

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                         **J.H.S. 223 THE MONTAUK**

**Principal:**                               **ANDREW FRANK**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Montauk J.H.S. School Number (DBN): 20K 223  
Grades Served: 6, 7, 8  
School Address: 4200 16<sup>th</sup> Avenue, Brooklyn, New York 11204  
Phone Number: 718 438 0155 Fax: 718 871 7477  
School Contact Person: Andrew Frank Email Address: AFrank2@schools.nyc.gov  
Principal: Andrew Frank  
UFT Chapter Leader: Stacey Lavie  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Costantino  
Superintendent's Office Address: 415 89<sup>th</sup> Street, Brooklyn, New York 11209  
Superintendent's Email Address: KCostan@schools.nyc.gov  
Phone Number: 718 759-4912 Fax: 718 759-4842

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrew Frank	*Principal or Designee	
Stacey Lavie	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ Teacher	
	Member/ Teacher	
	Member/Assistant Principal	
	Member/	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Students, parents, teachers and administrators work collaboratively in a safe and pleasant environment as valued members in this ongoing process.

Administration oversees funding and secures for the staff the financial means to create through technology and other materials, lessons that are critical for students to understand so that they may feel successful and ready for the next level. Our Art Department nurtures the creative, our Runners Club encourages healthy competition and our Robotics Club stimulates critical thinking. We feed the body and the spirit through dedication, hard work and a respect for knowledge.

IS 223 has made incremental improvement in ELA especially in Levels 3 and 4 and are hard at work aligning assessments to curricula and on strengthening student involvement with self-assessments.

## 20K223 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	955	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	41	# Music	11	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.2%	% Attendance Rate			94.5%
% Free Lunch	91.0%	% Reduced Lunch			3.5%
% Limited English Proficient	37.4%	% Students with Disabilities			14.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			8.0%
% Hispanic or Latino	27.7%	% Asian or Native Hawaiian/Pacific Islander			54.2%
% White	9.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			30.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.65
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	19.4%	Mathematics Performance at levels 3 & 4			39.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			49.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	NO	Multi-Racial			NO
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Data from the 2014-15 Quality Review, 1.1, 1.2, 3.4 and 4.2, indicates that our school is considered Well-developed with areas of proficiency. A further look at data from our periodic assessments also indicates that our students show progress in both mathematics and ELA, with our ELL students also showing growth. Our Students with Disabilities and ELL population will continue to be an area of focus. After carefully looking at all available data,
- IS 223 still understands that although we have made gains there are areas in need of improvement. Some of those areas include ensuring that teachers fully scaffold each lesson for ELLs and SWD students. These subgroups are part of all classes and interventions and strategies must be put into place in every class, every day. We also have students in all classes who excel and to better meet their needs extension lessons must be available to help these students learn topics more deeply.
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### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, 93% of teachers will have shown an increase in effective instructional practices based on Danielson’s Framework for Teaching – 3b, specifically through the delivery of rigorous standards based lessons, and relevant feedback by administration as evidenced by growth on evaluation forms and student work related to specific feedback

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• By June 2016, the principal and assistant principals will conduct formal and informal observations and give constructive feedback to all pedagogues to better inform their instruction</li> <li>• An assistant principal will work with the lead instructional teachers in all content areas so that they may turn key on professional development days such instructional topics as: <ul style="list-style-type: none"> <li>• Discussion techniques for students with language or developmental delays</li> <li>• How to effectively scaffold questions so that all students may be exposed to critical thinking techniques and assessments with sufficient wait time built in for students</li> <li>• Rigorous instructional strategies and materials which include extension lessons for more advanced students in all classes</li> <li>• Mentors will meet with new teachers a minimum of 2X per week and work closely with them on Danielson’s Framework focusing on questioning and rigor</li> </ul> </li> </ul>	<p>All pedagogues</p>	<p>Beginning September 2015 until June 2016</p>	<p>Administrators and mentors</p>
<ul style="list-style-type: none"> <li>• Teachers and administrators will meet with parents during parent/teacher conferences, telephone conversations and email to discuss how their students will be supported through rigorous instruction and standards based materials</li> <li>• Parents will also receive information through notes sent home by teachers about student discipline, class requirements and promotion in doubt notices.</li> </ul>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administrators and teachers</p>

<ul style="list-style-type: none"> <li>Teachers will be available through email, telephone and appointments to meet parents who are concerned about their child's progress</li> </ul>			
<ul style="list-style-type: none"> <li>Teachers of ELL's and SWD will receive professional development targeted to their needs based on observations and teacher requests</li> <li>Teachers will meet to discuss the needs of their special populations</li> <li>Glossaries will be provided for each ELL student</li> <li>Technology will be provided for teachers of ELL's and SWD</li> </ul>	Teachers, students	September 2015-June 2016	Administrators and teachers
<ul style="list-style-type: none"> <li>Teachers will meet with parents during Open School Night and inform and discuss with them the Common Core Standards, how this impacts their child and how each teacher's lessons are based on these standards</li> <li>Parents will receive the class requirements at the first Open School Night and will be informed of the grading policy and their child's obligation in each class</li> <li>Parents will be contacted in a timely manner should their child fall behind or is negligent in his or her work</li> <li>Parents will be given suggestions on how to help support their child at home with homework and through study skills</li> <li>Teachers will also be available through email, telephone and appointments to meet parents who are concerned about their child's progress or lack thereof</li> </ul>	Parents	September 2015-June 2016	Administrators and teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Administrators will meet with pedagogues to discuss formal and informal observations and support them through pre and post observation meetings</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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- Administrators, instructional leads and mentors will meet 1X per week to discuss professional development and its effectiveness on teacher instruction.
- In September 2015 a teacher survey will be conducted to inform the administration of the professional development needs of the teachers
- The principal and mentors will meet 1X per month to discuss the effectiveness of professional development and mentoring sessions on new teacher instruction and teachers for teachers who have received a TIP
- Based on data from observations and debriefing at cabinet meetings, all teachers who are not rated effective will be assigned a mentor to work with on the pedagogues area(s) of need
- By February of 2016, all pedagogues will have been observed a minimum of 2X and finding discussed during cabinet meetings and with the teachers observed. All interventions will be noted and implemented
- By February 2016 a second teacher survey will be conducted to ascertain the continued needs of the staff on professional development

**Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.**

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Teachers, students and parents are all aware that the expectation at IS 223 is that everyone, all staff and students, work to their highest potential. Our academic programs are standards based, differentiated and accessible to all students. Students also know that their teachers are there to help them. There are systems in place at IS 223 that help students who are struggling academically, socially and emotionally. Our guidance counselors see mandated students, but all students are aware that the guidance counselors are available to them.
- Our 2014-15 Quality Review indicates that we are Proficient in the area of Focus (1.2) which includes” aligning the curricula to meet the needs of all learners so that all students produce meaningful work products” and a Well Developed in the area of Celebration (3.4) which “establishes a culture for learning that communicates high expectations ... and provides supports to achieve those expectations.”

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2016, students identified as At- Risk will have improved in English Language Arts and Mathematics by 8% as determined by scores in Schoolnet and grades on report cards.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The following instructional programs will be put in place to assist those students identified as struggling or in need of Academic Intervention Services:</p> <ul style="list-style-type: none"> <li>• At-risk resource room</li> <li>• Use of iExcel to assist students in understanding concepts</li> <li>• After-school programs sponsored by Counseling in Schools</li> <li>• Saturday Academy sponsored by Counseling in Schools</li> <li>• Use of anchor charts for instruction</li> <li>• Word walls to assist all students</li> <li>• Check-in/check-out intervention for students with high rates of behavior incidents</li> <li>• Spirit Club to encourage students to participate in school activities including “Dear Ms. Right” – an academic intervention strategy</li> <li>• Rewarding perfect attendance to encourage students to attend school regularly</li> <li>• Sending teachers to outside professional development in areas already acknowledged</li> </ul>	<p>At-risk students</p>	<p>October 2015-May 2016</p>	<p>Administrators, parents, Data Team members, teachers, mentors, guidance counselors, resource room teachers, AIS teachers, education associate, parent-coordinator, SAPIS worker, school psychologist, school secretaries</p>

<p>through teacher surveys as an area of concern for teachers</p> <ul style="list-style-type: none"> <li>• Teachers will use close reading strategies in all content areas, chunking the reading for students, use of guided reading activities, scaffolding all lessons and assessing as the lesson progresses so that any problems can be determined incrementally</li> <li>• Members of the Data Team will monitor the At-risk group 2X per month. They will distribute surveys for teachers to fill out on each student's progress so that they may follow trends and help teachers understand and remediate</li> </ul>			
<ul style="list-style-type: none"> <li>• Teachers will differentiate all lessons which will include small grouping for struggling students</li> <li>• Intensive vocabulary instruction</li> <li>• Student training in use of glossaries and highlighters</li> <li>• Use of sentence starters, Accountable Talk stems, use of graphic organizers</li> <li>• Use of Google translator to translate in mathematics, science and social studies</li> <li>• SETSS as a pull-out-push-in intervention</li> <li>• Use of ESL teachers as push-in for the content area classes</li> <li>• Teacher team meetings by content and grade so that teachers may have time to meet to discuss modifications and accommodations for lessons</li> <li>• IS 223 has expanded technology so that there are Smart Boards in all classrooms, as well as, i-pads and computers with training for all teachers in their use</li> <li>• Anchor charts in all classrooms to help students with vocabulary, and concepts in every discipline</li> </ul>	<p>ELL and Students with Disabilities</p>	<p>September 2015 – June 2016</p>	<p>Administrators, data team members, pedagogues, guidance counselors, education associate, parent coordinator, SAPIS worker, psychologist, school secretaries</p>
<p>Parents are encouraged to:</p> <ul style="list-style-type: none"> <li>• Meet teachers during Open School Night where translators are available if needed</li> </ul>	<p>At-risk students</p>	<p>October 2015-May 2016</p>	<p>All pedagogues and supervisors, guidance counselors, education associate, parent coordinator, data specialist, SAPIS worker, school psychologist</p>

