementing NETTREKKER/United Streaming.

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

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

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

The assistant principal supervising ESL provides staff development to the guidance counselor. The assistant principal shares with the guidance counselor strategies to help ELLs and their families develop English proficiency. In addition, the assistant principal works very closely with the guidance counselor to put into place a support system that assist ELLs as they transition from middle school to high school. The support system that has been put into place is as follows: Eighth grade students attend an assembly program where the guidance counselor thoroughly discusses the application process. A follow-up visit to the classrooms by the counselor, ESL coordinator, and various translators allows ELLs to ask questions in a smaller forum. At this follow-up visit the guidance counselor invites and encourages the ELLs to attend the High School Fair. This year the High School Fair was conducted at our school. Representatives of various high schools attended the fair to explain their programs, and the completion of the high school application was explained again.

Our guidance counselor, who is bilingual and a former ELL, is certainly aware of the challenges faced by ELLs. She, therefore, makes every effort to make that transition as easy and non-threatening as possible. In June the guidance counselor once again conducts another assembly program explaining to students what to expect in high school. She reassures them that high school will be a wonderful experience.

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

At the beginning of the school year all staff members receive professional development on how to effectively work with ELLs. Many techniques and strategies are shared with the staff which will assist them with working with ELLs. The assistant principal supervising the

ESL program also distributes the following information about each ELL: date of admission to the public school system, NYSESLAT scores, student's native language, and student's place of birth. In addition, staff members are provided with pertinent data from standardized exams as well as access to ARIS and Acuity where further data can be obtained. Throughout the school year additional training is provided to the staff to help ensure ELLs make academic progress.

In addition, the staff receives a list of students who currently scored out of ESL. They are made aware that these students are monitored very closely by the guidance counselor. They are encouraged to meet with the guidance counselor and the assistant principal overseeing the ESL program if any of the former ELLs are faced with any difficulties. The staff is well aware that former ELLs are entitled to the same testing accommodations as ELLs this year. Because of the support provided to ELLs and their teachers, 48 ELLs have scored out of the 2011 NYSESLAT.

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?

Parental Involvement

Research has shown that there is a correlation between parental involvement and student success. It is for this belief that we provide parents with many opportunities to get involved in the education of their children. Some activities that we encourage our parents to participate in are: Curriculum night, Parent-Teacher Conferences, monthly Parent Association meetings, and workshops provided by the staff. Some of the workshops we presented to parents of ELLs were on the NYSESLAT, Testing strategies, How to help your child succeed, Promotional Criteria, Helping your child to acquire English, etc. Our community based organization called the 21st Century also provides workshops to parents. The workshops that have been scheduled for the 2011-12 school year and are sponsored by the 21st Century are:

- Multiple Intelligences
- Family Talk: Communicating with your Child
- Tech Tools – Learning the Basics of Using a Computer
- Bullying
- Cyber Safety
- Communicating with Your Child's School
- Academic Success: Test Prep & Homework Help
- High School Search
- ♣ Family Pumpkin Carving
- ♣ Family Jewelry Making
- ♣ Family Card Making
- ♣ Family Resources-

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

Our school is currently looking to purchase an automated phone service to inform parents of important events. The information to be distributed to parents will be translated in their native language. In addition, our school will use this service to keep parents informed of their child's absences.

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

We evaluate the needs of our parents through conversations parents have with our teaching staff, administration, and our parent coordinator. Our parent coordinator plays a pivotal role in the lives of our ELL parents. He has reached out to them to determine what topics of interest they would like to learn more about. In fact, throughout the school year our parents are surveyed to learn more about their specific needs. After we surveyed the parents we learned that parents have concerns about topics such as testing, how to prepare their children for standardized tests, and what supports the school is offering towards their children's success.

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

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

- Translated for them at parent orientation meetings, open school night, parent association meetings, IEP conferences, etc.
- Assisting them with completion of forms. Such as lunch forms, emergency contact cards, health forms, etc.
- Ensuring that all students are covered by health insurance, as specified by the Chancellor's Children's First Initiative.
- Communicating with diversified local agency offices.
- Cooperating with the administration and staff in matters relating to the student's welfare.
- Familiarizing parents with I.S. 223's and/or district 20's initiatives.
- Called parents to inform them that their child has missed a standardized exam and encourages parent to send their child

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

ELLs attending our school for the first time are invited to visit our school with their parents before the school year begins. This allows students to acquaint themselves with the school and parents have the opportunity to learn about the various available academic activities to help their children succeed. Some of these activities are extended day, after-school, and the Saturday program. In addition of the supplemental programs available to their children, their child's instructional program is explained to them, and the expectations for the upcoming school year.

