

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: MS/HS 223, THE LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY

DBN (i.e. 01M001): 07X223

Principal: RAMON GONZALEZ

Principal Email: RGONZAL@SCHOOLS.NYC.GOV

Superintendent: YOLANDA TORRES

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ramon Gonzalez	*Principal or Designee	
Courtney Summer	*UFT Chapter Leader or Designee	
Violeta Guevara	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Karen Gil, Edward Valdez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tamika Myers	Member/ UFT	
Carlos Perez	Member/ UFT	
Jamie DeLeon	Member/ UFT	
Katie Drame	Member/ UFT	
Scott Callahan	Member/ UFT	
Wendy Aquino	Member/ Parent	
Lanell Rusell	Member/ Parent	
Johanna Angulo	Member/ Parent	
Maybelline Suarez	Member/ Parent	
Chiquinquira Jimenez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, the median adjusted growth percentile will increase to 75% as measured by the State ELA Assessment and the NYC Progress Report.

Comprehensive Needs Assessment

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

- The major area of concern at MS 223 is how to increase academic achievement of many of its students, as measured by results on State standardized assessments. The New York State tests in 2013 show that approximately 24.3% of our students are reaching proficiency in ELA. The 2013 test results show a median adjusted growth percentile of 72.5% in ELA. The academic performance of special education and English language learners is a particular concern, as both groups represent a disproportionately high percentage of students performing at level 1 in ELA.

Instructional Strategies/Activities

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

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

1. Provide 90-minute reading and writing block almost daily, which includes explicit and demonstration mini-lessons, sustained reading, read-alouds, shared reading and talk support, student response to reading, one on one conferring and small group instruction in language objectives, and feedback in specific skills such as fluency, vocabulary and decoding
2. Develop department inquiry groups to grow teachers in key areas such as creation of performance assessments, book club, talk, vocabulary, and language objective instruction
3. Develop materials that support interdisciplinary connections, cultural relevance, language acquisition, real-life experiences, and thematic approaches
4. Develop and implement a cohesive standards-based instructional program using TCRWP support and instructional strategies
5. Use of TCRWP, iReady and ARIS assessment data to diagnose specific individualized students' needs, use of data to highlight the weaknesses and strengths of individual students and use of data to drive instruction
6. Provide differentiated PD in areas of: small group, talk, vocabulary, decoding, fluency instruction, providing students with standard feedback, and the use developmentally and age appropriate materials, authentic assessment, ELA standards and performance indicators, standardized tests, and the writing process.
7. Offer Native language, ELL and ESL instruction provided by certified teachers with support from the Achieve 3000 program and TCRWP, in and out of school
8. Maintain collaboration program with TC, NYU, and Lehman College and the leadership team and staff to utilize student teachers as an instructional resource

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

1. Literacy Coach, Network staff, Assistant Principals, Demonstration Teachers, Teacher College Staff Developers, Teacher Effectiveness Ambassadors
2. Literacy Coach, Network staff, Assistant Principals, Demonstration Teachers, Teacher College Staff Developers, Teacher Effectiveness Ambassadors
3. Literacy Coach, Network staff, Assistant Principals, Demonstration Teachers, Teacher College Staff Developers, Teacher Effectiveness Ambassadors
4. Literacy Coach, Network staff, Assistant Principals, Demonstration Teachers, Teacher College Staff Developers, Teacher Effectiveness Ambassadors
5. Literacy Coach, Network staff, Assistant Principals, Demonstration Teachers, Teacher College Staff Developers, Teacher Effectiveness Ambassadors
6. Literacy Coach, Network staff, Assistant Principals, Demonstration Teachers, Teacher College Staff Developers, Teacher Effectiveness Ambassadors
7. Literacy Coach, Network staff, Assistant Principals, Demonstration Teachers, Teacher College Staff Developers, Teacher Effectiveness Ambassadors
8. Literacy Coach, Network staff, Assistant Principals, Teacher College Staff Developers, NYU Partnership Organization

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

1. Reading level growth as measured by TCRWP Reading Level Assessment, iReady diagnostic growth, Teacher feedback of professional development, Teacher effectiveness measures for implementation of practices, unit level pre and post assessments
2. Minutes, Notes, and Agendas from Inquiry Meetings, Teacher feedback of professional development, Teacher effectiveness measures for implementation of practices
3. UBDs, Lesson Plans, Purchase orders
4. UBDs, Lesson Plans
5. TCRWP periodic reading level data, ARIS reports, iReady reports
6. UBDs, Lesson Plans, professional development plans and agendas
7. Achieve 3000 reports, UBDs and portfolios
8. Purchase order, Attendance at TCRWP events, TCRWP staff developer logs

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

1. TCRWP Reading Level Assessment: October 2014 TCRWP Reading Level Assessment: February 2014, TCRWP Reading Level Assessment: May 2014, Extended

- year–Summer Bridge program: July 2015
- 2. Ongoing from September 2014-June 2015
- 3. Ongoing from September 2014-June 2015
- 4. Ongoing from September 2014-June 2015
- 5. Ongoing from September 2014-June 2015
- 6. Ongoing from September 2014-June 2015
- 7. Ongoing from September 2014-June 2015
- 8. Ongoing from September 2014-June 2015

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

1. Block Scheduling for Reading and Writing Classes to increase time on task, Grade Level ELA Department Meetings for collaborative planning, Demonstration Teacher to model effective classroom practices, TC Staff Developers to conduct and observe laboratory sites
2. Grade Level ELA Department Meetings for collaborative planning, Content Area (Science, Social Studies and Technology) Department Meetings for collaborative planning, TC Staff Developers to conduct and observe laboratory sites, during the day and afterschool meetings and coaching conducting by literacy coach, attendance at TC Professional Development Workshops and whole staff professional development
3. Grade Level ELA Department Meetings for collaborative planning, Content Area (Science, Social Studies and Technology) Department Meetings for collaborative planning, TC Staff Developers to conduct and observe laboratory sites, during the day and afterschool meetings and coaching conducting by literacy coach, whole staff professional development, grade level meetings for interdisciplinary planning, Demonstration Teacher to model effective classroom practices, and attendance at TC Professional Development Workshops
4. Grade Level ELA Department Meetings for collaborative planning, TC Staff Developers to conduct and observe laboratory sites, during the day and afterschool meetings and coaching conducting by literacy coach, Demonstration Teacher to model effective classroom practices, and attendance at TC PD Workshops
5. TCRWP Assessment 3x/year in ELA classes, iReady Assessment in technology classes, data analyzed in Grade Level ELA Department Meetings for collaborative planning, and small group instruction during class time to address group and individual needs
6. Staff professional development team, whole staff professional development, attendance at TC Professional Development Workshops, during the day and afterschool meetings and coaching conducting by literacy coach, and TC Staff Developers to conduct and observe laboratory sites
7. ELL TC Staff Developers to work with ESL Teacher and ELA teachers, Dual Language Program (50% of classes taught in Spanish), Title III Programming, Achieve3000 Staff Developer days, ESL teacher at department team planning meetings, and attendance at DOE workshops for English Language Learners with information turn keyed to staff
8. Attendance at NYU Partnership Meetings, attendance at TC Workshops, frequent communication with student teacher coordinators, host visits for pre-student teachers, and exit interviews for student teachers about ongoing opportunities at the school