<ul style="list-style-type: none"> <li>• Attend afternoon English classes so that they may better be able to support their child's education</li> <li>• Go onto teacher's website to access information on their child's homework or projects</li> <li>• Attend Parent Association meetings to better be kept informed and to assist in making decisions that will benefit their child</li> <li>• Email teachers with their concerns</li> <li>• Attend school functions</li> <li>• Data Team will meet with the staff to discuss trends and offer suggestions</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• AIS will be available for students who need special attention</li> <li>• Guidance counselors will see students At-risk when possible</li> <li>• Professional Development will be available for all teachers in areas of need</li> <li>• Computers and SmartBoards will be available in each classroom</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• By February 2016, Administrators will meet with the Data Team to assess trends</li> </ul>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Based on the New York City School Survey Citywide results and from surveys on professional development topics conducted at IS 223, the pedagogues at this school realize the need for continued, targeted professional development. Teachers agree that professional development will help them shift their practice to align with Common Core aligned units and help them work more professionally with colleagues. Data from State exams, units of study, periodic assessments, classroom assessments and focused teacher observations indicates that teachers continue to need and want strategies that will move their practice forward to better help in reaching all students in the classroom.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all pedagogues will work in teams to update all CCLS aligned curriculum maps, units of study and assessment tools in the classroom so that there may be a total horizontal and vertical alignment throughout the entire school.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All pedagogues will work in teams to update all curriculum maps, units of study and assessments and adjust for current classes:</p> <ul style="list-style-type: none"> <li>• Scholastic Code X</li> <li>• K12.com</li> <li>• Facing History</li> <li>• New York Historical Association</li> <li>• Math IExcel.com</li> <li>• Brooklyn Public Library</li> <li>• Ereading.com</li> <li>• Epals.org</li> <li>• Teaching Channel.org for videos</li> <li>• Partnership with Urban Advantage for Science</li> <li>• MathisFun.com</li> <li>• Thinkwriteread.org</li> <li>• Smithsonian Museum.org</li> <li>• Library of Congress</li> <li>• Teachers will participate in professional development on Questioning strategies, creation of CCLS assessments, and rigorous differentiated activities</li> </ul>	<p>Teachers, and students</p>	<p>September 2015 – June 2016</p>	<p>Administrators, teachers, teaching assistants, purchasing secretary</p>

<ul style="list-style-type: none"> <li>• Students will have access to computers and headsets</li> <li>• When possible teachers will have materials translated into as many languages as need through the use of translators or google translate</li> <li>• Graphic organizers will be utilized to help make lessons comprehensible</li> <li>• ESL strategies will be used in all classrooms</li> <li>• Students will take home textbooks, novels, articles and worksheets to use</li> <li>• Students will be grouped according to ability level and will be given differentiated materials based on those observations, class tests or IEP's</li> <li>• Students who are working at an accelerated pace will be given work and materials commensurate with their abilities</li> <li>• Pedagogues will work together during their Tuesday meetings to discuss their students, create curriculum maps, lessons and to target those students struggling in their classes</li> </ul>	Students	September 2015 – June 2016	Administrators, teachers, teaching assistants
<ul style="list-style-type: none"> <li>• Parents will meet with teachers during Open School Night and will be informed of their child's work and progress.</li> <li>• Translators will help where needed</li> <li>• Grades exams will be sent home to inform parents of their child's progress</li> <li>• Letters of concern will be sent home to advise parents of their child's failures</li> <li>• Parents will receive telephone calls home to advise them of their child's progress</li> <li>• Parents will access teachers' websites to become familiar with the topics students are working on</li> <li>• Parents are encouraged to contact the teacher through email or by telephone to ask about their child's progress</li> <li>• All materials sent home to parents will include translated documents to the ability of the teacher to have them translated by computer or using the services of teachers who can provide this service</li> </ul>	Parents	September 2015-June 2016	Teachers, teaching assistants, administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Teachers will meet weekly to discuss units of study</li> <li>• Teachers will meet during preps to work on lessons and to discuss students</li> <li>• Teachers will have computers and fully working SmartBoards in classrooms</li> <li>• Teachers will have the ability to work with other teachers and teaching assistants on translations</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• By February 2016 Administrators will meet with teachers during their common preps, Monday and Tuesday meetings to assess curriculum maps to ensure they are updated, differentiated and effective for the students in the school</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

Based on the school’s Quality Review for the 2014-2015 school year teachers at IS 223 are using standards based lessons, higher order questions and are differentiating for ELL’s and Students With Disabilities. The School Survey for 2013-14 informs us that teachers at IS 223 feel supported by the principal and the assistant principals. Teachers understand the need for targeted professional development and they understand that they must be reflective practitioners and constantly reassess their lessons for effectiveness; changing them as needed but always maintaining high standards.

While the majority of teachers understand how to create a rigorous differentiated lesson, not all pedagogues are at the highest level of their profession. According to the Quality Review for 2014-15 and a review of teacher observations, not all teachers in all classes are asking higher order questions, nor are they differentiating for diverse needs. Looking at data from Periodic Assessment, it is fair to say that not all students are succeeding, especially in English Language Arts. Many of our ELL students are in the lowest third in ELA.

There is also a strong desire among many of the teachers at IS 223 to be considered Highly Effective. One way to achieve this is to attend and then turnkey professional development during the school year based on a needs assessment given out to the teachers in the form of surveys and by the Administration meeting and discussing the needs of the teachers based on continued observations and discussions.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Administration will have given constructive, timely feedback to each pedagogue with the opportunity to be considered Highly Effective based on Danielson’s Framework for Teaching.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Teachers will be able to select materials to enrich their lessons to help enable all students access to material that is comprehensible to them</li> <li>• Teachers will be supported in their efforts to attend outside professional development that will help improve their lessons</li> <li>• The principal will give teachers the opportunity to deliver professional development on Mondays and during all day professional development days which will help make them Highly Effective as per Danielson’s Framework</li> <li>• Administrators will conference with teachers, offer constructive advice and give teachers attainable goals</li> <li>• Administrators will provide for interventions to help all teachers become highly effective through professional resources, inter-visitations with high effective teachers, specific feedback from observations with follow-up visits to make sure change has taken place.</li> </ul>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administrators and Lead Instructional Teachers</p>
<p>Administrators will:</p> <ul style="list-style-type: none"> <li>• Provide training for all general education teachers who work with SWD</li> <li>• Provide general education teachers who work in a CTT class time to co-plan with their Special Education counterpart</li> <li>• Provide behavior modification plans for students who are in need of such plans</li> <li>• Provide glossaries for ESL students</li> <li>• Provide technology to assist teachers of SWD and ELLs to deliver lessons using multiple modalities and help to create differentiated lessons</li> </ul>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, Teachers of ELLs and SWD students</p>

