



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MONTAUK JUNIOR HIGH SCHOOL, IS 223

DBN (i.e. 01M001): 20K223

Principal: ANDREW FRANK

Principal Email: AFRANK2@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: MICHAEL DANTONA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Andrew Frank	*Principal or Designee	
Stacey Lavie	*UFT Chapter Leader or Designee	
Sandy 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	
Bina Mancini	Member/ Staff	
Margaret Rorke	Member/ Parent	
Winsome Blake	Member/ Parent	
Jacqueline Oobos	Member/ Parent	
Martha Sealy	Member/ Parent	
Farha Yasmeen Jaffart	Member/ Parent	
Rachel Parilis	Member/ Staff	
Jason Jorgensen	Member/ Staff	
John Sorocco	Member/ Staff	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 May of 2014, 10% of all students in the lowest 1/3 will show progress toward achieving proficiency in targeted areas in ELA and Mathematics based on data from the NYS item skills analysis, SchoolNet, edPerformance, Achieve3000, classroom assessments, classwork and conferencing

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.

Based on the NYS ELA scores from June of 2013, 309 students or 41.9% scored level 1 with only 15.2% or 112 students scoring Level 3; as a result Inquiry teams looked further into data and determined that there is a need for skills practice to assist students reading comprehension and mathematical computation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Inquiry teams will select the targeted students who will be considered for this goal based on performance levels
2. Inquiry teams will assess item skill analyses from multiple sources for data on specific skills which will raise the level of comprehension in ELA and Math for the selected group of students
3. Teacher teams will work on differentiated lessons to address the specific needs outlined in the data and use classroom assessments and programs such as Achieve3000, edPerformance, School Net and I-Excel for targeted instruction
4. Inquiry team time will be spent creating plans for and assessing the progress of the targeted students
5. Administrators and teacher teams will create a structure for collecting data and monitoring the progress of students using computer programs and teacher created assessments
6. Saturday Academy, After School programs and AIS time will also target the selected skills

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Administrators, Literacy Coach, Data Specialist and Instructional Leads
2. Inquiry group teachers
3. Teachers, data specialist
4. Teachers, administrators
5. Administrators, teachers, data specialist, literacy coach
6. Teachers, administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams will select students from the Spring 2013 ELA and Mathematics exam using data from ARIS, specifically reading and math performance levels, and will continue to track student progress on teacher created spread sheets
2. Teachers will evaluate the skill based needs of targeted students through precise record keeping and by looking at student work. Teachers will meet to discuss progress and evaluate materials used to assess students' needs
3. Lesson plans which will show evidence of grouping and differentiation will be collected and analyzed
4. Inquiry team agenda and protocols will be used to pace out the work of teacher teams and show evidence of inquiry, data collecting and benchmark setting
5. Data collection and reflection sheets will provide evidence of student progress and will be kept in portfolios for each student
6. Saturday Academy, After School and AIS teachers will communicate to discuss benchmark setting and create lessons that will target students' needs

D. Timeline for implementation and completion including start and end dates

1. November 2013 – May 2014
2. November 2013 – December 2014
3. November 2013 – May 2014
4. November 2013 – May 2014

5. November 2013 – May 2014

6. November 2013 – May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will meet in teams 1X per month
2. Teachers will meet 1X per week during prep periods
3. Instruction on targeted skills will occur 3X per week, during AIS periods 3X per week and on Saturday Academy 1X per week and during After School classes 2X per week
4. Teachers will meet 1X per week
5. Teachers will monitor on an ongoing basis with a minimum of 5X per month
6. Teachers will meet 1X per month and 1X per week

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).

Parents will be informed of their child's progress on selected targeted areas through email, telephone calls, progress reports and/or letters of concern

Parents will also be informed during Parent/Teacher conferences and IEP conferences

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 of 2014, 90% of teachers will have shown an increase in effective instructional practices based on Danielson's Framework for Teaching through the delivery of standards based lessons and relevant feedback by administration as evidenced by growth on evaluation forms and student work related to specific feedback

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.

Based on the requirements of the new Teacher Evaluation System, specifically Danielson's Framework for Teaching – Domains 1a, b, c, d, e, 2a, b, c, d, e, 3c,d,e and especially 3b which discusses Questioning and Discussion Techniques, IS 223 understands the need for professional development on the use of thoughtful higher order questioning in both observable classroom instruction and written assessments

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. By June 2014, the principal and assistant principals will conduct formal and informal observations and give constructive feedback to all pedagogues which will better inform their instructional practices
2. Literacy coach will conduct small group lunch and learns to work on Danielson's Framework for Teaching – Domains 1a, b, c, d, e, 2a, b, c, d,e, and 3b, c, d, e
3. Literacy coach and lead instructional teachers in each content area will work with teachers during department meetings to disseminate ideas and work on lessons and assessments with a focus on questioning techniques
4. School mentor will work with new teachers to discuss Danielson's Framework in depth. Mentor will create intervisitation schedules throughout the year so that a new teacher may observe a highly effective teacher in his or her content area
5. School mentor will meet new teachers 2X per week with one meeting a classroom visit and one a debrief

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, teachers, literacy coach, lead instructional teachers, mentor
2. Literacy coach, lead instructional teachers
3. Literacy coach, lead instructional teachers
4. Mentor, teachers, administrators
5. Mentor, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators will continue to observe and give effective feedback to teachers on their pedagogy especially as it pertains to Danielson’s Framework
2. Literacy Coach will create effective professional developments
3. Literacy Coach will meet in small groups and collect lessons and assessments that demonstrate higher order questioning techniques
4. Intervisitation schedule and feedback from teachers on visits will be collected
5. Meeting agendas will be collected along with reflection sheets from teachers

D. Timeline for implementation and completion including start and end dates

1. November 2013 – June 2014
2. January, February, April, May, 2014
3. November 2013 - June 2014
4. November 2013 - May 2014
5. Weekly, September 2013 - June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will meet with administrators for effective feedback after two informal and one formal observation
2. Teachers and Coach will meet during lunch and learns or large pd’s on a monthly basis
3. Teachers will intervisit at least 1X during the school year with new teachers meeting at least 4X with a more experienced teacher
4. Mentor, E. Sorrentino will meet new teachers 2X per week
5. Mentor, E. Sorrentino will meet each mentee at least 2X per week to visit classroom, debrief, lesson plan

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).

Parents will be informed on their child’s progress through direct telephone communication, emails, parent teacher conferences, progress reports or through letters of concern on an ongoing basis. This progress in part is a direct result of better teaching practices through the use of Danielson’s Framework
 Teachers will keep anecdotal logs on students with behavior issues so that they may inform parents accurately and in a timely manner
 Teachers will also display current work on bulletin boards both inside the classroom and on outside bulletin boards so that parents may come and see their child's success

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

By June 2014, 5% of Students with Disabilities in 6 – 8 will achieve proficiency in argumentative essay writing as evidenced by performance on pre/post assessments from two 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.

