

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X223

School Name:

M.S. 223 THE LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY

Principal:

RAMON GONZALEZ

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: MS/HS 223 The Lab School of Finance and Technology School Number (DBN): 07X223
Grades Served: 6-11
School Address: 360 East 145th street
Phone Number: 7182928627 Fax: 7182927435
School Contact Person: Dr. Ramon Gonzalez Email Address: rgonzal@schools.nyc.gov
Principal: Dr. Ramon Gonzalez
UFT Chapter Leader: Courtney Summer
Parents' Association President: Violeta Guevarra
SLT Chairperson: Tamika Myers
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): Brittini Ortiz
Angie Ortiz

District Information

District: 07 Superintendent: Elisa Alvarez
Superintendent's Office Address: 501 Courtlandt Avenue
Superintendent's Email Address: EAlvarez2@schools.nyc.gov
Phone Number: 7187426500 Fax: 7187426548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx, NY 10458
Director's Office Address: _____
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
Dr. Ramon Gonzalez	*Principal or Designee	
Courtney Summer	*UFT Chapter Leader or Designee	
Violeta Guevara	*PA/PTA President or Designated Co-President	
Manuel Santos	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>	
Brittini Ortiz Angie Ortiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tamika Myers	Member/ UFT	
Jaime Deleon	Member/ UFT	
Carlos Perez	Member/ UFT	
Katie Drame	Member/ UFT	
Teresa Medina	Member/ PA	
Lanell Rusell	Member/ PA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chiquinquirá Jimenez	Member/PA	
Johanna Angulo	Member/PA	
Cheryl Thomas	Member/PA	
Maybelline Suarez	Member/ PA	

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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

MS 223, The Laboratory School of Finance and Technology, is a community school located in the South Bronx. Our school serves 500 students in the Mott Haven neighborhood of the South Bronx and is in the second year of an expansion to a total of 680 students grades 6-12 by September, 2017. Approximately 75% of our students are Latino and 24% are African American. Ninety-two percent of our students qualify for free and reduced price lunches.

Even though our school is impacted by poverty we have created a community of excellence. As a result we have received national recognition for our work including the Intel School of Distinction Award in 2010, the Sloan Public Service Award in 2011, and an award from the National Center for Urban School Transformation in 2012.

Founded in 2003, MS 223 has introduced a number of innovative programs to improve the education of our students. These programs include a school-wide economy, a highly successful dual-language program, the Summer Bridge Arts Institute, Expanded Day, PROSE, host Learning Partners site, Teacher Leader programs and the MS 223 Band.

This year MS 223 will change its name to the Laboratory School of Finance and Technology X223. The Lab School will also add several new partners included College Bound Initiative (CBI), IMENTOR, AList, National Pregnancy Prevention Program, TEALS, Lincoln Center, Campaign 44 and the National College Advising Corps. These programs are meant to support our students college aspirations with college counseling, SAT and ACT preparation, mentoring and tracking students across the application and submission process and career development.

The Lab School will also continue to partner with Arete Education Inc., St. Mary's Church, Urban Tech., Blue Engine, Junior Achievement, Computers for Youth, Matisse and Hayden Foundation, Teachers College Readers and Writers, Yankees Foundation, US Military Academy at West Point, and New York University. These partnerships support our students by creating Expanded Day opportunities, out of school internships, in school job placement, and enrichment opportunities. The partnerships also help to produce small instructional group class ratios and tutoring.

Statement of Need

One of the primary themes presented by Dwyer (2011) in the President's Committee on the Arts and the Humanities report called Reinvesting in Arts Education: Winning America's Future Through Creative Schools was the need to address the "persistent inequities in the distribution of arts education so that more students experience the benefits of arts-rich school environments." The report goes on to describe instrumental outcomes from arts rich education including increased student motivation and engagement which is elaborated as "improved attendance, persistence, focused attention, heightened educational aspirations, and intellectual risk taking." These are critical skills that students in our community desperately need and will be improved by the Summer Bridge Arts Institute and Expanded Day programming.