<ul style="list-style-type: none"> <li>Administrators will monitor students' grades to assess their progress and offer continued intervention for these students</li> </ul>			
<ul style="list-style-type: none"> <li>Administration will provide translators for any parent attending an IEP meeting to assist them in understand the needs of their child and to assist them in making effective decisions along with the student's teacher</li> <li>Parents will be kept regularly informed of their child's progress, or lack of progress, through email, telephone calls by teachers and letters of concern</li> </ul>	Parents	September 2015-June 2016	Administrators
<ul style="list-style-type: none"> <li>Administration will reach out to community leaders, the School Leadership Team, Parent Association, Teachers and Parent Coordinator and work with them to help students understand the importance of daily attendance, homework, classwork and to give their time and resources in helping teachers and students succeed</li> </ul>	Parents	September 2015-June 2016	Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>By February 2016, Administrators will have met with Instructional Team Leaders during the Instructional Team meeting to assess how many teachers will be conducting professional development</li> <li>By February 2016, a second survey on the needs of teachers for professional development will be conducted</li> <li>By February 2016, a modified list of professional developments already conducted and yet to be conducted must be compiled and reviewed</li> </ul>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

In response to Capacity Framework, Strong Family and Community Ties, IS 223 has historically had strong ties to the local community. In the past, IS 223 has been fortunate to have an involved Parents Association who understood the importance of school involvement and the correlation between parental involvement and the academic and socio-emotional success of students. Data from the school report card indicates that IS 223 has had a strong influx of Asian parents who because of language or work situation cannot always become involved with an established meeting time. Their commitment to their child’s education is strong, however, their time is extremely limited. To better answer the needs of this community, the Parent Association at IS 223 will think of different ways to include all the parents through inventive and meaningful scheduling and collaboration which will help create an atmosphere of inclusion and productivity.

Montauk J.H.S. understands the need to include the parents of our new population. Data from periodic assessment exams indicates that our ELL’s are making gains in mathematics but still need assistance in ELA.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parental involvement will have increased by 10% as determined by attendance at school functions and increased email communication.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Outreach to parents informing them of different school functions – through translated email, telephone communication, and letters</li> <li>• Providing parents with the information and training needed to effectively become involved in planning and decision making in our school.</li> <li>• Providing parents with the training needed to become successful participants in all aspects of American life: voting, employment, social activities</li> <li>• English and computer classes for parents</li> </ul>	Parents	September 2015-June 2016	Administrators, Teachers, paraprofessionals
<ul style="list-style-type: none"> <li>• Teacher created website informing parents of homework, school activities, discipline problems, attendance problems – translated</li> <li>• Assistance in understanding IEP's</li> <li>• Providing translators for telephone communication or during in school meetings</li> </ul>	Parents	September 2015-June 2016	Administrators, Teachers, Paraprofessionals, Guidance Counselors, School Psychologist
<ul style="list-style-type: none"> <li>• Contact with the Chinese American Association inviting them to become part of our meetings, school functions involving Chinese cultural performances and Parent Teacher Night</li> <li>•</li> </ul>	Parents	September 2015-June 2016	Administrators, Teachers, Paraprofessionals

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers will meet with parents 4X per year at conferences
- Parents will participate in English classes – 1X per week
- Parents will participate in Computer classes – 1X per week
- Teachers will communicate with parents through progress reports 4X per year
- Teachers will contact parents with letters of concern, email and telephone calls on an ongoing basis
- Teachers will update websites to reflect current work and activities with translations

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Attendance from parent/teacher conferences
- Progress reports
- Logs from telephone conferences
- Attendance and agendas from Parent Association meetings
- Attendance from English and Computer classes
- Attendance from meetings with outside organizations

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

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

#### **2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	871,710.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	41,940.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,307,324.00		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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: <u>The Montauk</u>	DBN: <u>20k223</u>
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: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

Title III funds will assist I.S. 223 in implementing several after-school programs for English Language Learners. One supplemental after-school ESL program will employ three certified ESL teachers. Based on data, our beginner and intermediate students need to further develop their reading and writing skills. The students participating in this program will receive small group instruction. To assist these students, teachers will implement a new program titled "Discussion 4Learning" which will be purchased with Title III funds. This program will focus on academic vocabulary (social studies and science) which will improve comprehension in all students regardless of their decoding skills. In addition, writing activities are also included to connect critical concepts in science and social studies. Students will attend 50 two hour sessions beginning in October and ending in May. They will meet twice a week on Wednesdays and Thursdays from 2:20 p.m. to 4:20 p.m. Students participating in this program are 6th, 7th, and 8th grade students.