Data indicates Students with Disabilities did not meet AYP in ELA as evidenced by the State ELA Exam for Spring 2013. Of the 53 students with disabilities who took the ELA exam only 10 students or 18.9% scored a Level 2 and 43 students or 81.1% of students scored a Level 1. No students scored a Level 3 or 4. Based on this data,

there is a need to focus on this subgroup. Classroom data indicates that writing an argumentative essay proves to be a struggle for many SWD students. Students will work with teachers and para professionals on this writing genre with the focus on teaching CCLS W1, a, b, c, d, e in all grades

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. ELA teachers will meet during Teacher Team meetings and common prep periods to collaborate on strategies to enhance lessons to help SWD students achieve this goal
2. Teachers will look at data from classroom assessments, including portfolios, conferencing notes, MOSL exam, performance tasks from Scholastic Code X and periodic assessments
3. Teachers meet during department meetings and during common prep periods to create a needs assessment from data collecting from classroom assignments and assessments and by looking at student work
4. Administrators, lead instructional teacher and literacy coach will meet to evaluate units of study and offer constructive feedback
5. Literacy coach will meet with teachers to discuss strategies to put in place for instruction and the monitoring of student progress
6. Teachers of Students with Disabilities in Science and Social Studies will also work on units of study with a focus on strategies developed by ELA teachers during the content area units of study

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, data specialist, literacy coach, lead instructional teacher, Special Education ELA teachers and paraprofessionals
2. Teachers, data specialist, lead instructional teachers
3. Teachers, data specialist, literacy coach
4. Administrators, lead instructional teachers, literacy coach
5. Literacy coach, teachers
6. Teachers of Students with Disabilities, General education teachers, literacy coach, lead instructional teachers, Science and Social Studies teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will meet during common prep times and during teacher team meetings to share strategies and additional reading to enhance lessons for Students with Disabilities
2. Classroom assignments and assessments, conferencing notes and periodic assessments
3. Teachers will meet to create a needs assessment based on student work and strategic skills needed to create an argumentative essay
4. A timeline will be created so that teachers know when to submit working portfolios to the Evaluation committee so that timely and effective feedback can be given
5. Literacy coach will meet teachers of Students with Disabilities who teach ELA during lunch periods and common preps to evaluate skills and strategies used to create differentiated lessons, and to look at student work
6. Literacy coach will meet with Science and Social Studies teacher who teach Students with Disabilities during lunch periods and common preps to evaluate skills and strategies used to create differentiated lessons, and to look at student work

D. Timeline for implementation and completion including start and end dates

1. October 2013 – April 2014
2. October 2013 – April 2014
3. October 2013 – April 2014
4. October 2013 – April 2014
5. October 2013 – April 2014
6. October 2013 – April 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will meet 3X per month during teacher team meetings to discuss strategies to support CCLS W1, a, b, c, d, e in all grades
2. Administrators, literacy coach and lead instructional teacher in ELA and SWD will meet 2X per month to discuss support for teachers and students and to assess lessons and assignments created to help meet this goal
3. Teachers will meet 3X per month during teacher team meetings and during common preps to look at student work and to create differentiated lessons that address the needs of their students as it pertains to argumentative essays, CCLS W1, a, b, c, d, e in all grades

4. Evaluation team will meet monthly to assess portfolios, looking at student work, assignments, assessments and alignment to the common core and give effective feedback
5. Literacy coach will meet with teachers during common preps and weekly team meetings to assess lessons and help with differentiation
6. Literacy coach will hold weekly informal meetings with science and social studies teachers to help with the creation of lessons to assist in writing units of study and argument essays in the content area

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).

Parents will be informed on an ongoing basis on the progress of their child by telephone, email, direct meeting or through progress reports or letters of concern
 Parents will be encouraged to attend all parent/ teacher conferences, will be contacted by the teacher should the parent not be able to attend that day and given an opportunity to make an appointment with the teacher for an in-person or a telephone conference
 Parents will be given a contract to sign by individual teachers so that they may be kept informed of all school and classroom regulations
 Parents will be encouraged to sign all homework assignments
 The diversity of culture in our student population will be celebrated during an International Arts Festival and parents will be encouraged to attend
 Parents will be asked to help the Parent Teacher Association in their fundraising activities

Parents will also be informed during open school night where a discussion on homework assignments will also be included

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 2014, 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.

It has been proven that parents who are actively involved in their child's education and in the different aspects of school life help their child succeed in school. The 2013 Quality Review report has suggested that the school contact parents more frequently to discuss their child's progress. To that end, 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. Parents can feel that they are an integral part of this process and of the school community. This partnership is based on a careful analysis of the academic needs of the students, parent communication and parent assessment on the school survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Will provide materials and training to help parents work with their children to improve their achievement level
2. Will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
3. Will provide parents with the tools to become successful participants in all aspects of life in America, i.e. voting, employment, social activities
4. Saturday English classes
5. Teacher created website to inform parents of homework, trips, school activities, discipline problems, attendance problems

6. Translation equipment availability at all meetings
7. A translator will be provided when possible for teacher meetings
B. Key personnel and other resources used to implement each strategy/activity
1. Administrators, teachers, paraprofessionals, guidance counselors, parent coordinator, dean, school secretaries, para professionals, parents
2. Principal, administrators, teachers, data specialist, parent coordinator, guidance counselors, para professionals
3. Administrators, teacher of Saturday English class class, classroom teachers, parent coordinator, para professionals, school secretaries
4. Administrators, teacher of Saturday English class
5. Teachers, parent coordinator, guidance counselors
6. Administrators, parent coordinator, guidance counselors, technology teacher
7. Administrators, para professionals and teachers who will translate
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Agendas and attendance from parent/teacher conferences and parent association meetings, attendance from Leadership Team Meetings, attendance at Saturday English classes, logs from parent conferences and communications in some cases as compared to 2012-2013
2. Attendance from parent training meetings such as website training, art show, holiday functions, voting opportunities, English classes
3. Parent Coordinator will keep all handouts given to parents such as invitations to school functions, learning opportunities, trip invitations
4. Attendance at Saturday English class
5. Computer training to access such online sites as ARIS, teacher and school webpage, Department of Education website
6. Attendance at parent teacher conferences, 6 th grade orientation, parent association meetings
7. Attendance at parent teacher conferences, IEP meetings with use of translator
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
2. September 2013 - June 2014
3. September 2013 - June 2014
4. September 2013 - June 2014
5. September 2013 - June 2014
6. September 2013 - June 2014
7. September 2013 - June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers will meet parents 2X per year at parent teacher conferences
2. Parents will participate in weekly English classes – 1X per week
3. Teachers will communicate with parents through progress reports 4X per year
4. Teachers will contact parents with progress reports and/or letters of concern on an ongoing basis
5. Some teachers will create classroom websites and introduce their site to parents 2X per year during open school night and informally on an as need basis during the school year
6. Translators will be available throughout the school when parents need them to communicate with teachers
7. Translating equipment will be available during large meetings in the auditorium throughout the school year whenever needed

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).
Parents will be informed more frequently and thoroughly regarding their child's progress through telephone, email, progress reports or letters of concern
Parents will be encouraged to attend all parent/ teacher conferences, will be contacted by the teacher should the parent not be able to attend that day and given an opportunity to make an appointment with the teacher for an in-person or a telephone conference
Parents will be given a contract to sign by individual teachers so that they may be kept informed of all school and classroom regulations
Parents will be encouraged to sign all homework assignments Parents will be actively involved in many aspects of school life and will be informed of the outline of the Comprehensive Education Plan
The diversity of culture in our student population will be celebrated during an International Arts Festival and parents will be encouraged to attend
Parents will be asked to help the Parent Teacher Association in their fundraising activities

Teachers will show parents how to access their websites during classroom meetings
 Parents will be actively involved in many aspects of school life and will be informed of the outline of the Comprehensive Education Plan

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
 1.