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

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)							16	23	43					82
Intermediate(I)							42	10	20					72
Advanced (A)							48	41	23					112
Total	0	0	0	0	0	0	106	74	86	0	0	0	0	266

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	B							6	5	12				
	I							22	13	19				
	A							58	35	28				
	P							14	15	19				
	B							10	15	35				
	I							37	11	23				
	A							39	36	18				
	P							14	6	2				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	51	31	2	0	84
7	31	21	1	0	53
8	45	20	0	0	65
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	3	22	12	13	24	3	14	99

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Part IV: Assessment Analysis

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

Based on the data, the patterns across proficiency levels indicate that the majority of seventh and eight grade students scored at the beginning level. Thirty-four percent (34%) of seventh graders and fifty-five percent (55%) of eighth graders are beginners. We can attribute this to the influx of newcomers registered at our school last year. The majority of the six grade, on the other hand, scored at the advanced level. Forty-eight percent (48%) of 6th graders are at the advanced level.

An analysis of the 2011 NYSESLAT exam for all grades reveals in a one year comparison that:

- 37% of all ELLs increased across proficiency levels
- 62% of all students scored within the same proficiency level
- 3% of all students showed a decrease in proficiency level

A further breakdown of the 2011 NYSESLAT results revealed the following:

Sixth Grade ELLs

- 54% of 6th grade ELLs increased across proficiency levels
- 45% of 6th grade ELLs scored within the same proficiency levels
- 1% of 6th grade ELLs showed a decrease in proficiency

A further analysis of the 6th grade data indicates that the majority of students increased across proficiency level. For those students that scored at the same level, 31% are SIFE. The 1% of students whose scores decreased is special education students.

Seventh Grade ELLs

- 30% of 7th grade ELLs increased across proficiency levels
- 64% of 7th grade ELLs scored within the same proficiency levels
- 6% of 7th grade ELLs showed a decrease in proficiency

A further analysis of the 7th grade data indicates that the majority of students remained within the same proficiency level. For those students that

scored within the same level and for those students who showed a decrease in proficiency, 13% are SIFE and 22% are special education students

Eighth Grade ELLs

- 22% of 8th grade ELLs increased across proficiency levels
- 81% of 8th grade ELLs scored within the same proficiency levels
- 1% of 8th grade ELLs showed a decrease in proficiency

A further analysis of the 8th grade data indicates that the majority of students remained within the same proficiency level. For those students that scored within the same proficiency level 15% are SIFE and 18% are special education students.

Based on the 2011 New York State NYSESLAT performance data, patterns that emerge clearly demonstrate that students in all grades consistently scored higher in the Listening and Speaking modality. Nineteen 19% of all grades are performing at the proficient level in listening and speaking versus 9% of all students scoring proficient in the reading and writing subtests. Scores from the previous year (2010) confirm the same findings. (22% of all grades scored at the proficient level in listening and speaking and 3% of all grades scored at the proficient level in reading and writing).

In a comparison of 6th grade 2011 listening/speaking with 2011 reading and writing scores, the data shows the following:

NYSESLAT	Modality	Beginning	Intermediate	Advanced	Proficient
2011	Listening/Speaking	6%	22%	57%	14%
	Reading/Writing	10%	37%	39%	14%

There are 19% more beginning and intermediate level students struggling with reading and writing than listening and speaking. At the advanced and proficient level we see a reversal of the figures where there are more students scoring higher in listening and speaking than reading and writing. Data shows that 71% of 6th graders are at the advanced and proficient levels in listening and speaking while only 53% are scoring in the advanced and proficient levels in reading and writing.

The seventh and eighth grade data shows the following:

NYSESLAT	Modality	Beginning	Intermediate	Advanced	Proficient
2011	Listening/Speaking	12%	23%	43%	23%
	Reading/Writing	34%	23%	37%	5%

There are 22% more 7th and 8th grade students at the beginning level in reading and writing than in listening and speaking. At the advanced level we see again a reversal in the trend where there are more students scoring higher in listening and speaking compared to reading and writing. Sixty-six percent (66%) of 7th and 8th grade students are at the advanced and proficient levels in listening and speaking while only 42% are scoring in the advanced and proficient levels in reading and writing.