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

-

## Part C: Professional Development

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

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

Begin description here: \_

To better serve and meet the needs of our ELLs the certified staff members working in the after-school Title III programs are provided with professional development. The topics that have been selected will assist these teachers in improving instruction and meeting the needs of all ELLs. Five ESL teachers and one Math teacher will participate in bi-monthly training. Each month teachers will participate in two after-school mandated workshops. The initial workshop will discuss the goals of the supplemental programs, a suggested schedule to be followed, and materials to be implemented. It is necessary for all teachers working in these supplemental programs to be fully aware of the objectives previously described. Other topics to be explored are as follows:

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

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

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

January : Building Academic Vocabulary, and Text Complexity.

February: Scaffolding Texts and Tasks, and Effective Questioning

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

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

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

### Part E: Budget

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

Allocation Amount: \$0

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>223</b>
School Name <b>Montauk Intermediate School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Andrew Frank</b>	Assistant Principal <b>Santa Acquafredda</b>
Coach <b>S. Murphy</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>R. Parilis</b>	School Counselor <b>B. Lampon</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>I. Aguiar</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>K. Costantino</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>7</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1009</b>	Total number of ELLs	<b>371</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	371	<b>Newcomers</b> (ELLs receiving service 0-3 years)	208	<b>ELL Students with Disabilities</b>	59
<b>SIFE</b>	54	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	139	<b>Long-Term</b> (ELLs receiving service 7 or more years)	24

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	208	46	4	139	8	39	24	0	16	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							20	24	24					0
Chinese							82	84	61					0
Russian							6	4	5					0
Bengali							2	15	11					0
Urdu							3	3	3					0
Arabic							2	0	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						0
Albanian														0
Other							8	5	7					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							36	30	20					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	2	1	2	1
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	2	1	2	1
Living Environment	3	16	3	16
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
IS 223 uses multiple assessments including formative, summative, departmental diagnostic tests, and teacher observations to assess the literacy skills of all ELLs. These results help us identify the students' individual areas of need to assist in planning differentiated instruction. Teachers meet weekly by department to discuss student needs and monthly as a grade to identify at risk students.
- What is revealed by the data patterns across performance levels (on the NYSTELL and NYSESLAT) and grades?  
As of July 22, 2015, the NYSESLAT modality set analysis is not available (RNMR).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We have noticed after analyzing the NYSESLAT data has informed our decision to increase vocabulary strategies. We have ESL teachers pushing into the content area. This will allow for our ESL teachers to incorporate additional oral and written language activities with a focus on academic language development. We also seek to use language that is more understandable by defining essential vocabulary in context, and visuals such as pictures, graphs, objects and gestures. We will also have a focus on academic language. We have used the data from Annual Measurable Achievement Objectives to inform key decisions on instructional outcomes. We have noticed that our that we have difficulty with a small percentage of long term ELLs and that we need to provide more attention to our SIFE students by enrolling them in our after school programs, Saturday academy and partner with our CBO to target the needs of these students.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] I.S. 223, as a grades 6 to 8 school, does not use the Response to Intervention (RTI) model to guide instruction for ELLs.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
I.S. 223 makes every effort to provide the best education for all students, especially our ELL students. Before making an instructional decision a student's second language development is always considered. Administration refers to the student's formal and informal data, and confers with teachers before placing a student in any kind of program. If a teacher feels a student is misplaced, a review of all data and all anecdotal notes, including conferencing notes, are reviewed and the student is placed accordingly.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
On-going evaluation of the success of our ESL programs is monitored throughout the school year through the use of:
  - Determining data trends through the use of state exams, NYSESLAT, Periodic Assessments, Achieve 3000, Ed Performance, classroom assessments, conferencing and portfolio review
  - Observations of students by teachers and administrators
  - School Report Card
  - Students making AYP
  - Student attendance and participation in after-school and Saturday programs