B. Key personnel and other resources used to implement each strategy/activity
 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1.

D. Timeline for implementation and completion including start and end dates
 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading Strategies: including repeated readings, chunking, getting the gist strategy Extended day Saturday Academy Achieve3000 Reading Horizons After School Push-in model with designated AIS and SETSS teacher	Small group	During school, after school, Saturday, Extended Day
Mathematics	Improving math skills Extended Day Saturday Academy After school Push-in model with designated AIS and SETSS teacher	Small group	During school, after school, Saturday, Extended Day
Science	Science basics with ELLs	Small group	Services provided during school, after school and Saturday
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SETSS Speech Counseling Saturday program	Small group	During school, after school and Saturday

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers will be recruited through Open Market, New Teacher Finder, and recommendations. Our new teachers will receive official mentoring at least 2X per week but more frequently based on the needs of each teacher. Teachers will receive effective and targeted professional development on the CCSS, Danielson, in content areas, and in developing the skills and strategies for effectively working with colleagues, students and parents.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
For professional development to be effective it must be targeted to the needs of the teachers so that they may be effective classroom pedagogues. IS 223 has found that large scale professional development is most effective when disseminating ideas, but small scale contributes to greater collegiality and understanding. IS 223 encourages small group professional development communities in the areas of looking at student work, the use of Common Core in lesson planning and writing and working on units of studies for all content areas. Highly Qualified teachers are encouraged to have an open door policy so that their classrooms are open to other teachers as model classrooms.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
SWP funds are used to purchase programs for students with special needs and general education students who may or may not be in temporary housing or housing programs. Data has shown that the majority of students at IS 223 are Level 2 in ELA and there is a causal relationship between a student's home situation and achievement. To that end, Scholastic Code X, I-Excel, Achieve 3000, Reading Horizons and Rosetta Stone have been purchased to assist in achieving the school goals. Positive Behavior Intervention Strategies (PBIS) is a self-esteem program for students to encourage positive behavior and attendance at school. Other programs include: Toward No Tobacco (TNT), Life Skills Training (LST), Overcoming Obstacles (OO), Project Alert, Respect for All and Safe Date. These programs, along with Saturday classes, after school classes and Parent Classes work to move scores forward and give the students and their parents a healthy outlook.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Pedagogues at IS 223 choose from a selection of assessments available to them. Code X assessments, I-Excel, edPerformance, Achieve 3000 and additionally, units of study assessments, MOSL assessments are all available on an as need basis. Teachers meet in grade and inquiry teams to design or decide on assessments as benchmarks for their students. Lead Instructional teachers meet with their teams to explain the best way to use assessments in the classroom. Teachers meet with the data specialist, literacy coach, administrators and lead instructional teachers to look at, understand and chart the data received from all available assessments

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 223
School Name I.S. 223 Montauk Junior High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Andrew Frank	Assistant Principal Bina Mancini
Coach Elizabeth Sorrentino	Coach
ESL Teacher Peter Raubvogel	Guidance Counselor Beatriz Lampon
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ismael Aguilar
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	939	Total number of ELLs	353	ELLs as share of total student population (%)	37.59%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							4	3	3					10
Push-In							5	5	3					13
Total	0	0	0	0	0	0	9	8	6	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	353	Newcomers (ELLs receiving service 0-3 years)	213	ELL Students with Disabilities	50
SIFE	73	ELLs receiving service 4-6 years	109	Long-Term (completed 6+ years)	31

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	213	59	7	109	15	20	31	0	23	353
Total	213	59	7	109	15	20	31	0	23	353

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							32	11	20					63
Chinese							68	77	63					208
Russian							6	3	1					10
Bengali							6	14	7					27
Urdu							2	2	5					9
Arabic							3	5	3					11
Haitian							0	0	2					2
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	1					1
Other							5	7	10					22
TOTAL	0	0	0	0	0	0	122	119	112	0	0	0	0	353

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							37	55	45					137

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							27	21	34					82
Advanced (A)							58	43	33					134
Total	0	0	0	0	0	0	122	119	112	0	0	0	0	353

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	75	20	4	0	99
7	76	14	4	1	95
8	49	18	3	0	70
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	29	16	13	27	3	10	5	16	119
7	29	20	15	22	4	18	2	2	112
8	19	10	24	21	4	10	5	1	94
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	16	9	22	20	14	10	1	0	92
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	19		19	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools our school uses to assess the early literacy of our ELLs are the LAB-R, the Spanish LAB, and the ELL Periodic assessments. Beginning February, 2014 the LAB-R will no longer be used to assess literacy. The LAB-R will be replaced with the NYSITELL (New York State Identification Test for English Language Learners). The NYSITELL will be used to assess literacy. We also refer to student portfolios, results of teacher created assessments, 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on our LAB-R and NYSESLAT data, I.S. 223 has significant number of ELLs at every level. The patterns across proficiency levels indicate that the majority of seventh and eighth grade students scored at the beginning level. Forty-six percent (46%) of seventh graders and forty percent (40%) of eighth graders are beginners. We can attribute this to the influx of newcomers registered at our school last year. The majority of the sixth 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 2013 NYSESLAT exam for all grades reveals in a one year comparison that:

- 24% of all ELLs increased across proficiency levels
- 68% of all students scored within the same proficiency level
- 8% of all students showed a decrease in proficiency level

A further breakdown of the 2013 NYSESLAT results revealed the following:

Sixth Grade ELLs

- 22% of 6th grade ELLs scored at the proficient level
- 40% of 6th grade ELLs increased across proficiency levels
- 55% of 6th grade ELLs scored within the same proficiency levels
- 5% of 6th grade ELLs showed a decrease in proficiency

A further analysis of the 6th grade data indicates that the majority of students scored within the same proficiency level. For those students who scored at the same proficiency level, 24% are special education students, and 11% are SIFE. Of the 5% of students who decreased proficiency, less than 1% are special education students. Of the 22% of students who scored at the proficient level, 4 are special education students.

Seventh Grade ELLs

- 11% of 7th grade ELLs scored at the proficient level
- 17% of 7th grade ELLs increased across proficiency levels
- 70% of 7th grade ELLs scored within the same proficiency levels
- 13% 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. Of those students who scored within the same proficiency level, 23% are SIFE, and 11% are special education students. For those students who showed a decrease in proficiency, 28% are SIFE, and 29% are special education students. Of the 11% of students who scored at the proficient level, 1 is a special education student.