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

- Title I SWP: TCRWP Consultants: \$35,000
- FSF: Per Diems for Out Service PD: \$5,000
- FSF: Achieve 3000 Access: \$16,000
- FSF: Book Supplies: \$50,000
- C4E: Literacy Coach: \$30,000

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, the median adjusted growth percentile will increase to 68% as measured by the State Math Assessment and the NYC Progress Report.

Comprehensive Needs Assessment

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

- The major area of concern at MS 223 is how to increase academic achievement of many of its students, as measured by results on State standardized assessments. The New York State tests in 2013 show that 23.7% of our students are reaching proficiency in Mathematics. The 2013 test results show a median adjusted growth percentile of 65% in Mathematics. The academic performance of special education and English language learners is a particular concern, as both groups represent a disproportionately high percentage of students performing at level 1 in Mathematics.

Instructional Strategies/Activities

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

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

1. Implement "Connected Math" program and provide teachers training in the use of instructional strategies, standards, resources and materials, and assessment in Block period scheduling, which introduces the skills for mathematical and analytical thinking in two 45-minute periods of instruction daily, and/or three 90-minute periods of instruction during the week, with time dedicated to skill building for specific subgroups through centers to differentiate and target gaps in students understanding
2. Use a variety of materials and resources including computers and software to address skills needed for problem solving, algebra, geometry, measurement, statistics, numbers and numeration
3. Maintain collaboration program with Teachers College, NYU, and NYCTR and the leadership team and staff to utilize student teachers as an instructional resource
4. Provide differentiated professional development in areas of: grouping and centers, use developmentally and age appropriate materials, authentic assessment, math standards and performance indicators, standardized tests, and using technology in the math classroom
5. Offer accelerated mathematics instruction including Regents level integrated algebra course
6. Offer AIS during the school day and during extended day for students needing additional help

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

1. Aussie Math Coach, MathXL for CMP support, Principal, Assistant Principals, Demonstration Teachers, Teacher Effectiveness Ambassadors, Math Teachers, Special Education Teachers
2. Aussie Math Coach, MathXL, Math Teachers, Special Education Teachers, Demonstration Teachers, NYU America Counts Tutors
3. Attendance at NYU Partnership Meetings, frequent communication with student teacher coordinators, host visits for pre-student teachers, and exit interviews for student teachers about ongoing opportunities at the school
4. Aussie Math Coach, MathXL for CMP support, Principal, Assistant Principals, Demonstration Teachers, Teacher Effectiveness Ambassadors, Math Teachers, Special Education Teachers, Professional Development Team, New Teacher Mentors
5. Aussie Math Coach, Math Teachers, Co-planning time
6. Aussie Math Coach, MathXL for CMP support, Math Teachers, Other Teaching Staff

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

1. Grade Level Diagnostic Unit Pre and Post Assessments NYS Math Assessment Results, UbD Plans and Pacing
2. Grade Level Diagnostic given in September, January and June, Unit Pre and Post Assessments given monthly, NYS Math Assessment Results in June, UbD Plans and Pacing
3. Attendance at events, presence of student teachers, exit interviews with student teachers
4. Grade Level Diagnostic, Unit Pre and Post Assessments, NYS Math Assessment Result, Integrated Algebra Regents Results, UbD Plans and Pacing
5. Grade Level Diagnostic, Unit Pre and Post Assessments, NYS Math Assessment Result, Integrated Algebra Regents Results, UbD Plans and Pacing
6. Subgroup analysis for students receiving AIS, Grade Level Diagnostic, Unit Pre and Post Assessments

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

1. Grade Level Diagnostic given in September, January and June, Unit Pre and Post Assessments given monthly, NYS Math Assessment Results in June
2. Grade Level Diagnostic given in September, January and June, Unit Pre and Post Assessments given monthly, NYS Math Assessment Results in June
3. September 2014-June 2015
4. September 2014-June 2015

5. Grade Level Diagnostic given in September, January and June, Unit Pre and Post Assessments given monthly, NYS Math Assessment Results in August, Integrated Algebra Regents Results in June
6. September 2014-June 2015

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

1. Parallel Schedule in 8th Grade to Allow for both Integrated Algebra and 8th Grade Math in homogeneous groups, Grade Level Math Department Meetings for collaborative planning, Demonstration Teacher to model effective classroom practices, coaching from AUSSIE Math Coach, New Teacher Mentors, New Teacher Club
2. CMP 3 texts and materials, laptop and iPad carts, MathXL, 8 periods of math per week, Math department team planning meetings, support from AUSSIE Math coach
3. Attendance at NYU Partnership Meetings, frequent communication with student teacher coordinators, host visits for pre-student teachers, and exit interviews for student teachers about ongoing opportunities at the school
4. Whole staff professional development, development through Math Department Team Meetings, AUSSIE Math Coach, Demonstration Teachers
5. After School and Saturday Algebra Academy, time for staff co-planning, time for data analysis of practice Regents exams
6. Small group Extended Day Program, AIS personnel, AUSSIE Math Coach to analyze data for AIS instruction

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

- FSF: Per Diems for Out Service PD: \$5,000
- FSF: Math Manipulatives and Materials: \$15,000
- C4E: AUSSIE Consultants: \$71,000

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, parental satisfaction will increase by 3% in all areas as measured by responses on the NYC School Survey.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

1. Inform all parents of school and district-wide activities, regulations, and events via school calendars, student updates and monthly newsletter, The Lab Report by updating and maintain the school website in English and Spanish as a means of communication with families and by using the phone master system to inform families of student absences, workshops, school events, and class trips, plus the use of agenda notebooks, ARIS wake-up calls, Jupiter Grades, IEP annuals and triennials to increase parent communications
2. Encourage family involvement through Parent's Association, School Leadership Team, school and district committees, ESL classes, fitness, and technology workshops
3. Provide open houses to families as a means of introducing families to their new teachers in September
4. Implement Community Read Day to promote reading at home. All families are encouraged to read on Thursday from 6-8pm

