

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

20K 223

School Name:

IS 223/MONTAUK J.H.S.

Principal:

ANDREW FRANK

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Grade 6-8 School Number (DBN): 20K223
School Type: Middle School Grades Served: 6, 7, 8
School Address: 4200-16th Avenue, Brooklyn, New York 11204
Phone Number: 718 438 0155 Fax: 718 871 7477
School Contact Person: Andrew Frank Email Address: Afrank2
Principal: Andrew Frank
UFT Chapter Leader: Stacey Lavie
Parents' Association President: Sandy Persuad
SLT Chairperson: Kevin O'Hanlon
Student Representative(s): N/A

District Information

District: 20 Superintendent: Ms. Costantino
Superintendent's Office Address: 489 89th street, Brooklyn, NY, 11209
Superintendent's Email Address: kconstan@schools.nyc.gov
Phone Number: 7187594912 Fax: 7187594842

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 604 Network Leader: Michael Dantona

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrew Frank	*Principal or Designee	
Stacey Lavie	*UFT Chapter Leader or Designee	
Sandy Persuad	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Kevin O'Hanlon	Assistant Principal	
Sandy Acquafredda	Assitant Principal	
Rachel Parilis	UFT	
Carline Paris	Vice President	
Charlene Gordon	Treasurer	
Xiu Lin	Secretary	
Frances Vozzo	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission statement for IS 223 speaks to the strengths of each member of our school community. We are here" to provide each child with every element necessary for academic success and emotional development". The Administration and Staff are dedicated to the idea that all children can learn and succeed regardless of his or her starting off point, country of origin or home environment. We understand that the entire child must be nourished: the body, mind and spirit. Our school is a safe haven for struggling students and a jumping off point for those students poised at the doorway to High School and beyond. The educational and socio-emotional growth of each student is helped along with support of public and private community resources, such as Counseling in Schools and The NY Road Runners.

"Students, parents, teachers and administrators work collaboratively in a safe and pleasant environment as valued members in this ongoing process." Administration oversees funding and which provides the teachers with the technology and other resources to create engaging and differentiated lessons which are critical for students as diverse as the population of IS 223. Our Art Department nurtures the creative, our Runners Club encourages healthy competition and our Robotics Club stimulates critical thinking. We feed the body and the spirit through dedication, hard work and a respect for knowledge.

IS 223 has made incremental improvement in ELA, especially with Levels 3 and 4 and we continue to be hard at work aligning assessments to curricula and strengthening student involvement through self-assessments.

Our challenge is to continue to provide effective instruction for our ELL population. We understand that each English Language Learner comes to our school with a different level of education in their native language but must meet the challenges of grade level standards. We will continue to assess each student's needs and provide them with the materials, instructions and intervention necessary for success.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a whole, teachers at IS 223 look at data to inform instruction. They understand that the best way to help our students is to know the strengths and weaknesses of each child so that they may align instruction to his/her needs. A Teacher Needs Survey conducted in September 2014 confirms that teachers need and want further professional development on understanding how to move a lesson forward by using thoughtful instructional practices, especially in the areas of productive discussion and scaffolding toward higher order questioning, as well as, meaningful assessments that help students understand their strengths and weaknesses. Therefore, the following has been taken into account in the development of this goal:

- Based on data from State exams, teacher evaluations – both formal and informal, Units of Study, 2013-14 MOSL scores, discussions with the Instructional Team, teacher surveys, and recommendations from the 2013-14 Quality Review, IS 223 understands the need for continued professional development on the use of discussion strategies and thoughtful higher order questioning techniques in both observable classroom instruction and written assessments.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • By June 2015, the principal and assistant principals will conduct formal and informal observations and give constructive feedback to all pedagogues which will better inform their instruction. 	All pedagogues	September 2015 – June 2015	Principal, Assistant Principals, Literacy Coach, Instructional Leads