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
To ensure that all ELLs are properly identified at registration the following procedure is in place. The pupil accounting secretary contacts the ESL Coordinator or the Assistant Principal in charge of ESL, if the ESL Coordinator is not available. The Home Language Identification Survey is given to the parent in the parent's native language. If a translator is needed, a staff member speaking the parent's native language is made available to meet with the parent, and the certified ESL Coordinator or the Assistant Principal during the ELL identification process. After analyzing the home language form, and interviewing the parent and the child, the certified ESL Coordinator determines if the LAB-R should be administered. Students who meet the LAB-R criteria are given the LAB-R exam by the certified ESL Coordinator to determine eligibility. Parents of identified ELLs are informed of student eligibility. For those Spanish speaking students, a Spanish LAB is administered in order to determine the student's dominant language. Within the first 10 school days of admission the LAB-R is administered, and students are appropriately placed. Parents of students scoring at the proficient level are also informed.  
At registration, the amount of instruction a student received in his/her native language is also explored. The Home Language Survey Form completed by the parents in his/her native language is carefully reviewed. Additional information, asked by the pedagogue of I.S. 223, regarding student's literacy level in the native language is answered by the parent at this time. It is important to mention that Part 2 of the HLSF is also carefully analyzed to learn more about the student's previous education which will be used for instructional planning. This section is also used to identify Students with Interrupted Formal Education (SIFE). This will assist us in providing additional services to support SIFE students.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
SIFE Identification Process
  1. We administer the oral interview questionnaire  
We ensure that the initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. Our SAT team is comprised of our school psychologist, a special education teacher, the assistant principal who supervises ESL and special education, and an ESL teacher. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.  
The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation are follow the guidelines as described in the Standard Operating Procedures Manual of the NYC Department of Education. ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
IS 223 ensures that entitlement and non-entitlement notifications are distributed to parents in their preferred language within 5 days following the administration of the NYSITELL. In addition, we require all parents to sign the notification letter and we maintain a copy for our school files.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
This information is made available to parents during the initial parent orientation meeting held in September and throughout the school year.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parent orientation for newly identified ELLs involves a discussion of available literature regarding parent choice and a video orientation in the parents' native language. Following the video orientation, parents have the opportunity to ask additional questions, as well as view the video a second time. For those parents requesting additional time to think about their options, a timeframe is indicated. Parents are encouraged to return the forms as soon as possible so that their child is placed in an appropriate class. Parents who do not return the forms are immediately contacted. Parent outreach is done by the parent coordinator or the ESL coordinator. Those parents are encouraged to attend an individual parent orientation meeting, which is scheduled at the parent's convenience. IS 223 makes every effort to accommodate the parent. For those students whose parents did not return the required forms, the default program for their child is a Transitional Bilingual program, as per CR Part 154.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Parents are informed of all three programs at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. We inform parents that they must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our school monitors the return of the Parent Survey and Program Selection Forms by maintaining accurate records of received and not received documents. Steps are taken in a continual basis until the 5 days have elapsed and then the parent is notified of the placement decision.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once the student's program has been determined based on the steps outlined above, our school sends parents a placement letter indicating the program in which their child has been placed. We maintain a copy on file in the students cumulative record as well as in our ELL Binder stored in the ELL Coordinators office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL-related documents are kept in the student's cumulative record. We ensure that ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies.  
Additionally, our school maintains an ELL Binder of Critical Documents which contains these documents in a central location for ease of

review. Our school refers to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA).

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

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

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

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

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Programming is currently being worked on, therefore this question will be answered at a later date.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Programming is currently being worked on, therefore this question will be answered at a later date.

3. Describe how core content is delivered in each program model. 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.

Programming is currently being worked on, therefore this question will be answered at a later date.

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

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

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

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

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

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

-Speaking: oral presentations and debates

-Listening: note-taking, summarizing, and paraphrasing

-Reading and Writing: summarizations of written materials and ongoing self-editing of a benchmark written piece

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE

- b. Newcomer

- c. Developing

- d. Long Term

- e. Former ELLs up to two years after exiting ELL status

SIFE - these students receive the opportunity to attend Title III Saturday program. Those students not able to attend the Saturday program participate in the after-school program. In these supplemental programs, teachers focus on students' individual needs in order for them to achieve higher academic standards. Students participating in these programs enhance their abilities in identifying and using reading and listening strategies to make text comprehensible and meaningful.

Newcomers - participate in after-school and Saturday programs. These programs are geared to maximize English language learning and acquisition. These students are encouraged to continue developing their native language skills which in turn will help them in their second language learning. Native language materials are provided to them, if they are available in the student's native language. Classroom libraries and our school library have native language materials that will support

our ELLs. If native language materials are not available, materials that are age and grade appropriate that match their literacy level are provided to them.

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

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

Long-term ELLs - These students are encouraged to attend after school programs with certified ELA and reading teachers in order to receive the support they need. Based on teacher assessments, these students need help with their reading and writing. In addition, students are encouraged to attend after-school and Saturday programs.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Paste response to questions here:

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

Our students with special needs receive services according to their IEP. Our ESL teachers push-in self-contained content area classes to provide them with ESL service as required under CR Part 154. Our ESL teachers push into classrooms in order to minimize disruption to classroom learning environment. This push-in model provides optimal opportunities to learn content while in their classroom. ELL-SWDs in self-contained, ICT and general education classes study the same grade level curriculum as their peers but with specific modifications and accommodations. To make content comprehensible to them ESL teachers tap into the students’ prior knowledge, build background knowledge, use scaffolding techniques, differentiate, and incorporate graphic organizers.

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

For ELL-SWDs having a safe environment for learning and acquiring new skills and language is very important. Teachers differentiate assignments and rubrics, and offer students books on their reading level as per IEP requirements. Teachers buddy ELLs with students who share the same language. This allows time for Accountable Talk and debate. This affords ELLs the time and opportunity needed to acquire new vocabulary. With the use of the writing process, ELL-SWDs are able to work with a buddy to create and correct writing that fills their work folders and portfolios with pieces from different genres, also giving them the opportunity to acquire academic vocabulary.