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

1. Principal, Assistant Principals, Parent Coordinator, CBO Partner, Team Leaders, Guidance Staff, Classroom Teachers
2. Principal, Assistant Principals, Parent Coordinator, CBO Partner, Team Leaders, Guidance Staff, Classroom Teachers
3. Principal, Assistant Principals, Parent Coordinator, Team Leaders, Guidance Staff, Classroom Teachers
4. Principal, Assistant Principals, Parent Coordinator, CBO Partner, Team Leaders, Guidance Staff, Classroom Teachers

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

1. Parent Surveys and Feedback, NYC School Survey, JupiterGrade Parent Log Ins, number of parents chaperoning trips, student attendance, parent attendance at IEP meetings, parent attendance at workshops and school events, teacher contact logs
2. Parent Surveys and Feedback, NYC School Survey, Parent attendance at workshops, events, parent-teacher conferences, etc., teacher contact logs
3. Parent attendance at September Open House, teacher contact logs
4. Photos submitted of Community Read Night, pick up of books from Community Read Nigh bins in local stores

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

1. Teacher Phone Logs: Ongoing, NYC School Survey Administration: March 2015, NYC School Survey Results: June 2015
2. September 2014-June 2015, Parent Association Meetings: Monthly , Parent Teacher Conferences: November 2014, March 2015, May 2015
3. Open House in September 2014
4. September 2014-June 2015

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

1. Newsletter, school calendar, school website, JupiterGrades, professional development for staff on parent outreach and involvement, parent workshops
2. Parent-Teacher Conferences three times a year, Parent's Association, School Leadership Team meetings, ESL classes, fitness and technology classes, Family Workshops
3. School Open House in September
4. Community Read Night is supported through phone master, newsletters, book bins are updated weekly/monthly based on need in local stores and businesses

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Inform all parents of school and district-wide activities, regulations, and events via school calendars, student updates and monthly newsletter, The Lab Report.
- Update and maintain the school website in English and Spanish as a means of communication with families.
- Update the family handbook in English and Spanish to share school policies and empower families.

- Utilize phone master to inform families of student absences, workshops, school events, and class trips.
- Engage new families through Computers for Youth Take IT Home workshop.
- Encourage membership in the Parent's Association, School Leadership Team, school and district committees.
- Provide open houses to families as a means of introducing families to their new teachers in September.
- Implement Community Read Day to promote reading at home. All families are encouraged to read on Thursday from 6-8pm.
- Utilize Learning Leaders to professionally develop parents.
- Use agenda notebooks, ARIS wake-up calls, Jupiter Grades, IEP annuals and triennials to increase parent communications.

Budget and Resource Alignment

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

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

- Title I: Parent Allocation: \$4,800
- FSF: Matching Allocation: \$4,800
- FSF: Parent Coordinator Allocation: \$44,011

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, MS/HS 223 teachers will increase satisfaction with staff professional development as evidenced by teacher responses on the NYC School Survey regarding Professional Development increasing by 3% in all areas.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

1. Support teachers in professional learning communities that will target areas of interest and need for staff through surveys and review of the CEP, Quality Review and Progress Report, plus analysis of data from observations and learning walks. Professional development will be aligned to the Danielson Framework for Teaching and will be differentiated based on teacher interest, content area, and level of knowledge of the topic being covered.
2. Provide new staff members an induction at the start of the school year, New Teacher Mentors, monthly principal new teacher meetings, and New Teacher Book Club
3. Create collaborative planning and inquiry work time during the day for department and grade teams to engage in action research and to identify an area of need and identify and implement possible solutions, engage staff in team meetings during and after school to strengthen and align curriculum by grade level and by department will engage in study groups to explore content specific strategies and areas of growth.

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

1. Principal, Assistant Principals, Department Coaches (Literacy, Math, Science), Demonstration Teachers, Network Support Staff, Teacher Effectiveness Ambassadors, Teacher Professional Development Team
2. Principal, Assistant Principals, Department Coaches (Literacy, Math, Science), Demonstration Teachers, Network Support Staff, New Teacher Mentors, Teacher Effectiveness Ambassadors, Teacher Professional Development Team
3. Principal, Assistant Principals, Department Coaches (Literacy, Math, Science), Demonstration Teachers, Network Support Staff, Teacher Effectiveness Ambassadors, Teacher Professional Development Team

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

1. Professional Development Survey, NYC School Survey, surveys at the end of each professional development session, data analysis of areas of improvement in Danielson FfT evaluations from observation cycles
2. Professional Development Survey, NYC School Survey, surveys at the end of each professional development session, data analysis of areas of improvement in Danielson FfT evaluations from observation cycles
3. Professional Development Survey, NYC School Survey, surveys at the end of each professional development session, data analysis of areas of improvement in Danielson FfT evaluations from observation cycles

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

1. Teacher Professional Goals and Objectives: September 2014 and March 2015, Professional Development Survey: October 2014, January 2015 and June 2015, Teacher Led PD Sessions: October 2014 through June 2015,
2. Goals and Objectives Survey: September 2014 and March 2015, Professional Development Survey: October 2014, January 2015 and June 2015, Teacher Led PD Sessions: October 2014 through June 2015, Monthly New Teacher Meetings, Weekly Mentor Meetings, New Teacher Book Club December 2014-March 2015
3. Goals and Objectives Survey: September 2014 and March 2015, Professional Development Survey: October 2014, January 2015 and June 2015, Teacher Led PD Sessions: October 2014 through June 2015, Weekly Department and Grade Team Meetings

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

1. Monthly whole staff professional development, frequent meetings with coaches, weekly content area and grade team meetings, feedback aligned to Danielson FfT
2. New Teacher Induction, mentors assigned to all new teachers, monthly New Teacher Meetings, weekly New Teacher Book Club from December to March
3. Monthly whole staff professional development, frequent meetings with coaches, weekly content area and grade team meetings, feedback aligned to Danielson FfT

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

- Title I SWP: HQT Funds: \$20,000
- Title I SWP: Assistant Principal Salary: \$30,000
- Title I SWP: Science Coach: \$13,000
- Title I SWP: June Planning Retreat: \$14,000
- FSF: Inquiry Teams: \$8,750
- FSF: Professional Development Team: \$7,500

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015, lead and secondary evaluators will have observed probationary and developing teachers at least 6 times, regardless of APPR Observations Option utilizing Charlotte Danielson's observation tool as measured by the number of observations completed.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

1. Provide training in the Danielson Framework for Teaching for all staff, design teachers self-assessment on selected components of a research-based rubric
2. Conduct informal observations of teacher that will begin in the last week of September, with feedback that will follow within a week with a face to face conversation with an attached rubric

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

1. Principal, Assistant Principals, Coaches, Professional Development Team, Demonstration Teachers
2. Principal, Assistant Principals

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

1. Staff Professional Development Survey, Attendance and Participation at PD Sessions, Analysis of Danielson aligned feedback
2. Monthly observation cycles, Frequent feedback meetings with teachers, growth in the percent of Effective and Highly Effective components scored in subsequent rounds.