<ul style="list-style-type: none"> The literacy coach will work with the lead instructional teachers in all content areas to prepare and deliver professional development on instructional topics such as: How to conduct productive discussions for students with language and/or developmental delays How to effectively scaffold questions so that students all students may be exposed to critical thinking techniques and assessments School mentor will meet new teachers a minimum of 2X per week and work closely with them on Danielson's Framework 2b Inter-visitations will be scheduled so that teachers may observe highly effective lessons 			and Mentor
All teachers of Students With Disabilities and English Language Learners will participate along, with the General Education teachers, in all professional developments which will be differentiated for the teachers of these subgroups and which will address the different needs of their students.	Teachers of SWD and ELLs	September 2014-June 2015	Principal, Assistant Principals, Literacy Coach, Instructional Leads, ESL Coordinator and Mentor
Parents will be informed of 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	All Pedagogues and parents	September 2014-June 2015	Principal, Assistant Principals, Literacy Coach, Instructional Leads and Mentor
Administrators, literacy coach, data specialist, guidance counselors, will have an open door policy so that teachers, students and parents feel comfortable and safe in discussing the needs of their classrooms and children	teachers, parents, students	September 2014-June 2015	Administrators, literacy coach, data specialist, guidance counselors and SAPIS worker

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Teachers will meet with administrators for effective feedback after each of their informal and formal observations as per the teacher's selection Mentor will meet with new teachers a minimum of 2X per week Instructional Team meets weekly with Administration to look at all data- formative and summative, teacher needs assessments, data from classroom observations In September a needs survey was administered to ascertain the n Lead Instructional teachers and Literacy Coach will conduct professional developments and discussions based on data from the Instructional Team Meeting findings a minimum of 1X per week and 2X per year for a whole day professional development Teachers will go out for professional development on topics listed above as applicable to Danielson on a as need basis

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Administrators, Coach, Instructional Team and Mentor will meet 1X per week to discuss professional development and its effectiveness on teacher instruction
- Principal and Mentor will meet at least 2X per month to discuss the effectiveness of professional development on new teacher instruction and teachers who have received a TIP
- Principal and Assistant Principals will meet daily to discuss observed teacher instruction and any interventions needed
- By February 2015 all pedagogues will have been observed a minimum of 2X and findings discussed with the Principal’s cabinet and the teacher. All interventions will be noted and implemented
- By February 2015 a second teacher survey will be conducted to ascertain the continued needs of the staff and how they may be addressed

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Administrators, staff and parents respect the work of the classroom teacher in trying to improve student outcome by providing supplies, creating a peaceful work environment, encouraging each child and teacher on their efforts.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Teachers, students and parents are all aware that the expectation at IS 223 is that everyone, all staff and students, work to their highest potential. Our academic programs are standards based, differentiated and accessible to all students. Students also know that their teachers are there to help them, as are all the staff members. There are systems in place at IS 223 that help students who are struggling academically, socially and emotionally. Our guidance counselors see mandated students, but all students know that they are available to them. Teachers are offered opportunities through both outside and inside professional development to advance and succeed. Administration is always available to assist and discuss any situation. Teachers are encouraged to participate in school activities and to suggest any program or innovation that may help teachers and/or students. Data from our school survey in each of these areas indicates 95% of our parents feel that our school gives their child meaningful assignments in a safe trusting environment and that IS 223 offers students a wide variety of extra services. However, data also indicates that English Language Learners and Students With Disabilities, who constitute almost all of our lowest third, did not make AYP on the New York State ELA exam for Spring 2014 even though additional help is offered. In an effort to address this need, IS 223 will look at additional resources to better assist those struggling students.

Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, 15% of students in our lowest 1/3rd will show progress toward achieving proficiency in writing an argumentative essay as evidenced by a comparison between two units of study focusing on argument

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Students in the lowest 1/3 rd in ELA will be encouraged to attend various school programs targeted to bolster academic, as well as, socio-emotional growth: <ul style="list-style-type: none"> • After school programs sponsored by Counseling in Schools and by IS 223 • Saturday Academy sponsored by Counseling in Schools 	Lowest 1/3 rd of ELA students	September 2014 – June 2015	Administrators, teachers, guidance counselors, SAPIS worker, paraprofessionals, literacy coach,