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

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

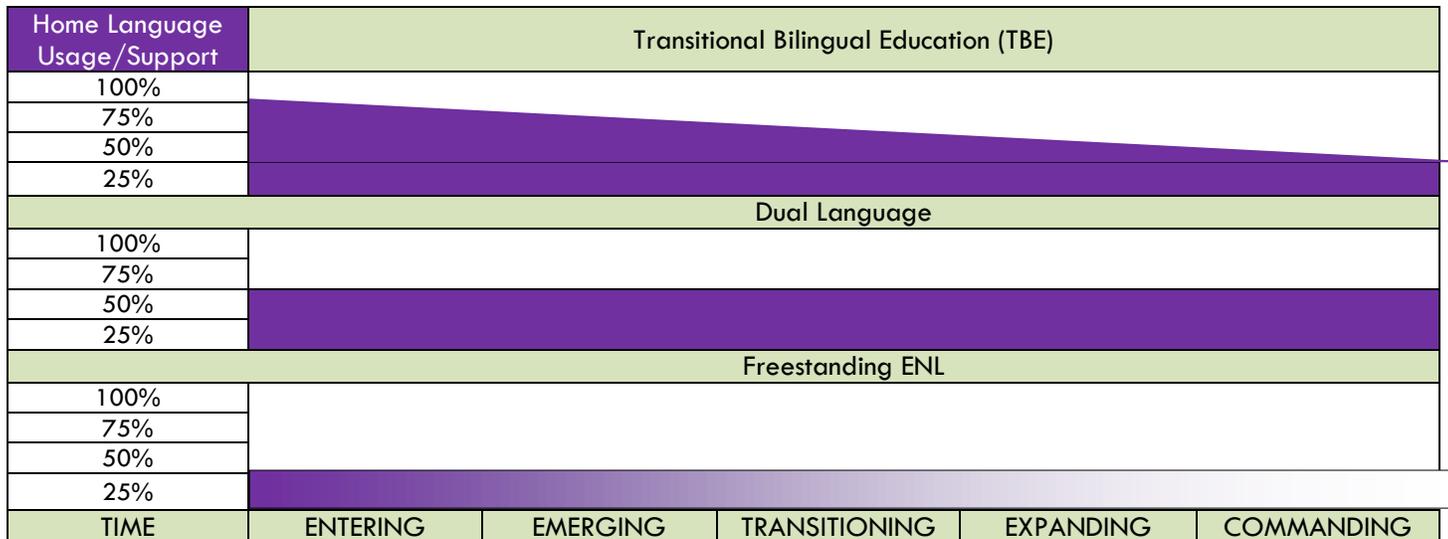


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

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

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

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

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

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

A guidance counselor continues to provide support to ELLs who scored proficient on the 2014 and 2015 NYSESLAT. At I.S. 223, the guidance counselor meets with the former ELL at least three times a year to determine any social and/or academic difficulties the student may have. Strategies to overcome any obstacles are shared with the student and his/her family. Former ELLs are encouraged to participate in any after-school and/or Saturday programs designed for ELLs. In addition, these students receive the same accommodations on state exams as ELLs.

At the beginning of the school year the staff receives a list of students who currently scored out of ESL. They are made aware that these students are monitored very closely by the guidance counselor. The teachers are encouraged to meet with the guidance counselor and the assistant principal overseeing the ESL program if any of the former ELLs are faced with any difficulties. The staff is well aware that former ELLs are entitled to the same testing accommodations as ELLs.

Staff members will continue to use formal and informal assessments to target ELLs for intervention programs. ESL teachers provide extra help in English while pushing-in content area classes. Morning, after-school and Saturday programs provide additional support to all ELLs regardless of their English proficiency level.

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

To prepare students for the NYS ELA, Mathematics, Science, and NYSESLAT exams, I.S. 223 provides extensive sessions focusing on test taking strategies and familiarizing students with test format. These preparatory classes taking place during the morning extended day period, after-school and Saturday programs minimize students' test taking anxiety. I.S. 223 continues to make every effort to provide testing modifications to maximize the students' advantage. For the spring 2015 state exams, oral translations were provided to speakers of the following languages: Arabic, and Bengali. Speakers of Spanish, Chinese, and Russian received copies of the translated version of the NYS exams. Oral translations and translated versions of exams provide students with the opportunity to successfully demonstrate the content knowledge they have mastered.

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

Based on data from state testing our ELLs are improving in all areas. Our NYSESLAT scores also indicate our students have made progress going to one proficient level to another. P

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

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

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

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

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

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

We have discontinued Achieve 3000 due to the program cost and the inability to fit the program into the students schedules.

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

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

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

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

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

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At I.S. 223 ELLs continue to develop their native language skills. Translations are provided whenever possible. Content area glossaries in the native language are distributed to all ELLs to help them learn vocabulary and understand new concepts. Classroom libraries and our school library have native language materials that will assist our ELLs in developing their native language skills.

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

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

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

In the continuing effort to develop literacy skills and academic knowledge, age and grade appropriate materials are provided to all ELLs. The ELLs use the same core curriculum materials as the mainstream students. For Mathematics, CMP3 is used; for Science, New York Science 6, 7, 8; and for Social Studies, the 6th grade uses History of Our World, the 7th grade uses United States History/NY History Beginning 1877, and the 8th grade uses American History. Teachers incorporate scaffolding strategies to make content comprehensible to students. Materials are translated when possible. Supplemental content area materials, and content area glossaries are provided to ELLs. This allows students to gain a deeper understanding of content information, which leads to English proficiency. This is based on the understanding that proficiency in a second language can best be developed when it is allowed to emerge naturally through the use of functional language for authentic purposes.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

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

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

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

19. What language electives are offered to ELLs?

NA to Junior High School.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA



## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

Teachers working with ELLs are all certified teachers. On-site training will be provided by the principal, assistant principals, literacy coach and educators from our support network. The Literacy coach will continue to provide additional support to all staff members working with ELLs. The Literacy coach works very closely with the staff to ensure that all teachers are proficient in the new Scholastic Code X curriculum. She provides demonstration lessons depicting new pedagogical strategies to better meet the needs of ELLs, arranges inter-visitations to model classrooms, which serves as a lab for best practices, and provides Lunch and Learns for all staff members including workshops on the use of data to drive instruction. The administration and teachers will continue to attend workshops provided by the district and outside agencies to improve instruction in all content areas, and will work closely with the ELA Coach in order to provide assistance to teachers.