Eighth Grade ELLs

- 10% of 8th grade ELLs scored at the proficient level
- 14% of 8th grade ELLs increased across proficiency levels

- 79% of 8th grade ELLs scored within the same proficiency levels
- 7% 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 who scored within the same proficiency level 23% are SIFE and 14% are special education students. Of the 7% of students who decreased proficiency levels, 3 of those 6 students are special education students.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

As of November 15, 2013, the NYSESLAT modality set analysis is not available (RNMR).

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Based on our current 2012-13 School Progress report, student performance and student progress in ELA show that we are faring 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 comparision to last year's 2012 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 comparision to last year's 2012 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 speccial 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 comparision to last year's 2012 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:

- 63% of sixth grade Ells scored Level 2 and above (34% scored level 2, 11% scored level 3, and 18% scored level 4).

A comparison to last year’s 2012 NYS Mathematics scores shows:

- 21% increase of students scoring a level 2 and above

A further breakdown reveals:

- 6% less students scoring a level 2
- 9% more students scoring a level 3
- 18% more students scoring a level 4

7th Grade ELL Population:

- 56% of 7th grade ELLs scored Level 2 and above (32% scored level 2, 20% scored level 3, and 4% scored a level 4)

A comparison to last year’s 2012 NYS Mathematics scores shows:

- 6% increase of students scoring level 2 and above

A further breakdown reveals:

- 21% less students scoring a level 2
- 12% more students scoring a level 3
- 4% more students scoring a level 4

8th Grade ELL Population:

- 69% of the 8th grade ELLs scored Level 2 and above (48% scored level 2, 15% scored level 3, and 6% scored a level 4).

A comparison to last year’s 2012 NYS Mathematics scores shows:

- 3% increase of students scoring level 2 and above

A further breakdown reveals:

- 10% less students scoring level 2
- 7% more students scoring level 3
- 6% more students scoring level 4

As far as the translation version of the 2013 NYS Mathematics exam is concerned, fifty-three (53%) percent of all sixth, seventh, and eighth ELLs took the translated version of the mathematics exam. According to the 2013NYS Math exam:

- 58% of sixth grade ELLs took the translated version. Seventy-seven percent (77%) of these students scored level 2 or higher
- 55% of seventh grade ELLs took the translated version. Sixty-eight percent (68%) of these students scored level 2 or higher
- 45% of eighth graders took the translated version. Seventy-six percent (76%) 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	58%	26%	6%	10%
	NL	23%	39%	15%	23%
7TH ELLS	ENGLISH	58%	30%	8%	4%
	NL	32%	36%	29%	3%
8th	English	37%	46%	7%	10%

Based on the 2013 NYS eight grade NYS Science data:

- 53% of ELLs took the exam in English. 70% of these students scored level 2 and above
- 42% of ELLs took the exam in native language. 77% of of these students scored level 2 and above

In analyzing the 2013 NYS Math and 2013 NYS Science test results we found that the students who took the test in native language did better than the ELLs who took the test in English. IS 223 will continue to provide translations to our students.

Teachers of ELLs use Periodic Assessment data to enhance their lessons and for grouping and differentiation of instruction to better meet the needs of the students. Instruction is data-driven where teachers utilize data from item analyses to help students develop skills mastery to be used for whole-class lessons, individual or group instruction. ESL push-in teachers use data of each modality to target specific domains of second language acquisition. School leadership uses ELL Periodic Assessment data to determine AIS interventions, grouping for extended day, and purchasing appropriate materials. It is also used to plan quality programs for ELLs.

ESL Teachers use Periodic Assessment data to predict a student’s proficiency level on the upcoming NYSESLAT exam. Data is also used to track student progress across proficiency levels and throughout years of service. The native language is used during grouping to aid in language transfer, and to meet the speaking and listening components of the CCLS. ELL students have access to bilingual dictionaries to aid in vocabulary acquisition.

We have also learned from the Periodic Assessment that students need additional assistance in reading. It is for this reason that students are reading and writing across the curriculum in all grades. Science and social studies teachers focus on procedural writing. We will continue using Achieve 3000 to assist our ELLs in developing their reading skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

I.S. 223, as a grades 6 to 8 school, does not use the Response to Intervention (RTI) model to guide instruction for ELLs.

6. How do you make sure that a child’s second language development is considered in instructional decisions?
 I.S. 223 makes every effort to provide the best education for all students, especially our ELL students. Before making an instructional decision a student’s second language development is always considered. Administration refers to the student’s formal and informal data, and confers with teachers before placing a student in any kind of program. If a teacher feels a student is misplaced, a review of all data and all anecdotal notes, including conferencing notes, are reviewed and the student is placed accordingly.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

- Determining data trends through the use of state exams, NYSESLAT, Periodic Assessments, Achieve 3000, Ed Performance, classroom assessments, conferencing and portfolio review
- Observations of students by teachers and administrators
- School Report Card
- Students making AYP
- Student attendance and participation in after-school and Saturday programs

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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 pedagogue of I.S. 223, regarding student's literacy level in the native language is answered by the parent at this time. It is important to mention that Part 2 of the HLSF is also carefully analyzed to learn more about the student's previous education which will be used for instructional planning. This section is also used to identify Students with Interrupted Formal Education (SIFE). This will assist us in providing additional services to support SIFE students.

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.
Parent orientation for newly identified ELLs involves a discussion of available literature regarding parent choice and a video orientation in the parents' native language. Following the video orientation, parents have the opportunity to ask additional questions, as well as view the video a second time. 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. Parent outreach is done by the parent coordinator or the ESL coordinator. Those parents are encouraged to attend an individual parent orientation meeting, which is scheduled at the parent's convenience. IS 223 makes every effort to accommodate the parent. For those students whose parents did not return the required forms, the default program for their child is a Transitional Bilingual program, as per CR Part 154.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are distributed informing the parents of their child's LAB-R score. Parents of students eligible for ESL services are then invited to attend an ESL Parent Orientation meeting. At this meeting, parents are made aware of the various programs public schools have available to English Language Learners. To assist parents in selecting an appropriate program for their child, a video from the Department of Education is shown in their native language, if it is available. If the video is not available in the parent's native language, every effort is made to provide the parent with a translator. After the video is viewed, parents have the opportunity to ask questions. Parents then complete the Parent Survey and Program Selection Forms which are in the parent's native language. Parent survey and selection forms are collected at the end of the meeting, and are kept in a file in the assistant principal's office. Original copies are placed in the student's cumulative record. The parent's program selection is then entered in ATS.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