<ul style="list-style-type: none"> Professional development targeting critical thinking strategies, discussion strategies, assessment and Common Core based lessons Use of Common Core specific rubrics for the essays Classroom Anchor Charts which focus on different writing genres Word walls which will assist all students but especially ELL and SWD students PBIS (Positive Behavior Intervention Support) Program promoting positive behavior and bolstering students' emotional growth Check-in/check-out - intervention for students with high rates of behavior incidents Spirit Club – encouraging students to participate in school activities including “Dear Ms. Right” – an academic intervention strategy Rewarding perfect attendance which encourages students to attend school regularly Sending teachers to outside professional developments Teachers will monitor student progress on programs such as Engrade or by using an Excel Spreadsheet Teachers using close reading strategies in all content areas, chunking the reading for students, using guided reading groups, breaking down complex tasks into smaller tasks Making use of Achieve 3000 and differentiated lexile levels 			parent coordinator
<ul style="list-style-type: none"> More intensive vocabulary instruction targeting ELL students and SWD Student training in the use of glossaries Use of sentence starters, Accountable Talk stems, use of graphic organizers AIS classes SETSS teacher as a pull- out and push-in intervention ESL teachers pushing into all content areas for further intervention Teacher Team Meetings by content and grade so that teachers can have time to meet to discuss modifications and accommodations of lessons Expand the use of technology in the classroom through new SmartBoards, computers and iPads 	ELL and SWD students	September 2014- June 2015	All pedagogues and supervisors, guidance counselors, paraprofessionals, parent coordinator, literacy coach, data specialist, SAPIS worker
<p>Parents are encouraged to:</p> <ul style="list-style-type: none"> Meet teachers during Open School Night where translators are available if needed Attend Saturday English classes so that they may better be able to support their child's education Go on to ARIS where their child's State and Benchmark exams are housed To attend a training of the new site for student performance reports Email teachers with their concerns Attend school functions If available, go on to teacher's website to view homework 	Students in the lowest 1/3rd	September 2014-June 2015	Parents, Teachers, Administrators, paraprofessionals, school secretaries, Parent Coordinator, SAPIS worker, guidance counselors, school psychologist

assignments, special projects and activities <ul style="list-style-type: none"> Attend all IEP meetings to become better informed on their child's progress and on recommendations from teachers, psychologist, guidance counselor or SAPIS worker 			
The Administration, parents, students, teachers, paraprofessionals, guidance counselors, SAPIS worker, parent coordinator, school psychologist and secretaries work together to support classroom endeavors by supplying classrooms with any materials needed, make sure all homeworks are done, student has access to research sites through the use of computers or books to complete their assignments, are sent to school daily and are supported emotionally in their academic efforts.	students in lowest third of school	September 2014- March 2015	Students, staff, parents, community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Teachers will meet weekly to discuss strategies ELA strategies and 2X per month to discuss the students in the lowest 1/3rd Glossaries, highlighters, computers, SmartBoards, iPads Classroom assignments, assessments and conferencing notes to help students understand this writing genre Professional development for teachers on creating differentiated lessons to assist ELLs and SWD students on writing argument essays Critical feedback to teachers upon submitting first unit of study on argument essay Critical feedback to students from teachers on how to use a rubric to help write an argumentative essay Intervisitation schedule for first time teachers to observe highly effective lessons and strategies Anchor Charts Accurate and organized grading system to keep records of each student's progress

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By March 2015 administrators will collect two argumentative essays and assess for understanding and growth.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Teachers at IS 223 have the opportunity and are encouraged to attend professional developments which will further enhance their classroom practice both during the school year and during the summer. According to the School Survey, 91% of the Staff feels supported by the professional development, both in and out of the school, they may have participated in during the school year 2013-14. According to the survey, teachers feel professional development has been effective in supporting their craft as educators and has helped them to reach the students in their classes. Data from State Exams, the MOSL exams, Benchmark exams, units of study and classroom assessments indicates that students still need differentiated instruction which will help not only general education students, but ELL’s and SWD. A needs survey indicates that teachers continue to need and want all types of professional development and time to work together collegially to better address the needs of their students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers in all content areas will have worked together to create and complete units of study which will be modified to address the needs of IS 223’s diverse student population respecting cultural, racial and ethnic differences as evidenced by revised curricula maps, and quarterly feedback on written assessments from each unit based on rubrics designed by teachers, students and administrators. .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers will work on units of study in all major content areas using the following resources: <ul style="list-style-type: none"> • Achieve3000 – for differentiated lexile levels on articles from the Associated Press in all content areas • Smithsonian Museum.org 	Teachers and paraprofessionals	September 2014- June 2015	Administrators, Mentor, Literacy Coach, teachers Technology coordinator,