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

1. Whole staff PD in September and ongoing support through department teams and whole staff sessions
2. The first round of observations will be completed by the end of November 2013, one observation every 4-6 weeks through May 2015; Face to face feedback after every informal observation session

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

1. Whole staff PD on ADVANCE system and Danielson Framework for Teaching, Staff development for teachers and coaches through department and whole staff PD
2. Initial round of observations conducted by principal and assistant principals together to allow for norming; a spring round (4 or 5) will also be completed by principal and assistant principal to allow for norming and strategic planning.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

- Title I SWP: Executive Leadership Institute PD: \$10,000
- Title I SWP: Assistant Principal Salary: \$30,000
- FSF: Teacher Professional Development: \$7,000
- FSF: Leadership Retreat: \$4,000

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson, Just Words, book clubs, Word Generation, interactive reading, Achieve 3000	Small group	During school day, Small Group Instruction
Mathematics	Computer assisted diagnostic, regular diagnostic, extended practice	Small group	During school day, Study Hall, After School, Saturdays
Science	Project based support and lab assistance	Small group	During school day, Saturdays
Social Studies	Project based support	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Solution focused counseling	Small group	During school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Professional development: weekly meetings with coach, collaborative planning, quick feedback, using teacher data to craft PD plan, teacher college PD, mentoring, action research (inquiry), Spanish language scholarship • Leadership development and opportunities: teacher leader, dean, special ed coordinator, dual language coordinator, testing coordinator, School Leadership Team Chair, mentors, summer teaching positions, 501c-3. Leadership retreat. • Recruitment: Teach For America blast, NY Times advertisement, use of media, interview process, student teacher pipeline, and hiring subs to develop as teachers, and demo lessons. • Incentivizing teaching: celebrations including 5 year apples, and awards for attendance.

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).
<ol style="list-style-type: none"> 4. The Professional Development Committee will support teachers in learning techniques of facilitation to improve participation in professional learning communities. 5. School leaders and teachers will conduct learning walks to identify areas of strength and areas to improve on. 6. Implement staff led professional learning communities centered on areas of interest within the categories of instructional strategies, data analysis and culturally relevant pedagogy for staff during Monday staff meetings. 7. Professional development sessions will incorporate Google Docs as a means of creating an interactive, electronic database of professional development sessions, products and videos.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We are a conceptually consolidated school but we still maintain set asides of Title I for Parent Involvement and Students in Temporary Housing to ensure that the intent and the purpose of the programs are met.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers attend training on the multiple assessment measures provided by the Department of Education. Teachers meet as a group to offer their selection for multiple assessment measures to the principal.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

. The **MS 223-The Laboratory School of Finance and Technology** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2014-2015.

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

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

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

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**

(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**

(Describe when the parent-teacher conferences will be held.)

- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Genesis Gatti, secretary and Wanda Hill, parent coordinator
- provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: Genesis Gatti, secretary and Wanda Hill, parent coordinator, Eric Lincoln, assistant principal

Parent Responsibilities

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

(Describe the ways in which parents will support their children’s learning, such as:

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

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

(revise as appropriate for grade level)

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

(Describe the ways in which students will support their academic achievement, such as:

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

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

SCHOOL-PARENT COMPACT)

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

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES



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

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

DBN: 07X223

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 (SCEP) 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	\$510,582.60	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,747,684.00	X	See action plan

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



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: MS 223	DBN: 07X223
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: 25
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: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds will be used to support an after school enrichment learning program for ELLs with English acquisition. This program will support approximately 30 students who are in need of improving their reading and writing skills as indicated by the NYSESLAT. The program will run on Wednesday-Friday from 2:15-4:15 PM. The program will begin in October and run through May. Most of the students in the program are advanced, long term ELLs. Advanced, intermediate or beginner ELLs in grades 6-10 will be invited to participate, with approximately 8 students per grade. Instruction will be in two groupings based on grade level and be provided by a certified ESL teacher and a bilingual certified instructor. The language of instruction will be English with native language support as needed.

This program will run for 25 weeks with 1.5 hour sessions two days a week. Funding will also be used to supplement the after school program with instructional materials. The format will be small group work through differentiated interventions such as leveled book study, Achieve3000 and English 3D to provide additional academic support as a complement to the existing school day program with appropriate level texts and resources in English. Middle school students will work with one teacher and high school teachers will work with another instructor. Appropriately leveled texts will be purchased that are both fiction and nonfiction and are of interest to students. High school students will be supported with writing projects to improve outcomes on performance assessments for core courses as measured by the PBAT rubric. Students will receive adhesive notes to jot down thoughts related to their independent reading texts and composition books to respond to prompts about their reading that will be specifically for the Title III program.

Part C: Professional Development

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

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

Begin description here: Title III funding will be used to support a study group after school, expand upon the work of inquiry teams, and integrate other components such as language objectives and lesson study planning and implementation. Teacher professional development sessions will be held on

Part C: Professional Development

Mondays once a month from November to May for one and a half hours from 3:45-5:15 PM for a total of 8 sessions.

Topics to be discussed will include a close reading of CCLS and PBAT rubrics and their implications for ELLs (2 sessions on 11/17 and 12/15), unit planning for ELLs (4 sessions on 1/12, 2/9, 3/16 and 4/20), reflection on the implementation of units and to design subsequent units with the findings in mind (2 sessions on 5/11 and 6/15). The teachers will engage with an appropriate professional text, Using the SIOP Model: Professional Development Manual for Sheltered Instruction. The group will also address next steps for specific students and subgroups in the Title III program to support their English language acquisition and native language support where necessary. The people participating in the group will be an ESL teacher, a bilingual teacher, two social studies teachers and an Assistant Principal. The ESL teacher and bilingual teacher will participate and be funded through the Title III instructional program. The other teachers also teach classes during the school day that have a high number of ELLs. The target audience for these sessions will be both teachers of ELLs and administrators for each group to support one another to successfully implement and support the Title III program and their ELL students in the current school year and beyond. Sessions will be facilitated by an Assistant Principal, Eric Lincoln, who has a social studies certificate with a bilingual extension. The AP will consult with Carla Espana, a consultant from TCRWP who works with the school's English teachers.