In summary, patterns across the NYSESLAT modalities indicate that students are deficient in reading and writing. Forty-four (44%) percent of students are at the beginning level, 60% are at the intermediate level, and 76% are at the advanced level. For the speaking and listening modalities, 18% are at the beginning level, 45% are at the intermediate level, and 76% are at the advanced level. From this analysis, one can conclude that the reading and writing modalities must be addressed in order to help these students become more proficient. To address the needs of these students, I.S. 223 will continue to implement the following:

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

Based on our current school progress report, student performance and student progress in ELA show that we are fairing better than our peer schools.

6th Grade ELL Population:

- 52% of sixth grade ELLs scored Level 2 and above (44% scored level 2, and 8% scored level 3)

A comparison to last year's 2010 NYS ELA scores shows:

- 3% increase of students scoring a level 3
- 14% increase of students scoring a level 2
- 17% decrease of students scoring a level 1

These results indicate that 17% of students moved out of level 1 to levels 2 and 3.

7th Grade ELL Population:

- 39% of 7th grade ELLs scored Level 2 and above (37% scored level 2 and 2% scored level 3)

A comparison to last year's 2010 NYS ELA scores shows:

- 2% increase of students scoring a level 3
- 6% decrease of students scoring level 2
- 4% increase of students scoring a level 1. Of these students scoring a level 1, 32% are special education students and 32 % are in the country less than two years.

8th Grade ELL Population:

- 52% of the 8th grade ELLs scored Level 2 and above (44% scored level 2, and 8% scored level 3)

A comparison to last year's 2010 NYS ELA scores shows:

- 6% increase of students who scored level 3.
- 6% decrease of students scoring a level 2
- The percentage of students scoring a level 1 did not increase

These results indicate that 6% of students moved from level 2 to level 3.

Based on our current school progress report, student performance and student progress in Mathematics show that we are fairing better than our peer schools.

6th Grade ELL Population:

- 71% of sixth grade ELLs scored Level 2 and above (35% scored level 2, 25% scored level 3, and 11% scored level 4).

A comparison to last year's 2010 NYS Mathematics scores shows:

- 1% increase of students scoring a level 2 and above (70% 2010 and 71% 2011)

A further breakdown reveals:

- 4% less students scoring a level 2
- 7% more students scoring a level 3
- 2% less students scoring a level 4

7th Grade ELL Population:

- 76% of 7th grade ELLs scored Level 2 and above (37% scored level 2, 23% scored level 3, and 16% scored a level 4)

A comparison to last year's 2010 NYS Mathematics scores shows:

- 2% decrease of students scoring level 2 and above(78% in 2010 and 76% in 2011)

A further breakdown reveals:

- 6% more students scoring a level 2
 - 5% less students scoring a level 3
-

- 3% less students scoring a level 4

8th Grade ELL Population:

- 85% of the 8th grade ELLs scored Level 2 and above (29% scored level 2, 43% scored level 3, and 13% scored a level 4).

A comparison to last year's 2010 NYS Mathematics scores shows:

- 20% increase of students scoring level 2 and above (65% in 2010 and 85% in 2011)

A further breakdown reveals:

- 3% more students scoring level 2
- 14% more students scoring level 3
- 3% more students scoring level 4

As far as the translation version of the 2011 NYS Mathematics exam is concerned, forty-three percent of all sixth, seventh, and eighth ELLs took the translated version of the mathematics exam. According to the 2011 NYS Math exam:

- 54% of sixth grade ELLs took the translated version. Ninety-four percent (94%) of these students scored level 2 or higher
- 27% of seventh grade ELLs took the translated version. Seventy-eight percent (78%) of these students scored level 2 or higher
- 44% of eighth graders took the translated version. Eighty-eight percent (88%) of these students scored level 2 or higher

In analyzing these Math results we found the following:

GRADE	VERSION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
6TH ELLS	ENGLISH	17%	48%	28%	7%
	NL	1%	23%	45%	26%
7TH ELLS	ENGLISH	43%	33%	20%	4%
	NL	22%	28%	28%	22%
8TH ELLS	ENGLISH	42%	47%	12%	0%
	NL	12%	24%	29%	35%

The above data indicates that the ELLs who took the Math exam in a translated version did far better than the ELLs who took the exam in English. These students scored proportionally higher at levels 3 and 4 which lead us to believe that if the translated version was not available we would have disproportionately higher percentage of levels 1 and 2. IS 223 will continue to provide translations to our students.

Based on the 2011 NYS eight grade NYS Science data:

- 91% of our non-ELLs scored level 2 and above.

Comparatively:

- 82% of our ELL population scored level 2 and above.