Once newly enrolled ELLs are identified and tested, their parents are notified in their native language. They are invited to attend a parent orientation meeting where they are given the opportunity to watch a video, ask clarifying questions, and select a program for their child. Students whose parents have selected a freestanding ESL program are placed based on their proficiency level, provided by their LAB-R score (NYSITELL score as of February, 2014). Newcomer ELLs, who are recent arrivals to the United States, are placed in the Welcome class. Parents are notified in writing of their child's placement. ELLs with prior years of service are placed in freestanding ESL classes based on the previous year's NYSESLAT score. 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/her selection form is maintained on file until we have a sufficient number of students to create a class.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year the New York State English as a Second Language Test (NYSESLAT) is administered to ELLs in order to determine continued eligibility, and to provide ELLs with ESL instruction as required under CR Part 154. I.S. 223 makes every effort to administer the NYSESLAT to every ELL. An eligibility report, titled RLER is generated via ATS. This report identifies all students who are ELLs and are entitled to take the NYSESLAT. The NYSESLAT is administered by trained ESL teachers and other trained teachers. NYSESLAT testing is conducted as per window dates provided by New York State. During the NYSESLAT administration period the listening modality is given on the first day, reading is given on the second, and writing is given on the third day. The speaking part of the NYSESLAT is given individually during the designated testing time. The assistant principal, who is also the testing coordinator, keeps accurate records of students who have missed any part of the NYSESLAT. During the NYSESLAT testing period the assistant principal instructs the parent coordinator to call the homes of any student who missed any part of the NYSESLAT. The parent coordinator informs the parent of the importance of having a NYSESLAT score and encourages the parent to send the child back to school as soon as the child is feeling better. The parent coordinator also tells the parent to have their child see the testing coordinator as soon as he/she returns to school.

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

Based on the Parent Survey Selection forms, the free-standing ESL program implemented at I.S. 223 reflects the program that parents have selected for their children. Based on the parent survey selection forms, the free-standing ESL program implemented at IS 223 reflects the program that parents have selected for their children. Each year IS 223 closely monitors trends by reviewing the parent-choice responses and comparing with previous data. After each parent orientation meeting, parent-choice responses are tallied, documented and reviewed consistently to ensure that parents are provided with the program of their choice. For the past few years, the trend has been that the majority of parents have chosen a free-standing ESL program. Of the 26 newly enrolled ELLs for the 2013-2014 school year, 21 parents requested freestanding ESL. We maintain on file in the assistant principal's office, a copy of each completed Parent selection form. We regularly 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. To date, the number of parents selecting a TBE or Dual Language program have not been sufficient to support the opening of such programs.

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 indicate 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 ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

I.S. 223 has presently three hundred and fifty-three English Language Learners. Three hundred three (303) of these students are enrolled in our general education classes, and fifty (50) are special education students. Seventeen(17) special education students are in ICT classes and thirty-three (33) students are enrolled in self-contained special education classes as per their IEPs. A total of one hundred ninety-four (194) students participate in a free-standing ESL program and one hundred fifty-nine (159) 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. Regular education ELLs are placed in one of 23 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.

- 7 sixth grade classes -- 4 beginning/intermediate classes and 3 advanced classes
- 8 seventh grade classes - 5 beginning/intermediate classes and 3 advanced class
- 7 eighth grade classes - 5 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. In addition, they receive mathematics, social studies, science, art, media, tech assembly and gym. 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" class 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).

Eight classes participate in the ESL push-in model. Certified ESL teachers push into five(5) sixth grade classes, five(5) seventh grade classes, and three(3) 8th grade classes. ESL teachers provide push-in ESL instruction for sixty-nine(69) sixth graders, fifty-three(53) seventh graders, and thirty-seven(37) eighth grade students. ESL teachers push-in content area and /or ELA classes. For special education students this model is much more educationally sound. These students receive the mandated number of units of ESL as specified in CR Part 154.

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)?

All students participating in free-standing ESL programs receive the required amount of ESL/ELA instruction as specified in CR Part 154. Beginner 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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches

and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content teachers are certified in their subject area and have received the mandated ESL training. Content area teachers incorporate ESL strategies and methodologies into their daily lessons to help ELLs meet the Common Core Learning Standards. “Sheltered English” is utilized to provide students with extra language and academic support. Teachers scaffold academic language to support students’ participation in content areas. To assist content area teachers, certified ESL teachers meet with them to share their expertise. The extra support provided to content area teachers enables ELLs to access the core concepts and skills of the subject. Native language support is also provided to ELLs in content areas. Content area glossaries are distributed to students to help them learn vocabulary and concepts. In 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.

To ensure ELLs are acquiring language needed to successfully meet Common Core Learning Standards, content area teachers are also incorporating hands on activities, visuals, higher-order thinking questions which in turn leads to Accountable Talk opportunities.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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 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.

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, 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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the school year, ELLs are evaluated in all four modalities of English language acquisition. Teachers incorporate the following classroom activities to assess ELLs:

- Speaking: oral presentations and debates
- Listening: note-taking, summarizing, and paraphrasing
- Reading and Writing: summarizations of written materials and ongoing self-editing of a benchmark written piece

In addition, all ELL students participate in the Periodic Assessment exam twice each year. Teachers of ELLs use data from Periodic Assessments to drive instructional decisions. Newly enrolled ELLs will take the NYSITELL exam which mirrors the NYSESLAT and provides data about each language modality. Newcomer ELLs have access to Rosetta Stone, which assesses comprehension in speaking, listening, reading and writing. This computer program gradually increases in difficulty as students make progress. It also provides teachers with data showing how ELLs have improved. Targeted groups of ELLs have access to Achieve 3000, a literacy program that adjusts text complexity to individual students. It also gradually increases difficulty as students’ progress. Teachers have access to data that is generated by Achieve 3000.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

I.S. 223 has identified 73 SIFE students for the 2013 school year. There are twenty-seven (27) in the sixth grade, twenty-

four (24) in the seventh grade, and twenty-two (22) 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 program. Achieve 3000 is used during the school day, 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 two hundred thirteen (213) 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. 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. 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.

There are one hundred and nine (109) ELLs receiving 4 to 6 years service. These students are placed in small groups during the extended day period. After studying their data we noted that they are having difficulty with reading. Presently, extended day teachers are using a vocabulary program to help these ELLs develop their vocabulary skills which in turn will help them increase their reading comprehension. These students are also provided with after-school and Saturday school.

Thirty-one (31) long-term ELLs are mandated to attend our morning extended day program with certified ELA and reading teachers in order to receive the support they need. Based on teacher assessments, these students need help with their reading and writing. In addition, students are encouraged to attend after-school and Saturday programs where Achieve 3000 is implemented. This differentiated reading program will strengthen students' literacy skills.

Our former ELLs are placed in classes with our advanced ELLs. ESL teachers not only service our advanced ELLs but also our former ELLs when they push-in in content area classes. Our former ELLs attend morning extended day classes, as well as, after-school and/or Saturday programs. ELLs who scored proficient on the 2012 and 2013 NYSESLAT exam will receive the same testing modifications as our current ELLs. Former ELLs are also monitored by our guidance counselors three times a year to determine any difficulties confronted by the students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our fifty (50) special needs students receive services according to their IEP. Our ESL teachers push-in self-contained content area classes to provide them with 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. ELL-SWDs in self-contained, ICT and general education classes study the same grade level curriculum as their peers but with specific modifications and accommodations. To make content comprehensible to them ESL teachers tap into the students' prior knowledge, build background knowledge, use scaffolding techniques, differentiate, and incorporate graphic organizers.