Part D: Parental Engagement Activities

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

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

Begin description here: Families of ELLs at MS/HS 223 will receive opportunities to develop their role as their child's most important teacher and advocate. We want families to be able to learn more about the educational journey of their children so they can support them effectively. There are a variety of topics that families can learn more about in order to support their children. To do this, we do offer for Dual Language and ESL families workshops on similar topics, including but not limited to, the high school admission process (10/4 with Counselor Mr. Barba), understanding Common Core Learning Standards (12/20 with AP Mr. Lincoln), learning about the ELA exam (2/7 with Coach Ms. Burns), NYSESLAT and how to support students for success on these exams with or without a knowledge of English (4/18 with ESL Teacher Mr. Rooney) and preparing to address summer learning loss (6/13 with Principal Dr. Gonzalez). These workshops occur once every other month on Saturdays at 10:30 AM-11:30 AM from October through June and are supported by school personnel, including school leaders, counselors, teachers and the parent coordinator. The workshop's facilitator will depend on strengths in a specific topic, including certifications and professional experience. Written communication is always translated into Spanish and oral translation is available in English and in Spanish by school staff members to ensure the most impact of the resources. Families are invited through flyers, calendars backpacked home and followed up by phone master calls.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 07	Borough Bronx	School Number 223
School Name The Laboratory School of Finance & Tech		

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 Ramon Gonzalez	Assistant Principal Eric Lincoln
Coach Heather Burns	Coach type here
ESL Teacher Danielle Beaumont	Guidance Counselor type here
Teacher/Subject Area David Ledesma	Parent type here
Teacher/Subject Area Ismael Valentin	Parent Coordinator Wanda Hill
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	451	Total number of ELLs	35	ELLs as share of total student population (%)	7.76%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)							3	5	2					10
Freestanding ESL														
Pull-out							5	3	8					16
Push-In										9				9
Total	0	0	0	0	0	0	8	8	10	9	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	17
SIFE	3	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	15

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	5	2		2			3			10
ESL	5	1	3	6		4	14		10	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	10	3	3	8	0	4	17	0	10	35
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	ELL	EP	ELL	EP	ELL	EP												
Spanish													3	27	5	22	2	25	10	74
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	3	27	5	22	2	25	10	74											

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): <u>20</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>3</u>	Asian: <u> </u>
Hispanic/Latino: <u>21</u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	3	7	9				24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	3	8	9	0	0	0	25

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)							2	1	0	1				4
Intermediate(I)							2	2	4	1				9
Advanced (A)							4	6	5	7				22
Total	0	0	0	0	0	0	8	9	9	9	0	0	0	35

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	5	1			6
7	5	3			8
8	8	2			10
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	5		2		1				8
7	2		4		2				8
8	8		2		0				10
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									0

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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		1	3	4	4	15	10	26
Chinese Reading Test								0

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 data above reveal some important trends in our school. One is about the subgroups of ELLs we work with, and another is about program models. The students in our school break almost evenly into students who are ELLs and also have IEPs and students who are ELLs without IEPs. Another finding is that there is almost an even break between students that are long term ELLs and newcomer or

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveal a changing trend. This past school year, the bulk of our last year incoming ELLs tested out and most of our ELLs are now in the 9th grade. ELLs in Dual Language have reached proficiency at much higher rates than students in ESL and general education students much more than ELL students with disabilities. This information has led to the creation of two collaborative periods for the ESL teacher to meet with teachers of ELLs in the upper grades to make sure that students needs are met and that instruction is targeted and appropriate.
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](#))
The tool on RMNR does not have the breakdown by Reading/Writing and Listening/Speaking for analysis.
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?
 - a. Examining student results, we have noticed that ELA scores for most ELLs are either at 1 or 2. There is a shift with the math exam, with more ELLs scoring a 2 or higher on the exam, but still a varied distribution of performance.
 - b. The ELL Interim Assessment data is available but not analyzed as closely as possible to identify areas for growth. There is potential to use the ELL Interim Assessment for ways for ELLs to improve their reading and writing.
 - c. The ELL Interim Assessments can be utilized for finding specific strengths and weaknesses of ELLs regarding their progress toward mastering the ESL standards. Native language is reinforced most directly in dual language settings, where students spend nearly half of their day learning in Spanish. Native language is also reinforced for ELLs in ESL via support that utilizes the native language to increase comprehension in English.
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](#).)
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
We use second language development to consider to what length language skills need to be taught in both L1 and English. For example a student who has a deeper understanding of L1 will be able to transfer those skills more easily potentially to L2. Our instructional staff uses their knowledge of individual students from anecdotal data and objective assessments to plan for all ELLs.
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?
 - a. English Proficient students are assessed in the target language (Spanish) through Lexile levels and the ELE.
 - b. The level of Spanish language proficiency is measured by Lexile Levels from the entrance exam students take on Achieve3000. We also use the Fountas and Pinnell Benchmark Assessment System to organize books into the appropriate guided reading level. The assessments that correlate with each level are also translated and administered to students in Spanish.
 - c. Students in both grades also scored above students across our community school district. While these data is impressive, when

analyzing trends over the past three years within the program itself, EP scores in math and ELA have declined. Whether it is a change in the exam itself, or how our program has evolved in the past three years, we need to start focusing on the change within the program so student scores go up across time. We have started addressing these changes through professional development.

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

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

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](#).)
All students at M.S. 223 are screened upon enrollment and the process is completed within 10 days of enrollment to the school. The Home Language Identification Survey (HLIS) is given and collected by Assistant Principal Eric Lincoln, who is a proficient Spanish speaker and has a Spanish Bilingual Extension. An informal interview is also conducted at the same time in either Spanish, or English as necessary by the AP. If there is another language spoken by the family, we will work with the family and Translation and Interpretation to find appropriate translation of the informal interview. If the child is identified as speaking any other language than English at home or if the student's native language is any language other than English, the NYSITELL exam is given to the student by the AP in addition to the Spanish LAB for Spanish-speaking students. If the student scores below proficiency, then he/she is identified as an ELL and his/her parent(s) exercise parental option of which of the three programs (TBE, Dual Language, Freestanding ESL) they desire for their child.
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.
M.S. 223's Dual Language Program identifies students before the end of the school year for next. There is an interview process and parents are included in the planning and receive any/all information pertaining to the development of the program. Our school's philosophy is that we want our students to be bilingual, biliterate, and bicultural. At the beginning of the school year towards the end of September, AP Lincoln, who is a fluent Spanish speaker and has a Spanish Bilingual Extension, organizes the ELL component of the Family Open House for families new to the city school system. All parents of newly enrolled ELLs are invited to come and Mr. Lincoln takes this time to show the Orientation Video from the Office of English Language Learners, as well as has a one-on-one conference with ELL families pertaining to both the Parent Survey and Program selection forms. These forms should all be completed and updated in ATS by mid October. Parents that are not able to attend are sent these forms along with a letter requesting them to come into the building and to fill them out and complete them. If a program is opened based on parent selection, the school will contact parents by backpacking home letters to inform them of the program availability.
3. 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 [\[see tool kit\]](#).)
Mr. Lincoln distributes the Entitlement Letters at the same time as the Parent Survey and Program Selection forms at our Parent Open House. There is a two week window where the forms are collected. Parents who did not attend the open house get letters sent home that includes their Entitlement Letter and a request to come into the school to complete the Parent Survey and Program Selection Forms. Parents who do not hand in the forms within the two week period are called and asked to come to the school to complete the forms in person with Mr. Lincoln.
4. 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.