<ul style="list-style-type: none"> • Library of Congress • New York Times • Brooklyn Public Library • Scholastic Code X online resources • Math IExcel.com • New York Historical Association • Facing History • K12.com • Ereading.com • Thinkwriteread.org • Teaching Channel.org for videos • Epals.org • MathisFun.com • Teachers will participate in professional development to help them create questions and assessments to fully develop their units of study • Teachers will be given supplies to support their work on units of study • Partnership with Urban Advantage for Science 			<p>purchasing secretary</p>
<ul style="list-style-type: none"> • Students will have access to computers and headsets • When possible teachers will have materials translated into as many languages as needed • Graphic organizers will be utilized to help make lessons comprehensible • Students will be able to take home textbooks, novels, articles, worksheets to work and/or practice with • Students will be grouped according to ability level and will be given differentiated materials based on those levels as may be needed according to teacher observations, class tests or IEP's • Students who are working at an accelerated pace will be given work and materials commensurate with their abilities • AIS services 	<p>ESL Students and students with disabilities</p>	<p>September 2014-June 2015</p>	<p>Students, teachers, administrators</p>
<ul style="list-style-type: none"> • Parents will meet with teachers during Open School Night and will be informed of their child's work and progress • Graded exams will be sent home for signatures to inform parents of their child's progress • Letters of concern will be sent home to advise parents of their child's lack of progress • Parents will receive telephone calls home to advise them of their child's progress or lack of progress • Parents will access teacher's website to become familiar with topics the student is working on in class • Parents are encouraged to contact the teacher through email or telephone to ask about their child and schoolwork • All materials sent home to parents to inform them of their child's progress will include translated documents to the ability of the teacher to have them translated by 	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>Administrators , teachers, paraprofessionals and teachers who translate materials</p>

computer or using the services of teachers who can provide this service			
Administrators, teachers, paraprofessionals, purchasing secretary, literacy coach, mentor, parents, students, lead instructional teachers, guidance counselors, SAPIS worker, SETSS teacher, school aides all work toward the goal of helping classroom teachers have the time, resources, and professional development to create and deliver successful lessons to a diverse school population. These lessons need to be Common Core based and differentiated enough to help all students in writing clear and focused assessments for their units of study	Teachers	September 2014- June 2015	Administrators and Literacy Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will meet formally 3X per month to collaboratively work on units and their assessments
- Teachers meet informally to work on units and assessments on an as needed basis as may fit into their schedules
- New teachers will meet with the school mentor 2X per week to work on different aspects of a unit of study in their content area
- General Education teachers will meet with push-in counterparts 1X per week to work on lessons for units of study and for differentiation strategies
- Teachers will meet 1X per month in interdisciplinary groups to discuss struggling students and look at students’ work
- Teachers will attend professional development at least 1X per week or more that offer training on topics including but not exclusive to: Danielson’s Framework 3b, questioning techniques, discussion strategies, assessments, differentiation, use of Excel spreadsheet, collaborative team teaching strategies, use of Scholastic Code X, Schoolnet, data, testing, lesson modification techniques, identification of speech and language issues in the classroom, ESL strategies for general education teachers
- Administrators and Literacy Coach will meet 4X per year look at collected units of study to determine the effectiveness of lessons in the units and to check for understanding by the teachers of effective assessments and understanding of the genre as it relates to the Common Core
- Administrators will take a needs assessment to determine if all classrooms are equipped with technology to help students complete units and teachers to be able to implement them
- Administration will schedule substitute teachers that are content based for teachers in those contents to attend professional development outside the school building

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

Teachers will be monitored by Administrators weekly during professional developments and during teacher team meetings. The collection of agendas and teacher feedback forms will be part of teacher accountability. Quarterly, assessments from units of study will be collected and a team will assess the progress made by students. By March of 2015, feedback from the monitoring of the assessments from three units of study will be delivered to teachers through one to one meetings and feedback forms given to each teacher. Teachers will submit all completed units.