Additional instructional strategies are implemented via Universal Design For Learning (UDL). UDL helps students comprehend information that is presented to them. The three principles of UDL allows ELL-SWDs to have information presented to them in multiple ways, it gives them the opportunity to express their knowledge in their own unique way, and engages the

students in learning through different modalities. Instruction is customized and adjusted to meet ELL-SWDs individual needs.

For ELL-SWDs having a safe environment for learning and acquiring new skills and language is very important. Teachers differentiate 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 and debate. This affords 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.

Our special needs students are provided services as per their IEP. ESL and Special Education teachers review the ELL-SWD's IEP to ensure that that all IEP mandates are met, discuss current IEP goals, and devise an instructional plan that includes strategies that will assist the ELL-SWD to acquire language and content. In an effort to continue to offer programs to facilitate and foster learning to this specific targeted population, our school provides Achieve 3000, Reading Horizons, and IXL. Our ELL-SWDs attend extended day, and are enrolled in our after-school, and Saturday classes.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Flexible scheduling allows IS 223 to provide a series of interventions for at-risk students before a referral is requested. Teacher inquiry teams meet to discuss targeted interventions for at-risk ELLs. Administrators and school-based support staff are consulted before making instructional decisions and implementing interventions. Curricular and instructional flexibility allows teachers of ELL-SWDs to differentiate instruction in order to meet the goals of a student's IEP within the least restrictive environment.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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

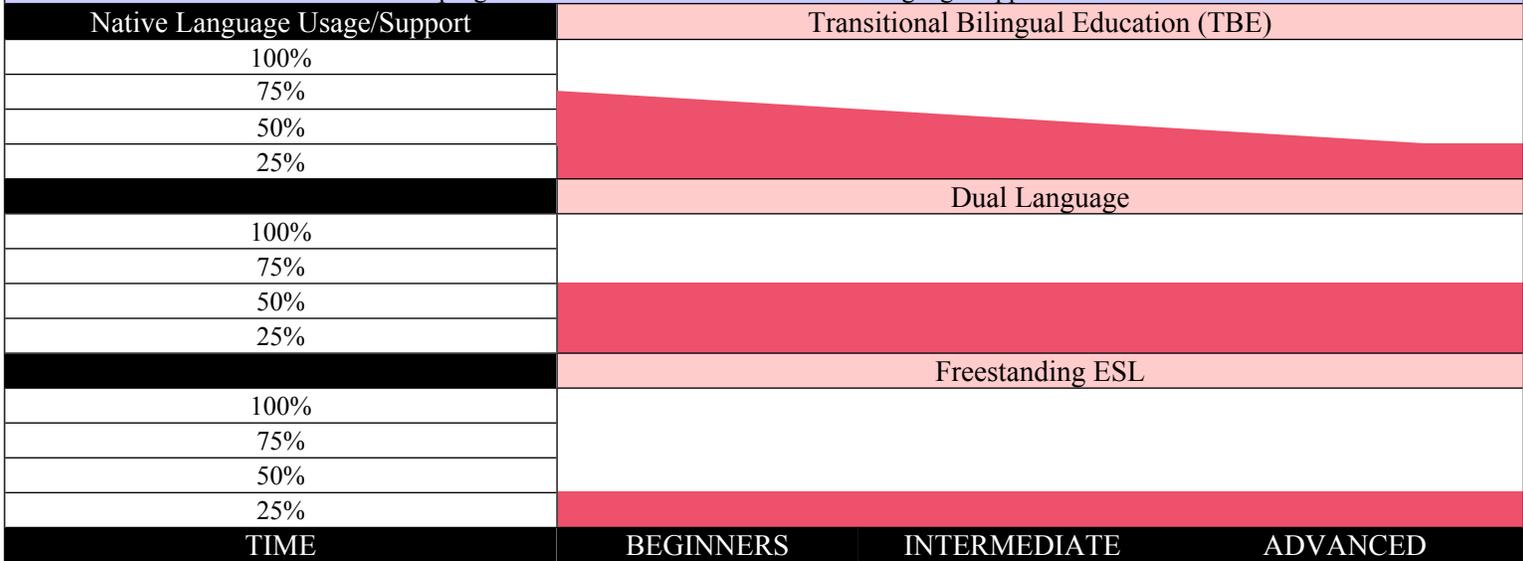
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

I.S. 223 makes every effort to accommodate the needs of all English Language Learner sub-groups. 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.

Students in the country less than a year are using Rosetta Stone during the school day and after-school. Newcomers, ELLs receiving services 4 to 6 years, long term ELLs and SIFE students are afforded the opportunity to use Achieve 3000 after-school, and on Saturdays. In addition, a program titled Reading Horizons is also used. Reading Horizons is an explicit, systematic, research based phonics program using multisensory techniques via direct instruction and through use of interactive computer software programs. The program integrates language arts skills such as sentence structure and writing, which begins after the introduction of consonants and vowels. Vocabulary development and spelling are part of the program as well. Based on teacher guided assessments using the computer software, students reading levels and phonemic awareness skills are determined prior to beginning the lessons.

IXL is incorporated in our after-school Math classes, as well as, in Math classes meeting on Saturdays. IXL is a math practice website consisting of unlimited questions in hundreds of math topics. It has a comprehensive reporting system that generates data to be used by the intervention teacher and the student's regular Math teacher.

In the spring, students participate in a residency called "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 Hamlet. The residency culminates with a performance of Hamlet 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 Common Core Learning Standard, students develop all four English language arts skills: listening, speaking, reading, and writing.

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.

A guidance counselor continues to provide support to ELLs who scored proficient on the 2012 and 2013 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.

At the beginning of the school year 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. The teachers 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.

Staff members will continue to use formal and informal assessments to target ELLs for intervention programs. ELLs needing

extra help in ELA and Math participate in small support classes with a maximum of 10 students 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. Morning, after-school and Saturday programs provide additional support to all ELLs regardless of their English proficiency level.

During our Inquiry Team meetings teachers discuss ways they can help at risk students including ELLs meet academic standards. To determine the student's strengths and weaknesses the team studies his/her data and analyzes the student's work. The team then develops a plan which incorporates strategies to build on the student's strengths and selects strategies that addresses the student's weaknesses. The strategies are shared with all of the student's teachers so that the ELL student can make gains and develop academic language.

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 2013 state exams, oral translations were provided to speakers of the following languages: 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based on data from state testing our ELLs are improving in all areas. Our NYSESLAT scores also indicate our students have made progress going to one proficient level to another. The school has received additional credit on the 2012-13 Progress Report in "Closing the Achievement Gap" which indicates our ELL students are making gains.

Programs for ELLs and all other students are closely monitored. Our teachers are working diligently to provide the best possible education for our ELLs despite their many challenges. Staff members are provided with the support and training needed to work effectively with our students. The various programs, the supplemental instructional activities, and the ESL techniques and methodologies that are incorporated in the daily lessons are helping our ELLs acquire the academic language needed to successfully work towards meeting all standards. Although our ELLs are progressing, I.S. 223 is always in search of new programs, techniques, strategies to further assist our ELLs in making more gains.