ELLs are grouped according to necessary services and program selection. There is a dual language class at every grade level from 6-8, as well as a self-contained Special Education class at every grade level. ELL students in a monolingual setting with ESL services are placed in specified classes where Ms. Palley is able to service these students and collaborate with their teachers. Parents are notified of their placement and are sent letters from homeroom teachers explaining class requirements, procedures, and dates of upcoming events. Students who feel unsuccessful within their program choice go through a trial period where all teachers who work with him/her track progress, conduct conference with the student, and make sure effective strategies are executed before removing the student from the class/program. Parents are involved in the process and are notified of the student's progress or recommendation to have his/her class/program changed. Program Placement Letters, Entitlement Letters and Non-Entitlement Letters are maintained in the student's cumulative record folder. Translated documents are provided for families to receive consultation/communication in their native language. When possible, we use resources from the Translation and Interpretation Unit, but we also translate documents in house with assistance from a team of teachers and staff.

5. 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.

Students designated as ELLs take the NYSESLAT every spring and receive additional support during their mandated hours and afterschool through Title III and ELLSA. A team of educators review the testing manuals, norm on the exercises and rubrics available and administer the speaking section first to individual students, ensuring that the proctor of the speaking assessment is not the child's classroom teacher. The appropriate grade bands of students then take the listening, reading and writing components over a series of days in a testing environment with no access to communication devices during the exam.

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. 
Parent and student input has been an important part of developing our programs here at M.S. 223. We want to make sure that our community is aware of the best options available for our students. Moving away from a subtractive TBE model, parents have pushed towards an additive Dual Language one. We also share with parents that regardless of program type, it is consistency in one model that allows for the greatest success of our students. This year we are making our greatest effort to make sure our parents are well informed and have the tools they need (in their respective language) in order to make the best selection for our students. This means ensuring that all program selection forms are completed and that parents know that their inability to complete a form will result in automatic placement in the TBE program. After looking at the forms for the past two school years, most families have strongly requested their children to be in dual language and ESL settings. We will continue to monitor trends in parent choice each year to ensure that families are receiving service models they prefer for their children.

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])?
 - a. There are several organizational models at MS 223. The Dual Language Program is departmentalized by content area. ESL follows a push-in/pull-out model. Special education ELLs also follow a push in/pull-out model in keeping with their Individualized Education Plan.
 - b. All program models are heterogeneous, but within each there are subdivisions of proficiency levels. With the exception of the push in/pull-out classes administered by the ESL teacher, the classes in the Dual Language Program are in blocks and travel together as a grade level.
2. 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)?

The ESL teacher collaborates with all ELA teachers of ELLs in grades 6-8 and conducts push-in services in their classrooms. These classes have both a separate reading and writing time four days a week, each with a span of at least 45 minutes. Pull-out classes are organized by the same ESL teacher for low proficiency and beginning students. Each beginner student receives These classes are 45 minutes long and meet at least four times a week. We also use 9th period for 50 minutes of intensive work in reading, Tuesday through Thursday, for all ELL students. Dual Language students have Native Language Arts 9th period, where they are divided into three groups based on their Spanish language proficiency

Service time is aligned with CR Part 154 requirements. Beginner and Intermediate students receive 360 minutes of ESL while Advanced students receive 180 minutes of ESL and 180 minutes of ELA instruction. All groups have access to 180 minutes of NLA instruction each week.
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.

All Dual Language program teachers are fluent Spanish speakers. The Dual Language program uses the last period of each day to focus on Native Language Arts. Science, technology, and social studies are all taught in Spanish. The ESL instructor uses the students' native languages as a means to build schema and help promote the L1 to make the L2 development stronger. All students, ELLs and non-ELLs, receive 8 periods of ELA and math instruction every week. They receive science, technology, and social studies instruction in Spanish five days a week. Instruction is grade and content appropriate and instructional strategies are centered around language instruction to support the vocabulary, language features and visuals that appear in classwork.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We will ensure ELLs are assessed appropriately in their native language in a few ways. We solicit information from students and families in the spring to determine the best language for assessments. Our testing coordinator collaborates with classroom teachers to ensure that students are provided with the assessments that best meet the students' needs. We work with our bilingual certified staff to ensure that summative class assessments are able to assess student content knowledge regardless of language proficiency.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We work with the COMmon Core Standards and the NYS ELA standards to provide opportunities for ELLs to demonstrate knowledge of concepts in listening, speaking, reading and writing. In whole class and in pull out sessions, teachers assess students writing. They create opportunities for students to interact with other students in discussion formats to assess their listening and speaking. Student understanding of their reading is assessed frequently through reading level assessments.
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).

a. M.S. 223 in the past has used the Academic Language and Literacy Diagnostic (ALLD) to better screen and service our SIFE

(students with interrupted formal education.) These students are then placed in a program that meets at least three times a week, through which students acquire the foundations of English through the Wilson Reading Program. This program is designed to help lower level and SIFE students, using a multisensory approach for increasing reading, decoding, encoding, and vocabulary skills. They also receive L1 support through a Scholastic Spanish Guided Reading Program.

b. Newcomer ELLs are a priority at M.S. 223. The ESL teacher works collaboratively with the teachers who have ELLs in the classroom to ensure content is accessible and fair to the student's abilities. Newcomers are administered the LAB-R to see what their abilities are in their native language, as well as in English. This allows teachers to see what the student brings to the table. The ESL teacher conducts a pull-out class for beginner level newcomers that meets at least four times a week.

c. ELLs that have been receiving services for 4 to 6 years are a growing concern at M.S. 223 because if their needs are not met, will turn into Long-Term ELLs. These are critical years for our students in which they can make tremendous growth or become stagnant ELLs that stay at the same proficiency level. Along with Long-Term ELLs, these students receive an array of interventions ranging from AIS, extended day services in ELA, additional support from the ESL teacher, and participation in our ELL Success Academy that uses Achieve3000, English 3D and small-group instruction that not only builds skills for taking the NYSESLAT, but uses targeted instruction and differentiated strategies.