This indicates only 9% difference. Further analysis of the 18% of ELLs scoring Level 1 reveals that 50% of these students are newcomers enrolled in our school for a year or less.

We feel our ELLs are faring on par with the non-ELL population. IS 223 will continue to incorporate scaffolding strategies to make content comprehensible, vocabulary instruction will continue in all content areas, and native language will be provided to assist ELLs in making gains.

Based on the 2011 NYS Science exam:

- 54% of 8th grade ELLs took the Science exam in translated version.
- 8% of these ELLs scored a level 1
- 92% of these ELLs scored a level 2 and above.

A further breakdown reveals:

- 44% scored a level 2
- 46 % scored a level 3
- 2% scored a level 4

In analyzing these results we found that the students who took the test in native language did better than the students who took the test in English.

- Ninety-two percent (92%) of ELLs scored a level two and above on the translated version vs. 70% of ELLs who scored a level 2 and above on the English version.

The breakdown is as follows:

Grade	Version	Level 1	Level 2	Level 3	Level 4
8th	English	29%	34%	37%	2%
ELLs	Native Language	8%	44%	46%	2%

The 2010-11 Periodic ELL Assessment indicates that our area of greatest deficiency for sixth grade is in the area of writing. The greatest deficiency for seventh and eighth graders is in the area of reading for critical analysis.

A thorough review of the ELL Periodic Assessment indicates that our areas of deficiencies differ by grade and have changed from our prior year.

Sixth Grade Scores

Six grade scores indicate that deficiencies are more or less equal across the three modalities with writing at the greatest percentage. These results show a mark difference from last year where reading deficiencies were 18% higher.

The percentage of students scoring at below standard

GRADE	READING	WRITING	LISTENING
	2011 vs 2010	2011 vs 2010	2011 vs 2010
6th	4% vs 52%	35% vs 47%	34% vs 46%

Seventh and Eighth Grade Scores

Seventh and eighth grade scores indicate the area of greatest deficiency is in reading for critical analysis. This result is consistent with last year with an improvement of 2% points. However, a change over last year is noted in that there is a higher percentage of deficiency in listening skills versus writing. Data shows that there is a 10% improvement in writing scores over last year.

The percentage of students scoring at below standard

GRADE	READING	WRITING	LISTENING
	2011 vs 2010	2011 vs 2010	2011 vs 2010
7TH & 8TH	50% vs 52%	42% vs 52%	47% vs 48%

Further analysis reveals that a higher percentage of sixth grade students are entering our school with scores at or above standard equally divided across all three modalities. Seventh and eighth grade students have shown improvement in all areas with major gains in writing (9%), reading (2%), and listening (1%).

The percentage of students scoring at or above standard

GRADE	READING	WRITING	LISTENING
	2011 vs 2010	2011 vs 2010	2011 vs 2010
6TH	66% vs 48%	65% vs 53%	66% vs 54%
7TH & 8TH	50% vs 48%	58% vs 49%	53% vs 52%

We believe improvements in the writing across the grades and subject areas were based on our decision last year to assist students with writing

across the curriculum and in all grades. Science and social studies teachers focused on procedural writing while teachers of mathematics focused on journal writing where students wrote about strategies used for problem solving. We will continue using Achieve 3000 to assist our ELLs with developing their reading and listening skills. To further improve student's reading skills we will continue implementing R.I.G.O.R.

This data, as well as all data, is shared with all ESL staff. The ESL staff then shares the data with their content area colleagues during their common prep periods. Together, they discuss strategies they must implement in their classrooms to address the deficient areas. Teachers will plan differentiated lessons to better meet their students' needs.

The school administration and teachers are using the ELL Periodic assessment to determine the weaknesses and strengths in three modalities-reading, writing and listening. The item skills analysis in each modality will assist us in grouping and differentiating instruction to better meet the needs of the students.

The school administration will use the scores to determine AIS interventions, purchasing appropriate materials, and grouping for extended day. It will also be useful to plan quality programs for ELLs.