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Data from the 2013-14 School Survey indicates that 91% of teachers at IS 223 feel supported by the Principal and Assistant Principals. A needs assessment also indicates teachers continue to want professional development, value a need for a dean, appreciate how the school operates during the school day, approve of the appearance of the physical space and agree that the safety of the students and the staff is a top priority.

After looking at student performance levels in concurrence with the Quality Review, we see a need for further improvement in ELA in our subgroups. Data from the NYS English Language Arts Exam indicates that IS 223 made incremental gains in our All Students category. Students in Level 1 decreased 3.2% and our Levels 3 and 4 combined showed a gain of 2.7%. Our SWD also showed gains on the State exam. The data indicates that Student with Disabilities made a 4.3% gain in Levels 3 and 4 combined and decreased in Level 1 by 29.9%.

English Language Learners showed an 11% drop in Level 1 for 6th grade students, however, 8th grade students showed a gain of 10.4% in Level 1. The school’s Data Team and Interdisciplinary Teacher Teams realized there should be a focus on initiatives for our ELL students and will look carefully at AIS Services we currently provide, and more closely show the effectiveness of looking at the Item Skills Analysis in Schoolnet and Achieve 3000 for targeting students for additional help and for differentiation of lessons.

On the State exam for mathematics, the students at IS 223 showed gains in the All Students category with an 8.5% gain in Levels 3 and 4 combined and a 4.4% decrease in Level 1 students. Our subgroups also made gains with Students with Disabilities making a 5.2% gain in Level 3 and 4 combined and a decrease in Level 1 of 2.7%. ELL students made gains of 7.1% in Level 3 and 4 combined and a decrease in Level 1 of 3.6%.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the Administration will have given constructive, supportive feedback to every pedagogue at IS 223, as well as, the opportunity to be considered Highly Effective based on domain 4 of Danielson’s Framework for Teaching by given each teacher the opportunity to facilitate professional development which will assist teachers in their practices and resulting in 3% increase in teachers rated Highly Effective.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>26. Strategies to address the needs of students with</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> Teachers will be able to select materials to enrich their lessons and enable all students access to material that is comprehensible to them Teachers will be supported in their efforts to attend outside professional development that will improve their lessons Give teachers the opportunity to deliver professional developments which will make them highly effective IS 223 will support teachers by giving them access to technology and supplies that will help be effective educators Administrators will conference with teachers, offer constructive criticism and give the teacher attainable goals Administrators will provide for interventions for teachers who fail to provide effective lessons for their students Administrators will provide interventions to help all teachers become highly effective through professional resources, inter-visitations, specific feedback from observations 	Administrators	September 2014-June 2015	Administrators , teachers and paraprofessionals
<p>Administrators will:</p> <ul style="list-style-type: none"> Will provide training for all general education teachers who work with SWD Provide general education teachers who work in a CIT class time to co-plan with their special education counterpart Provide behavior modification plans for students who are in need of such a plan Provide glossaries for ESL students Provide technology to assist teachers of SWD and ELLs create differentiated lessons for these students and give them multiple modalities Administrators will monitor students' grades to assess their progress or lack of progress and offer intervention for the student and/or the teacher 	Administrators and Teachers	September 2014-June 2015	Teachers, Parent Association, School Leadership Team, Parent Coordinator, Staff
<ul style="list-style-type: none"> Administration will provide translators for any parent attending IEP meetings to better assist them in understanding the needs of their child and to help them assist the teacher in providing structure and a safe environment for the student Parents will be kept informed regularly of their child's progress or lack of progress 	Administrators	September 2014-June 2015	Parents and Administrators
<p>Administration will reach out to community leaders, the School Leadership Team, Parent Association, Teachers and Parent</p>	Administrators, teachers,	September 2014-	Administrators, Parents,

Coordinator and work with them to help students understand the importance of schoolwork and to give their time and resources in helping teachers and students succeed	parents, students, community members	June2015	Community Leaders
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the school administration will have succeeded in observing each teacher informally at least two times and will have given appropriate feedback as needed.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?	