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

e. ELLs that have reached proficiency on the NYSESLAT receive additional support in ELA, monitoring and conferencing with their English language arts teacher, as well as testing accommodations for exams.

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?

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

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?

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

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:	Spanish	Technology	Spanish
Social Studies:	Spanish		
Math:			
Science:	Spanish		

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

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

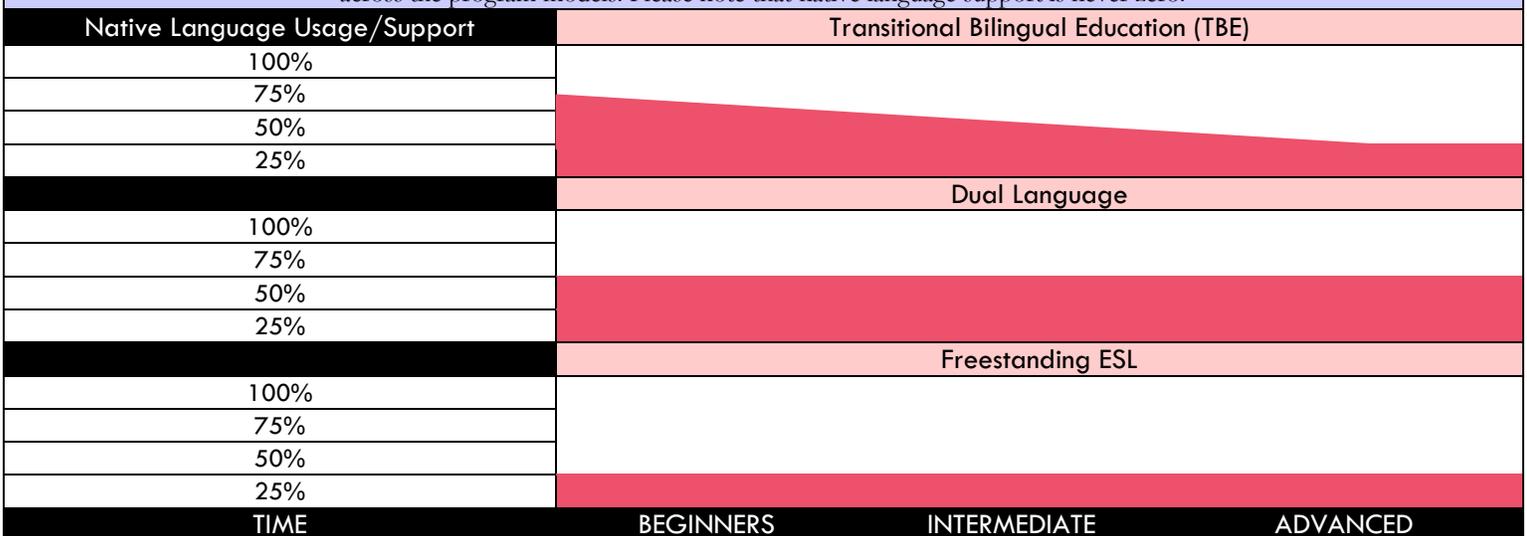
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
As noted before, our targeted intervention programs include extended day classes centered around ELA or math instruction, as well as an after-school group that focuses also on ELA and math tutoring. Extended day support in ELA focuses on strengthening each student's reading level through small group work and writing on reading. Teachers conference with each individual student to assess progress in fluency, word chunking, and the formation of major themes in the story. Extended day support in math focuses on academic language and the breaking down of word problems into simpler, more accessible language for students. This instruction targets both dual language and ESL students. SIFE students are placed in a Native Language classes to strengthen their L1 where appropriate so they can transfer the skills they learn into their L2.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELLs and EP students in ESL and dual language are receiving challenging fgrade level content instruction. They also received appropriately scaffolded and differentiated instruction in language skills in English and in many cases, their native language. Our Dual Language program has had success supporting studnts to grow in their profixceincy in English and in Spanish while our ESL program has been less successful based on students NSYESLAT and NYS ELA exam performance.
11. What new programs or improvements will be considered for the upcoming school year?
MS 223 will continue with ELLSA (ELL Success Academy) as a considerable number of students testing proficient on the NYSESLAT who took part of the program tested out by their 8th grade year. Seeing the effects of Achieve3000 in differentiation and small group instruction, we have expanded the program to monolingual classes that contain students who were previously ELLs. We have also considered using other interventions that go beyond classwork support and building schema for academic language for ELLs through Title III programming.
12. What programs/services for ELLs will be discontinued and why?
There are no programs or services that will be discontinued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs and their parents are fully aware of all the programs available at M.S. 223. Besides parent newsletters, communication from the school, and letters sent home about program placement and additional support provided during and after school hours, ELLs partake in Academic Intervention Services where different content area teachers tutor students that are falling behind in various subject areas. Extended day service includes Native Language and ESL support, and are provided three days a week. These classes focus on language acquisition through the uses of QTEL strategies, Achieve3000, and the use of Teachers College reading assessments.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials are an important part of language acquisition at M.S. 223. Native Language and L2 skills are developed through the use of Acehive3000, a website by which students log in and receive daily relevant news articles. The articles, while covering the same story, vary in difficulty and we are able to differentiate instruction because of this. After reading the articles, students answers multiple choice questions, take part in a survey, and ultimately develop their ideas from the article into a fully developed essay. Content area materials, are used within the science classrooms in order to target learners at varying levels. Newcomers and low-proficiency students are placed in a class in which the Wilson Reading Program is used if appropriate. Students start their classes with word-sound charts and sightwords, gradually moving towards multi-syllable words and full sentences. After students have mastered these, they go on to reading short stories in their Wilson Student Workbooks, and share out main ideas though small group conversations and writing prompts.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is an integral part of our ELLs language development. All three Dual Language classes take Native Language Arts for grammar-instruction and essay building. During the rest of the school day, half of their classes are taken in Spanish, the other half in English. The ESL program focuses on Native Language support through cultural awareness through a bilingual library that is leveled according to the Teacher College assessment model. Students are tracked through the year through this assessment and also a preliminary, mid-year, and end of year assessment on Achieve3000 in both English and Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All our materials are age and level appropriate. M.S. 223 has a committee of teachers that go through our libraries for not only level accuracy, but also if the content is appropriate for the age of our students. These modifications affect both the English and Spanish libraries throughout the school.

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

18. What language electives are offered to ELLs?

Students in Dual Language are offered the opportunity to take accelerated Spanish in 9th grade around a thematic topic to further their Spanish language development.