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

The following workshops will take place during PD days, monthly meetings and weekly department meetings: Analyzing Data to Drive Instruction, Building Academic Vocabulary, Differentiated Instruction- Scholastic Code X, ELL Data on Periodic Assessments, Effective Questioning and Engaging Students in Higher-Order Thinking, Testing as a Genre: The Language of Testing, Compiling a Standard's Based Promotional Portfolio in Math and ELA, Assessing units of study to determine what worked and what should be changed to meet needs of ELLs

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

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

The technology coach created a wikispace for all staff members to access information to assist them in working effectively with ELLs. Some topics include: Activities for newcomers, Stages of Language Acquisition, SIOP model, Vocabulary development, Graphic organizers, and Providing a stress free environment for ELLs. All staff participate, when applicable, to pod-casts and web-casts on an ongoing basis. This is another way for our school to provide staff development and to support our teachers in meeting the needs of our ELLs.

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

I.S. 223 will continue to provide the mandated 7.5 hours of ESL training to newly assigned staff members working with ELLs. At the

beginning of the school year new staff members receive professional development on how to effectively work with ELLs. Many techniques and strategies are shared with the staff which will assist them with working with ELLs. They will attend workshops described in this narrative, and the number of hours of training will be kept on file.

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

See response to question 1

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

See response to question 1:

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

See response to question 1:

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Research has shown that there is a correlation between parental involvement and student success. It is for this belief that we provide parents with many opportunities to get involved in the education of their children. Some activities that we encourage our parents to participate in are: Curriculum Night, Parent-Teacher Conferences, monthly Parent Association Meetings, Movie Night, and workshops provided by the staff.

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

In an effort to keep parents informed about the various school activities and important educational issues affecting their children, and at the same time create a partnership, translated notices are sent home with the students. In addition, I.S. 223 sends translated announcements via our automated phone system. The automated phone system is in place to keep parents abreast of upcoming events. At this time they are also made aware that translators are available to translate for them at these events. This accommodation assists us in making parents aware of important issues, and most importantly, improve parent involvement. This accommodation encourages parents, especially the parents of ELLs, to participate.

In order for parents to communicate with staff members, translators are provided for parent-teacher conferences and all parent meetings. At parent meetings a portable and wireless system called "Talk and Listen System" allows parents to hear information in their own language through an interpreter. The "Talk and Listen System" allows all parents needing translation to hear meetings and participate in workshops in their native language in a non-threatening manner, and most importantly without segregation. By providing this service more parents will be involved in the education of their children. In addition, providing translators at all school activities will also help parents build connections with the school and other parents. The feeling of belonging we hope to establish will encourage more parents of ELLs to participate.

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

For the past three years we were fortunate to have Counseling in Schools grant which sponsored many of our after-school, Saturday activities and parent workshops. Currently we do afford parents of ELLs the opportunity to attend city-wide conferences provided by the Office of English Language Learners, and also workshops provided by the Community Education Council of District 20 which take place on a monthly basis. We also contact the Asian Outreach Agency of Maimonides Hospital in Brooklyn when families are in need of health benefits.

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

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

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

The needs of our parents drive our parent involvement activities. Incoming 6th grade parents have expressed their concerns of sending their children to a middle school for the first time. As a result, all students including our ELLs are invited to visit our school with their parents before the school year begins. This allows students to acquaint themselves with the school and parents have the opportunity to learn about the various available academic activities to help their children succeed. Some of these activities are extended day, after-school, and the Saturday program. This meeting reassures parents that their children are in a safe

environment with many opportunities for them to excel.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**See response to question 3**
5. How do you evaluate the needs of the parents?  
**See response to question 3**
6. How do your parental involvement activities address the needs of the parents?  
**See response to question 3**

#### **D. Additional Information**

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **20k223** School Name: **Montauk, IS 223**  
Superintendent: **K. Costantino**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred languages in our school are Chinese, Spanish, Arabic, Urdu, Bengali, and Uzbek

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

IS 223 translates all distributed materials to parents which include, parent teacher conference announcements, after school program information, New York State testing dates, overview of the student curriculum and invitation letters. Dissemination of these documents occurs as soon as possible to ensure parents have access to programs and services critical to their child's education. IS 223 also has a universal dialer, that contacts parents' cell phones or home phones with all school information. This information is translated depending upon the the information received from the home language form.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

IS 223 conducts four Parent Teacher Conferences annually, teachers are free to schedule appointments with parents on Tuesdays during allocated parent involvement are per their contract, and at scheduled times during the schoo day or after school as needed or when availability allows.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

IS 223 meets the translation needs of our parents by utilizing our in-house bilingual staff, whenever possible. Languages include, Chinese, Spanish, Arabic and Uzbek. Documents are translated as soon as necessary so that parents can receive the information in a timely manner. In addition, we use our school messaging system to further ensure that we reach all parents. During all parent meetings we use translation units so that parents are able to hear information in their native language through the use of headsets.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided by our in-house bilingual staff. Translation units and For other languages, the Translation and Interpretation Unit is utilized and universal dialer.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that the needs of the parents are fulfilled through the various methods previously mentioned. Staff member use translated emails to parents. Our staff in the general office has a list of staff members who are fluent in various languages. These staff members are called upon as needed.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our parent coordinator is constantly updating languages our staff and parents speak. He conducts surveys to gather information and provides feedback on the needs of our parents.