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In response to Capacity Framework, Strong Family and Community Ties, IS 223 has historically had strong ties to the local community. IS 223 has been fortunate to have an involved Parents Association who understands the importance of school involvement and the correlation between this involvement and the academic and socio-emotional success of students. This partnership is based primarily on a careful analysis of the academic needs of the students, parent communication, and parent assessment on the school survey in an effort to develop to each students true potential in a safe and academically rigorous environment.

Data from NYS ELA and mathematics but we are aware there is still a need to improve scores. With a 4.3% gain in ELA Levels 3 and 4 combined for Students with Disabilities attributable to teacher preparedness and good communication between parents and teachers, the school administration understands that parental involvement is an asset in furthering student progress. For ELL students, our gains on the State Mathematics exam shows a gain of 7.1% which indicates that initiatives already in place are effective. These initiatives, along with greater email communication with parents, use of translators at all parent teacher conferences, and evening functions, indicate that teachers and parents working together make a difference.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders and staff will improve parental involvement through Parent Association meetings, school functions and increased email communication resulting in a 15% increase in attendance at school functions. Parents will be actively involved in many aspects of school life including the development of the Comprehensive Education Plan.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

<ul style="list-style-type: none"> • Outreach to parents to inform them of different school functions they may attend to become better informed of their child's educational progress and in creating a greater parent, child, school bond • 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, especially for students with IEP's • Providing parents with the tools to become successful participants in all aspects of life in America, i.e. voting, employment, social activities • Parents are encouraged to reach out to teachers regarding their child's academic performance and/or behavior 	parents	September 2014 to June 2015	Principal, assistant principals, guidance counselors, teachers, parent coordinator, paraprofessionals, dean, data specialist, and school secretaries
<ul style="list-style-type: none"> • Saturday English classes 	parents	October 2014 – May 2015	Administrators, Teacher
<ul style="list-style-type: none"> • Teacher created website to inform parents of homework, trips, school activities, discipline problems, attendance problems 	parents	September 2014-June 2015	Teachers, Administrators
<ul style="list-style-type: none"> • Translation equipment availability at all meetings • Translators provided when possible for teacher meetings 	parents	September 2014-June 2015	Administrators, Teachers, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will meet parents 4X per year at parent teacher conferences
- Parents will participate in weekly English classes – 1X per week
- Teachers will communicate with parents through emails and/or telephone calls throughout the school year at least 1X per week
- Teachers will communicate with parents through progress reports 4X per year
- Teachers will contact parents with letters of concern on an ongoing bases
- Teachers will update websites to reflect current work and activities

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

February 2015 will be the mid-point benchmark with the following evidence:

- Attendance from parent/teacher conferences

- Progress Reports
- Logs from telephone conferences
- Attendance and agendas from parent association meetings
- Attendance from Saturday English classes

Part 6b. Complete in February 2015.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	At risk	ELA	Small	School Day
Mathematics	At risk	Science	Small	School Day
Science	At risk	Math	Small	School Day
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

IS 223, The Montauk 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

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 three certified ESL teachers. Based on data, our beginner and intermediate students need to further develop their reading and writing skills. The students participating in this program will receive small group instruction. To assist these students, teachers will implement a new program titled "Discussion 4Learning" which will be purchased with Title III funds. This program will focus on academic vocabulary (social studies and science) which will improve comprehension in all students regardless of their decoding skills. In addition, writing activities are also included to connect critical concepts in science and social studies. Students will attend 50 two hour sessions beginning in October and ending in May. They will meet twice a week on Wednesdays and Thursdays from 2:20 p.m. to 4:20 p.m. Students participating in this program are 6th, 7th, and 8th grade students.

A second after-school program will employ one certified ESL teacher to provide 6th grade Long Term ELLs who have scored Advanced on the 2014 NYSESLAT with small group instruction. Based on our 2014 ELA Item Skills Analysis, these Long Term Advanced ELLs need to further develop their reading skills. Therefore, the focus of this program is reading. The certified ESL teacher will implement a new program which will be purchased with Title III funds titled "Discussion 4Learning". This program will focus on academic vocabulary (social studies and science) which will improve comprehension in all students regardless of their decoding skills. This after-school program will meet once a week on Wednesdays from 2:20 to 4:20. Students will attend 22 two hour sessions beginning in November and ending in May.