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)?

a. M.S. 223's Dual Language program follows a 53/47 language breakdown, with English is used as the dominant language. The goal is to be as close to a 50/50 model as possible, so the students progress towards not only being bilingual, but biliterate and bicultural. Students in grades 6-8 receive 38 instructional periods a week, 18 of which are in Spanish and 20 of which are in English.

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

c. Language use is separated by subject for our students in all grade levels through the program. All grades receive science, technology, and social studies instruction in Spanish.

d. The Dual Language model used at M.S. 223 is self-contained for the exception of gym, where students are integrated with non Dual Language classes. Students are also taught in grade specific classes with the exception of Spanish Language Arts, where students are grouped by level of Spanish language proficiency (beginner, intermediate, advanced).

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

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.

1. Professional Development is a priority at MS 223. All ELL personnel at the school are involved in PD, whether it is attending or leading. The products of our professional development group in recent years has included intensive interdisciplinary planning, which has had an impact on ELLs and EP students by creating a common vocabulary to be used across the school day. Study groups are led by faculty members that meet after school to plan and discuss what the needs of our students and teachers are in order to best support them. All staff members including administrators, bilingual and ESL teachers, subject area teachers, paraprofessionals, counselors and speech teachers participate in collaborative learning around the elements of the Danielson Framework, with opportunities for focus on the specific needs of ELLs. Our school secretary and our parent coordinator participate in annual trainings from OELL to support and provide accurate information to families of ELLs regarding placement and program choice, services provided to ELLs and Title III and other enrichment opportunities as well during the school year and the summer.

2. Support for teachers to help all learners reach the goals of the CCLS is a priority at our school. Coaches, teachers and school leaders meet weekly to discuss instruction, design curriculum aligned to CCLS and make plans for groupings to include all learners and differentiated approaches to help students access the standards and challenging content. Teachers participate in inquiry around student assignments to develop ideas about how to support ELLs in their classes. Inquiry is also focused on teacher work, specifically, unit plans, lesson plans and assessment to ensure alignment with CCLS and incorporation of the major instructional shifts for nonfiction, citing evidence and complex texts with rich vocabulary. These inquiry protocols make teacher work products stronger and allow class time to be more efficiently used.

3. All incoming students to MS 223 are invited to a summer orientation program for four weeks in July and August. Teachers are provided with the names of ELL students by the AP to identify them early and work to support them effectively as they transition to middle school. Groupings of classes to effectively service all students are also determined at this time. Staff members are reminded of the procedures for new ELLs to New York City schools to ensure that all students are accurately identified and placed. In the fall, the ESL teacher provides teachers of ELLs with NYSESLAT scores and conducts reading assessments with the students to help their teachers understand where they are in their acquisition of language. At the end of 8th grade, the ESL teacher works with the school guidance counselor to make sure the ELLs are choosing the appropriate high school that will offer them the support that they need based on their proficiency level and available programs for students.

3. All staff members are offered at least 7.5 hours of training during the year, including 10 for teachers of students with disabilities. The ESL teacher provides information about the specific students who are identified as LEP and teachers are provided information on what models are available for students and families as well as best practices for working with ELLs and their testing modifications and relevant data. Staff members receive frequent updates about training offered both in house, and by the DOE and other organizations throughout the city.

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?
 1. There are a number of structures in place that help to ensure that parents are aware of the program choices available for their child. The Home Language Identification Survey is given to new student admits and their guardians, to be completed upon enrollment in the school system. According to HLIS the Assistant Principal verifies whether or not the student should take the NYSITELL. If the NYSITELL is taken, the guardian is notified of their score and whether or not they require ELL services. There is a fall open house for all parents, where they receive information about the different programs offered and where Program Selection Forms are distributed. Other events besides enrollment and Open House for families of ELLs include: pousadas held each semester for families in dual language classes, parent teacher conferences held in November and February, and monthly Parent Association meetings. As a practice, translated resources including phone master calls and print flyers backpacked home are used to promote events, and translation services are available from Spanish speaking staff members and parent volunteers.
 2. The parent coordinator at M.S. 223 works with the Parent Association to provide families with information regarding important school events, local events and programs (usually free of charge for families), and making sure that our school community has way to effectively communicate concerns or questions between home and school.
 3. Parent needs are evaluated by surveys that are sent home by content area teachers throughout the year. Formal parent-teacher conferences at the end of each marking period are also a way that teachers of ELLs and the ESL teacher are able to communicate with parents as to how to best help their families. The school also analyzes the learning environment survey administered by the DOE on an annual basis.
 4. Parent activities range from high school information sessions, writing/reading celebrations, and programs that promote our schools values. We are also working with a CBO named MASA to provide ESL classes to families and workshops around Deferred Action for interested families to help them learn more about this process for undocumented members of our community. As a practice, translated resources including phone master calls and print flyers are backpacked home are used to promote events, and translation services are available from Spanish speaking staff members and parent volunteers.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Finance and Technology</u>		School DBN: <u>07X223</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X223 School Name: MS 223 The Laboratory School of Fin

Cluster: 01 Network: 102

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

In order to assess the needs of our school, we utilized the home language survey completed by the parents of our English language learners, reviewed the school LAP and consulted with the Parent Association and the School Leadership Team to ensure that the needs of our community were being met in terms of translation and oral interpretation. We also utilized responses from the school's Learning Environment Survey
Our school has 451 students who speak a handful of languages in addition to English. The majority of families that speak other languages at home speak Spanish, followed by a handful speaking French or Arabic. We have some families who speak Mixteco as well.

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

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

Part B: Strategies and Activities

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

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

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

The school currently provides interpretation services for all school community events and will make ensure that bilingual staff members are available at events that are open to the school community to provide interpretation services. Interpretation services will be provided by the school principal, school secretary, parent coordinator, guidance counselor and no less than 8 members of the teaching staff who are bilingual in English and Spanish. The PA has bilingual members that provide interpretation for their monthly meetings and various events.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

MS 223 will update the home language information available on ATS as well as post information to parents and families on how to obtain translation or interpretation services. At the beginning of the school year, MS 223 will send a letter home in English and Spanish to families detailing the rights of families to information released by the school. For additional outreach, parents of newly arrived students will be invited to events in the fall that will outline their rights for translation and interpretation services and the relevant contact information for the school, regional and city contacts for such services. The school will distribute the Bill of Parent Rights and Responsibilities in the covered languages for families to receive. The school also conspicuously posts signage regarding access to the covered languages and the availability of interpretation for families. We will also obtain in Spanish the appropriate forms for families to comply with CR A-663 in the areas of centrally produced documents or student specific documents.