On-going evaluation of the success of our ESL programs are monitored throughout the school year through the use of:

- Observations of students by teachers and administrators
- Determining data trends through the use of state exams, Periodic Assessments, Ed Performance, classroom assessments, conferencing and portfolio review
- Student attendance and participation in after-school and Saturday programs

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language		15		15
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

School Name: **IS 223**

School DBN: **20K223**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
ANDREW FRANK	Principal		11/4/11
BINA MANCINI	Assistant Principal		11/4/11
ISMAEL AGUILAR	Parent Coordinator		11/4/11
AARON OBERSTEIN	ESL Teacher		11/4/11
	Parent		
REVA ALPERT	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		
ELIZABETH SORRENTINO	Coach		11/4/11
	Coach		
BEATRIZ LAMPON	Guidance Counselor		11/4/11
DEBRA VAN NOSTRAND	Network Leader		11/4/11
KEVIN O'HANLON	Other <u>SPEC EDU.</u> <u>SUPERVISOR</u>		11/4/11

	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K223** School Name: **IS 223**

Cluster: **609** Network: **604**

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.

To assess our schools written translation and oral interpretation needs, we analyze the following: an ATS report entitled the Home Language Report (RHLA), and students' home language forms. In addition, we determine parents' needs through requests of parents needing a translator at meetings, Parent-Teacher conferences, registration, etc. Our parent coordinator also surveys our parents to determine the language parents prefer for all written and oral communication.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on the information we gathered, we found that our Chinese and Spanish speaking parents require oral and written communications in their native languages. The information was then shared at PA meetings, and School Leadership meetings. The faculty was also informed.

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.

I.S. 223 provides written translations to meet the needs of our parents. All written documents are translated in a timely manner by our in-house school staff. We are fortunate to have teachers, a parent coordinator, a guidance counselor, a social worker, a psychologist, an assistant principal, and paraprofessionals to help us in this capacity. In the event that we need translation for languages not spoken by our staff, we will use the DOE's translation unit. To continue our on-going efforts to effectively communicate and inform parents, letters and forms in the needed languages are downloaded from the Department of Education website and are distributed to parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations and interpretations are provided during the registration process, Parent Orientation meetings, Parent Association meetings, Parent-Teacher conferences, for telephone conversations, etc. Interpretation services are satisfied by in-house staff (guidance counselor, psychologist, social worker, assistant principal, teachers, para professionals and parent coordinator). I.S. 223 has purchased a translation/interpretation system called "Talk and Listen System". This portable and wireless system allows parents to hear information given at meetings in their on language through an interpreter. The "Talk and Listen System" allows all parents needing translation to hear meetings and participate in workshops in their native language in a non-threatening manner, and most importantly without segregation. This system will allow IS 223 to increase parent involvement and leave "no parent behind". IS 223 is also currently sending translated announcements via our automated phone system. This automated phone system is in place to keep parents abreast of upcoming events. At this time they are also made aware that translators will be available to translate for them at these 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>.

We will continue to inform parents of their rights regarding translation and interpretation services. The parent coordinator will continue to survey and interview parents to determine their language needs. I.S. 223 will continue to provide translation and interpretation services to parents requesting these services.

I.S. 223 will also continue to distribute all school notices in the parent's native language and provide all parents with documents such as home language forms, registration forms, parent survey and program selection forms, etc. in the parent's native language.

Translated signs will continue to be posted indicating the availability of interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: IS 223	DBN: 20k223
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>160</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: <u>5</u> # of content area teachers: <u>3</u>

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 assist I.S. 223 in implementing several after-school programs for English Language Learners. One supplemental after-school ESL program will employ four certified ESL teachers. This program will focus on further developing students' listening, speaking, reading, and writing skills. Beginning and intermediate level students participating in this program will receive small group instruction. Teachers will focus on their individual needs in order for them to achieve academic success. A vocabulary program will be implemented to further develop student's vocabulary skills, and a program entitled "Finish Line Reading for the Common Core State Standards". Students will attend 40 one hour and forty-five minute sessions beginning in November and ending in May. They will meet twice a week on Mondays and Wednesdays from 3:00 p.m. to 4:45 p.m. Students participating in this program are 6th, 7th, and 8th grade students. An 8th grade after-school ESL program will be provided by a certified ESL teacher on Tuesdays and Thursdays to advanced 8th grade students from 3:00 pm to 4:45 pm. Students will attend 40 one hour and forty-five minute sessions beginning in November and ending in May. The certified ESL teacher will focus on developing student's reading and writing skills. "Finish Line Reading for the Common Core State Standards" and "Finish Line Writing for the Common Core State Standards" will be implemented.

A second after-school program will employ one certified ELA teacher to provide 6th grade ELLs who have scored "advanced" on the 2012 NYSESLAT with small group instruction. The focus of this program is writing. The ESL teacher will push in this after-school program for forty-minutes and will work in conjunction with the ELA teacher on Mondays and Wednesdays. The teachers will use a program entitled "Finish Line Writing for the Common Core State Standards". This after-school program will meet twice a week on Mondays and Wednesdays from 3:00 p.m. to 4:45 p.m. Students will attend 40 one hour and forty-five minute sessions beginning in November and ending in May.