Title III monies will also fund an after-school program for our newly arrived ELLs. Students participating in this program will receive intensive English instruction. A program titled "English Now" will be purchased with Title III funds. "English Now" is a standards based language acquisition program for English Language Learners. Students will acquire academic and content specific vocabulary, and have opportunities to write "coherent sentences and rhetorical organized paragraphs". The ESL program will meet on Wednesdays and Thursdays from 2:20 - 4:20. Students will attend 50 two hour sessions beginning in October and ending in May.

In addition to receiving English instruction, the newcomers in the after-school program described

Part B: Direct Instruction Supplemental Program Information

above will receive Math instruction by a certified Math teacher. To further develop math skills, the certified Math teacher and the ESL teacher will work collaboratively on Thursdays from 2:20 to 4:20. A math practice website called IXL will be incorporated in this after-school math class. IXL consist of unlimited questions in hundreds of math topics. It also has a comprehensive reporting system that generates data to be used by the math teacher. The math after-school program will consist of 21 two hour sessions beginning in November and ending in April. In this program, the ESL teacher will provide support to our ELLs in order to make the math lessons comprehensible.

For the 2014-15 school year, the Title III after-school programs will employ 5 certified ESL teachers, and 1 certified Math teacher. These supplemental services will provide ELLs with additional practice in language development through small group instruction. Research reflects that in small group instruction ESL students have a greater opportunity to interact with the teacher, as well as, having increased opportunity for Accountable Talk. Students acquire strategies for learning and problem solving with continued and immediate interaction with their teacher and classmates. The ESL/ELA standards are enforced by giving each student the opportunity to practice listening, speaking, reading and writing.

The 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 previously mentioned.

Part C: Professional Development

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

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

Begin description here:

To better serve and meet the needs of our ELLs the certified staff members working in the after-school Title III programs are provided with professional development. The topics that have been selected will assist these teachers in improving instruction and meeting the needs of all ELLs. Five ESL teachers and one Math teacher will participate in bi-monthly training. Each month teachers will participate in two

Part C: Professional Development

after-school mandated workshops. The initial workshop will discuss the goals of the supplemental programs, a suggested schedule to be followed, and materials to be implemented. It is necessary for all teachers working in these supplemental programs to be fully aware of the objectives previously described. Other topics to be explored are as follows:

October: Goals and Objectives of Title III after-school programs, and Analyzing ELL Data to drive instruction.

November: Five research based methods for teaching ELLs in the Discipline, and Instructional Approaches Helping ELLs meet new Standards in ELA/ESL/Math.

December: Analyzing and evaluating the writings of ELLs, and Looking at ELL Periodic Assessments to determine weaknesses and strengths.

January : Building Academic Vocabulary, and Text Complexity.

February: Scaffolding Texts and Tasks, and Effective Questioning

March: Key Principles of ELL Instruction, and Planning and Collaborating Common Core Aligned Lessons for ELLs.

April: Raising Expectations and Instructional Rigor for ELLs, and Preparing Students for the NYSESLAT.

May: Assessing Title III Programs to determine its effectiveness, and How to improve future programs to meet the needs of ELLs.

For the 2014-15 school year, 5 certified teachers participating in the after-school supplemental Title III programs will be provided with sixteen (16) one hour mandated after-schools sessions. The 6th teacher will also participate in the after-school mandated training but will be paid by another funding source. These trainings will not only assist teachers working in the after-school programs but it will also help teachers who are collaborating with them during the school day. The assistant principal and the ESL Coordinator will provide the trainings.

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:

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. Parents are strongly encouraged to attend ESL classes. Classes will be instructed by a certified

Part D: Parental Engagement Activities

ESL teacher. The instructional focus is on developing parents’ speaking, listening, reading, and writing skills. The ESL teacher will provide parents with 40 two hour sessions. These sessions will take place on Tuesdays, and Fridays. The Tuesday classes will meet from 3:45 to 5:45, and the Friday classes will meet from 2:20 to 4:20. The ESL teacher is currently using "Side by Side Plus", and Rosetta Stone will also be implemented. Some of the topics that will be explored are topics dealing with "life-experiences: Such as shopping, completing job applications, medical forms, etc. The ESL teacher will also incorporate non-fiction reading passages. In addition to learning English, parents are made aware of the various school activities and important educational issues affecting their children. In an effort to create a partnership and inviting parents to attend these after-school English classes, translated notices are sent home. In addition, IS 223 sends translated announcements via our automated phone system. The automated phone system is in place to keep parents abreast of upcoming events. This accommodation assists us in improving parental involvement.