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, helps 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 in becoming 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. IXL will continue to be implemented in our after-school and Saturday programs.

11. What new programs or improvements will be considered for the upcoming school year?

This school year we are implementing two new content area programs. ESL and ELA teachers are implementing an English Language Arts curriculum titled Scholastic: Code X. Code X is a comprehensive ELA curriculum which is aligned to the Common Core Learning Standards. It is content based and focuses on vocabulary, comprehension, and rigorous writing tasks. Math teachers are implementing a Common Core aligned program called CMP3. This Math program reinforces higher-level thinking, reasoning, and problem solving skills.

This year we are implementing another new program called PBIS- Positive Behavior Intervention & Supports. PBIS is a systems approach that emphasizes the prevention of problem behaviors through proactive instruction of desired behaviors, regular reinforcement of appropriate behavior, and monitoring and correction of problem behavior. Schools using this approach have dramatically reduced discipline problems, improved attendance and test scores, and have an overall better school climate. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Our PBIS matrix is Montauk PRIDE – Prepared, Respectful, Involved, Disciplined, & Empathetic. With this matrix, we have established expectations that we teach our students for use in all areas of the school building – including the classrooms, cafeteria, hallways, and the auditorium. When students meet these expectations, they are rewarded with tickets they use to redeem for prizes

in the school store. Staff is also acknowledged for support of this program with certificates of recognition, and gift certificates.

Though the program is still in its beginning stages, we are already seeing improvements in the school, and a reduction of behavioral incidents. Students are excited to be in school and earn tickets, and teachers are seeing positive results in the classroom.

12. What programs/services for ELLs will be discontinued and why?

I.S. 223 will not discontinue any programs/services for ELLs for the 2013-2014 school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are included in our mandated small group extended day periods, after-school, and Saturday supplemental programs. The after-school program provides ELLs with small group instruction in ELA, Math, and ESL from October to May. Students participating in the 9:00 to 12:00 Saturday program receive small group instruction in ESL, ELA and Math from October to May. They also receive one hour of physical fitness. Besides participating in academic programs especially designed for ELLs, they participate in the after-school and Saturday recreational programs. ELLs attend Chorus, Chess, Dance, Robotics, Band, Spirit Club, Young Runners C.H.A.M.P.S., and Computer classes.

All ELLs are strongly encouraged by teachers and the administration to attend all curricular and extracurricular activities. Teachers distribute permission slips for each activity to students. Students may also get a permission slip from a bulletin board displaying the after-school and Saturday programs offered at I.S.223. Announcements of the various programs and activities are made over the loud speaker and in the cafeteria. Applications describing the program, as well as dates and times are distributed to ELLs in their native language. Parents receive automated voice messages in their native language, informing them of the wonderful curricular and extracurricular activities offered at I.S. 223.

In addition, ELLs are invited to attend social activities, such as school dances, pumpkin carving, movie night, jewelry making, and family painting. Based on data from sign-in sheets and attendance rosters, a large number of ELL students participate in curricular and extracurricular activities. At I.S. 223 all our ELLs are afforded equal access to all school programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

To support the learning of ELLs we use a variety of materials which include, but are not limited to the following: Sadlier Vocabulary for Success, Visions, Milestones, Voices In Literature, Making Connections, RIGOR, Achieve 3000, IXL, Rosetta Stone, picture books, multi-level novels, graphic novels, and Core curriculum materials differentiated for ELLs.

Technology is an effective tool in helping 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 to the differentiation of a finished project including multi-media presentation. Laptops and iPads are available to all ELLs to use in school.

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

At I.S. 223 ELLs continue to develop their native language skills. Translations are provided whenever possible. 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 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 supports 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).

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All our ELLs except for students in the "Welcome" class are placed in grade level classes and are taught grade level content. Our "Welcome" ELLs are interclassified into what we call a "Step-up Welcome Class" as soon as they acquire enough English to be successful in their new grade level class. Our ELLs study the same curricula in all content areas as their non-ELL peers. Content area teachers modify the curriculum to make all content comprehensible to ELLs. The materials that we are currently using are age appropriate in order to keep all ELLs engaged in learning.

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, CMP3 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. Materials are translated when possible. 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLs and parents are invited to visit our school prior to opening day. This school year ELLs reported to I.S. 223 on August 29, 2013. 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 to describe a typical day and provide additional information about our school.

At this meeting, ELLs learn about the various programs available to them. These programs take 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, 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, and iPads. 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.

For those ELLs who enroll throughout the school year a staff member will provide information about our school, acquaint them with the building by providing a tour and then escorts the student to his/her new class where the teacher will assign the new student a "buddy". On the tour the staff member will point out the bulletin board that displays applications for all academic and extra-curricular activities, and a calendar displayed in the hallway announcing all school activities. Activities such as "Crazy Hat Day, Twin Day, I Love New York Day, Parent Association meetings, and other events.

18. What language electives are offered to ELLs?

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.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

Teachers working with ELLs are all certified teachers. On-site training will be provided by the principal, assistant principals, literacy coach, educators from the CFN and outside agencies. The Literacy coach will continue to provide additional support to all staff members working with ELLs. The Literacy coach works very closely with the staff to ensure that all teachers are proficient in the new Scholastic Code X curriculum. She provides demonstration lessons depicting new pedagogical strategies to better meet the needs of ELLs, arranges 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 district 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.

The following on-site workshops will take place either at monthly academy meetings, lunch and learns, or on days designated as staff development days by the Department of Education: Making content comprehensible to ELLs, Vocabulary Development, Scaffolding strategies, Higher-order Questioning, Portfolio assessment, Using data to drive instruction, Common Core Learning Standards (CCLS), NYSESLAT, ESL strategies, Stages of Language Acquisition, Differentiated Instruction, Reading and Writing Strategies in the Content Area, ELL Periodic Assessments, and Danielson's Framework for Teaching. Our literacy coach will continue to provide support on a daily basis for most of our teachers. Teachers of Mathematics attend both outside and in school professional development on the new CMP3 program. They further meet during Teacher Team meetings and work with their Instructional Lead teacher to scaffold lessons for their ELL students. Teachers in all contents have the opportunity to attend professional development and are encouraged to do so.

The workshops schedule for 2013-14 school-year will take place as follows:

- | | | |
|--------------------------|-----------|--|
| <input type="checkbox"/> | September | Providing Comprehensible Input to ELLs |
| <input type="checkbox"/> | October | Analyzing Data to Drive Instruction |
| <input type="checkbox"/> | November | Building Academic Vocabulary |
| <input type="checkbox"/> | December | Differentiated Instruction- Scholastic Code X. |
| <input type="checkbox"/> | January | ELL Data on Periodic Assessments |
| <input type="checkbox"/> | February | Effective Questioning and Engaging Students in Higher-Order Thinking- as per Danielson |
| <input type="checkbox"/> | March | Testing as a Genre: The Language of Testing |
| <input type="checkbox"/> | April | NYSESLAT |
| <input type="checkbox"/> | May | Compiling a Standard's Based Promotional Portfolio in Math and ELA |
| <input type="checkbox"/> | June | Assessing units of study to determine what worked and what should be |

changed to meet needs of ELLs

I.S. 223 is providing teachers with the required monthly hours of staff development on the Danielson's Framework for Teaching to ensure teachers are providing high-quality teaching. The administration as well is participating in staff development to provide effective feedback to our staff. To help teachers grow in their instructional practice we refer teachers to ARIS Learn where they will get the additional support to provide students quality instruction.