Title III monies will also fund an eighth grade Math instructional program. This program will be offered after-school to ELLs in 8th grade. (We already have in place an after-school program for 6th and 7th grade ELLs funded through a different funding source). A certified Math teacher with a bilingual extension will provide small group instruction to ELLs. This high-quality after-school program will further assist ELLs in making gains in order to meet academic standards. The certified Math teacher with a bilingual extension will implement a program entitled "Buckle Down to the Common Core State Standards". The Math after-school program will consist of 40 one hour and forty-five minute sessions beginning in November and ending in April. Students will meet twice a week on Mondays and Wednesdays from 3:00 p.m. to 4:45 p.m.

In addition to the programs offered above, an eighth grade Science after-school program will be offered

Part B: Direct Instruction Supplemental Program Information

to ELLs to prepare students for the upcoming NYS Science exam. A certified Science and a certified ESL teacher will co-plan and co-teach to provide extensive sessions on test format and test taking strategies. Classes will meet twice a week for one hour and forty-five minutes for 15 sessions beginning in April and ending in May. (The days of the week have not been determined at this time). Materials to be used in this program are preparatory materials not being used during the regular school day.

Students participating in our supplemental programs will be given a pre-test and a post-test. The results will indicate students' strengths and weaknesses which in turn will drive instruction. The post-test will assess the mastery of standards-based skills and strategies learned through out the program. The post-test will also demonstrate growth of both language skills and content knowledge.

For the 2012-13 school year, the Title III after-school programs will employ 5 certified ESL teachers, 1 certified ELA teacher, 1 certified Science teacher, and 1 certified Math teacher with a bilingual extension. These supplemental services will provide ELLs with additional practice in language development through small group instruction. Research reflects that in small group instruction ESL students have a greater opportunity to interact with the teacher, as well as, having increased opportunity for Accountable Talk. Students acquire strategies for learning and problem solving with continued and immediate interaction with their teacher and classmates. The ESL/ELA standards are enforced by giving each student the opportunity to practice listening, speaking, reading and writing.

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

The highly-qualified staff will expand instruction from daily classroom into supplemental programs. This reinforces the needs of the students. Through the on-going use of classroom data (formal/informal assessments, and observation) teachers are better able to differentiate instruction targeting the specific needs of each English Language Learner. Teachers working in the supplemental programs will continue to implement scientifically-based practices for English Language Learners to promote students acquisition of academic skills and language. Since the teachers working in the supplemental programs are the same teachers working in the regular school day, they are aware of the materials ELLs are currently using. Materials used for these programs will not duplicate those used during the regular school day. The materials to be used have already been mentioned previously.

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

Part C: Professional Development

- name of provider

Begin description here:

Based on informal and formal observations and the needs expressed by our staff, I.S.223 will hire Brienza, an educational consultant agency, to provide ongoing staff development on Differentiating Instruction for ELLs. Title III funds will provide a full day training session on differentiating instruction on November 6th, Election Day. The initial training will be followed by five weeks of one to one training. An educational consultant will work with five teachers who are currently teaching ELLs. The consultant will observe each teacher and discuss with the teacher his/her lesson. The consultant will then recommend strategies to better meet the needs of our ELLs. The consultant will also meet with each teacher and assist them in writing a differentiated lesson. In addition, the consultant will also team teach with the teacher. The teachers who were selected for this training are teachers who are working our after-school supplemental programs. Patrice Gordon, a Brienza consultant, will work with our teachers on the following Fridays: November 16, 30, December 14, January 4 and 18. Title III funds will also provide teachers working in the after-school program with a training session. The training sessions will take place on Wednesday, November 14, Monday, November 26, and Monday, March 18. At the training session we will discuss the goals of the supplemental programs, a suggested schedule to be followed, materials to be used, pre and post tests, ELL data, and grouping. It is necessary for all teachers working in these supplemental programs to be fully aware of the objectives previously described. For the 2012-13 school year, 8 certified teachers participating in the after-school supplemental Title III programs will be provided with this mandated training sessions.

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: Parents of ELLs will attend ESL classes on Saturdays from 9:00 a.m. to 12:00 p.m. Classes will begin in November and will end in May. This ESL program for parents will not be funded with Title III funds.

Part E: Budget

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

Allocation Amount: \$0

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. 		
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		