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	_____	_____

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.
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	213	59	7	109	15	20	31	0	23	353

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	213	59	7	109	15	20	31	0	23	353
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 eight grade students scored at the beginning level. Forty-six percent (46%) of seventh graders and forty percent (40%) of eight graders are beginners. We can attribute this to the influx of newcomers registered at our school last year. The majority of the six grade, on the other hand, scored at the advanced level. Forty-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:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the

native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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 comparision 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 2013 NYS 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	ENGLISH	58%	26%	6%	10%
ELLS	NL	23%	39%	15%	23%
7TH	ENGLISH	58%	30%	8%	4%
ELLS	NL	32%	36%	29%	3%
8th	English	37%	46%	7%	10%
ELLS	NL	24%	50%	24%	2%

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. ①

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) six 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) eight grade students. ESL teachers push-in content area and /or ELA classes. For special education students this model is much more educationally sound. These students receive the mandated number of units of ESL as specified in CR Part 154.

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
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

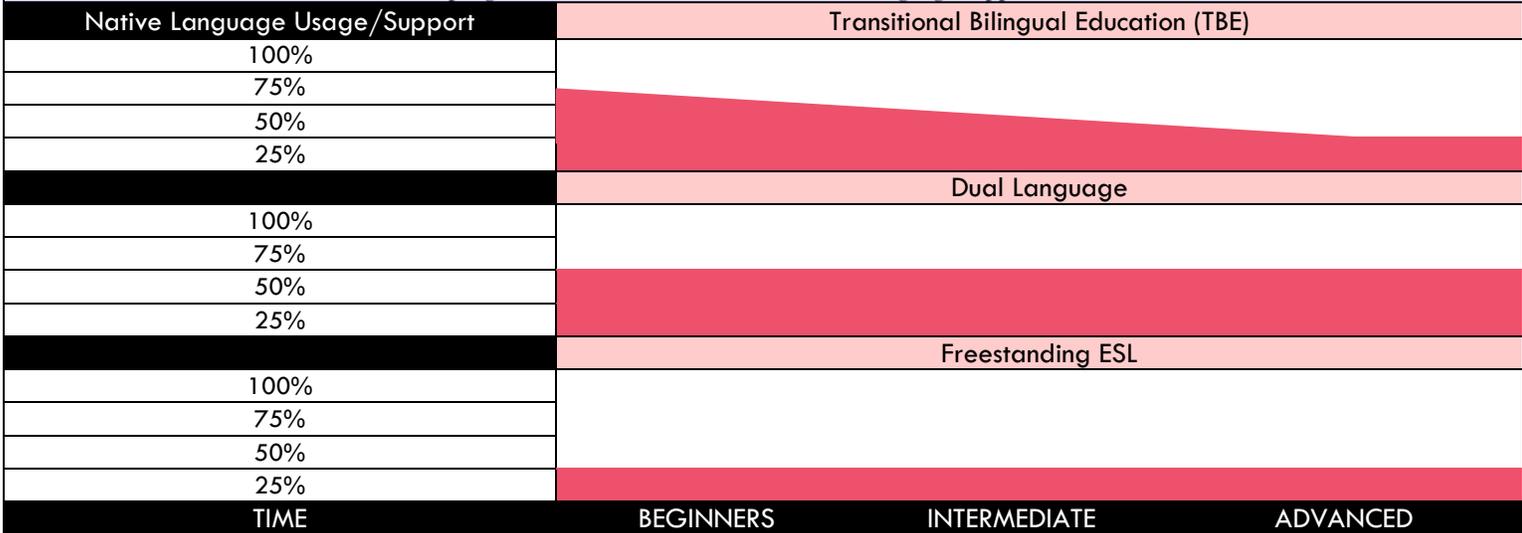
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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: I.S. 223

School DBN: 20k223

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Frank	Principal		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.