Workshops that were previously mentioned will be attended by ESL teachers. However, ESL and ELA teachers working with ELLs will continue to attend literacy-based professional development. Teachers will continue to participate in Code X training and attend workshops provided by our network. An upcoming workshop they will attend is titled "Text, Talk and Tasks- Building a Pathway for Success for ELLs". Effective practices for providing challenging instruction for ELLs which will raise academic

performance will be addressed. ESL and all content area teachers will also attend workshops provided by the Office of English Language Learners throughout the school year.

The technology coach created a wikispace for all staff members to access 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, and Providing a stress free environment for ELLs. All staff participate, when applicable, to pod-casts and web-casts on an ongoing basis. This is another way for our school to provide staff development and to support our teachers in meeting the needs of our ELLs.

The transition from middle school to high school is especially challenging for ELL students. In order to facilitate this process for them, the guidance counselor meets with all 8th grade teachers to explain the High School application process. A high school directory is made available to them in order for them to familiarize themselves with the various high school programs. In addition, the counselor organizes a High School Information Night and Fair in our school. Flyers are sent home in their native language, and translators are available that night. We also invite High Schools that have programs tailored for ELL students, such as bilingual programs, and International Programs for ELLs. In addition, we have a collaborative relationship with the International High School at Lafayette, and they organize presentations on the High School Admissions process in classes of ELLs. The counselor reviews all High School applications, and meets individually with students who need help or clarification in completing them. Finally, it is important to mention that ELLs are encouraged to take the Specialized High School exam. To prepare them for this exam we offer them a free after-school class.

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. At the beginning of the school year new 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. They will attend workshops described in this narrative, and the number of hours of training will be kept on file.

The assistant principal supervising the ESL program also distributes to all staff members the following information about each ELL: date of admission to the public school system, LAB-R and NYSESLAT scores, student's native language, number of years receiving ESL services, and if they are SIFE. In addition, staff members are provided with pertinent data from standardized exams as well as access to ARIS where further data can be obtained.

D. Parental Involvement

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

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, Movie Night, and workshops provided by the staff.

To encourage parents to attend Parent Association meetings we always include a light dinner and a family activity. Some examples of these activities are: Family Pumpkin Carving, Family Jewelry Making, Family Card Making, and Family Painting. Our parent association meetings not only inform parents of important information, but also provides parents and their children with quality time together. These meetings also gives parents the opportunity to meet other parents.

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. In addition, I.S. 223 sends translated announcements via our automated phone system. The automated phone system is in place to keep parents abreast of upcoming events. At this time they are also made aware that translators are available to translate for them at these events. This accommodation assists us in making parents aware of important issues, and most importantly, improve parent involvement. This accommodation encourages parents, especially the parents of ELLs, to participate.

In order for parents to communicate with staff members, translators are provided for parent-teacher conferences and all parent meetings. At parent meetings a portable and wireless system called "Talk and Listen System" allows parents to hear information in their own 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. By providing this service more parents will be involved in the education of their children. In addition, providing translators at all school activities will also help parents build connections with the school and other parents. The feeling of belonging we hope to establish will encourage more parents of ELLs to participate.

Our bilingual parent coordinator has worked very diligently with other staff members to increase parental involvement. The Leadership Team has met several times to brainstorm and develop strategies which would increase parental involvement. We are happy to announce that the number of parents of ELLs has increased immensely.

For the past five years we were fortunate to have the 21st century grant which sponsored many of our after-school, Saturday activities and parent workshops. We are currently looking to adopt a Community Based Organization to provide additional services to parents of ELLs such as computer classes and GED classes. Currently we do afford parents of ELLs the opportunity to attend city-wide conferences provided by the Office of English Language Learners, and also workshops provided by the Community Education Council of District 20 which take place on a monthly basis. We also contact the Asian Outreach Agency of Maimonides Hospital in Brooklyn when families are in need of health benefits.

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 via e-mail, phone calls, and face to face. He has assisted them in the following ways:

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

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

The needs of our parents drive our parent involvement activities. Incoming 6th grade parents have expressed their concerns of sending their children to a middle school for the first time. As a result, all students including our ELLs 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. This meeting reassures parents that their children are in a safe

environment with many opportunities for them to excel.

ELL parents have also expressed their need to learn English. English classes are therefore offered to them and their adult family members on Saturdays from 9:00 a.m. to 12:00 p.m. We are currently using Rosetta Stone and a program titled Side by Side Plus. These programs are assisting parents in developing speaking, listening, reading and writing skills. We are pleased that many of our ELL families are taking advantage of this opportunity. IS 223 firmly believes that programs that benefit parents will inevitably benefit their children.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>LS. 223</u>		School DBN: <u>20k223</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Frank	Principal		12/13/13
Bina Mancini	Assistant Principal		12/13/13
Ismael Aguillar	Parent Coordinator		12/13/13
Peter Raubvogel	ESL Teacher		12/13/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Elizabeth Sorrentino	Coach		12/13/13
	Coach		1/1/01
Beatriz Lampon	Guidance Counselor		12/13/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20k223 School Name: I.S. 223

Cluster: 6 Network: 609

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 titled the Home Language Report (RHLA), and student's 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, the two largest language groups represented in our school are Chinese and Spanish. As per Chancellor's Regulations A-663 we provide translation services to all parents whose primary language is a covered language and who require oral and written translation. Currently, 62% of our Chinese families and 14% our Spanish families require and are receiving translation and interpretation services. For those remaining 17 parents speaking languages other than the covered languages we contact the Translation and Interpretation Unit to assist us in communicating and interpreting for parents when needed. The findings are reported to teachers, administrators, parent coordinator, School Leadership Team, and parents at Parent Association meetings.

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 translation 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, and 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>.

I.S. 223 fulfills Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. We will continue to inform parents of their rights regarding translation and interpretation services at meetings and via our automated voice messages in their native language. Our Parent Coordinator makes available to our parents The Bill of Parent Rights and Responsibilities in the covered languages. In the primary entrance of our school in a conspicuous location a sign in each of the covered languages is displayed indicating the availability of interpretation services. A list of staff members who speak a second language is kept in the main office. Staff who speak a second language are paid per session to attend evening events to provide translation and interpretation services. To ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices I.S.223's has included procedures that must be followed in the safety plan.

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): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 160

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

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

Total # of teachers in this program: 8

of certified ESL/Bilingual teachers: 5

of content area teachers: 3

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		