MS 223 students are performing at 32% proficiency in English Language Arts which is higher than the District and close to New York State average. As research suggests, our students grow their reading comprehension levels rapidly during the school year but regularly fall back levels during the summer months. Summer reading loss explains 80% of the reading achievement gap by 9th grade. This problem was documented by Heyns (1978) who found that poor children rarely read during the summer months compared with more affluent children. The work of Hayes and Gretner (1983) found that when children are not attending school the reading achievement gap widens. Borman and Dowling (2006) have documented that summer programming can help eliminate the achievement gap for low income students. One of

our goals is to increase literacy by focusing on summer literacy through the use of small instructional classes, increase reading stamina through ebooks and a tracking system for independent reading using LightSail on iPad Minis.

In 2009, less than 25% of African American, Latino, and low-income students in NYC took high-level math classes, and those who began with high-level math classes soon “dropped down” to lower levels (NYDOE, 2009). Research over the past two decades document the power of high school calculus in propelling students toward enrollment in and completion of college, and increasing the number of students who study the STEM disciplines (Lubienski, 2002; Schoenfeld, 2002). We believe that helping students to obtain additional credit in math will help our students become more college-ready.

Our goal is to increase culturally relevant and hands-on mathematics instruction and support. We have created a pathways map to give stakeholders a visual representation of the diversity of courses that are available for our students. Students will also be given additional classes to support the additional time needed to accelerate mathematics instruction. The Lab School will work with partners to support mathematics clubs and tutoring to continue to layer support. Finally, teachers will receive support to work on ways to increase questioning skills to help students articulate their ideas and strategies.

Great Framework of Schools

The first place we focused our goals of improvement this year was around the area of trust. We decided to collaborate with staff members to support several initiatives including smaller cluster of special needs students in each class, and art licenses for teaching artists. Through the PROSE process we have a greater need to meet more and plan together for these initiatives. This process will help us improve our communication and ultimately trust.

The second area of focus was around teacher development. We leveraged the data we accumulated from our Danielson observations to support professional development around our three lowest performing areas. The three areas were questioning and discussion, assessment and student engagement. Throughout the entire year we implemented numerous PD opportunities to focus on this area along with observations.

We hope to see an increase of scores in the three areas.

The third area of focus was family and community ties. We believe that the children of families who are engaged do better than those who are disengaged. We will utilize the school survey to improve parent and teacher relations. We will also coordinate with our Expanded Day partners to create once a month parent workshops on teen issues such as bullying, suicide, cyber-bullying, mental health and student to student relationships. Finally our parent coordinator will shift hours so we have two late night sessions so parents have an opportunity to attend events at the school.

Finally we will continue to evaluate our school culture and community to ensure that we have the most optimal environment for learning. We have created peer tutors through our Edelman grant where high school students tutor middle school students and receive a stipend for the tutoring. We are creating a community service expectation for our high school students who must commit 40 hours or more of school sanctioned community service. We believe this requirement will help connect our students to the local community. We are also a host partner school in the Learning Partners Program which allows us to share practices with other schools in the district.

07X223 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07, 08,09, 10	Total Enrollment	502	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	6	# SETSS	N/A	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	4	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	4
School Composition (2013-14)					
% Title I Population	113.1%	% Attendance Rate			93.7%
% Free Lunch	94.7%	% Reduced Lunch			3.1%
% Limited English Proficient	7.8%	% Students with Disabilities			20.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.3%
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	0.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# 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)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			3.82
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	26.6%	Mathematics Performance at levels 3 & 4			36.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			56.1%
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	98.0%	% 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					
Accountability Status – Elementary and Middle Schools					
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			N/A
White	N/A	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			N/A
White	N/A	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			YES
Hispanic or Latino	YES	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	YES				
Accountability Status – High Schools					
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.

Student performance in ELA is an area of growth for our school, with 25.5% of grade 6 students, 32.2% of grade 7 students and 24.1% of grade 8 students proficient on the 2013-14 state exams. Student growth continues to be a strength with a median adjusted growth percentile of 76.5, 58 and 73 in grades 6, 7 and 8, respectively. Our QR in 2013-14 and our PPOs draw attention to the need for multiple entry points for diverse learners and the need to continue to support students with disabilities and English language learners to meet rigorous grade level expectations. In 2014-15, we have placed great emphasis on quality questioning, discussion techniques and each core course teacher developed an end of year performance task aligned to the PBAT rubric but normed for the appropriate grade level. Based on our ADVANCE data, instructors have grown the most this year in components 1e and 3c, which shows improved planning and implementation of learning experiences for students.

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 June 2016, 70% students will have improved their capacity to analyze and synthesize information for an appropriate audience in multiple fields as evidenced by student mastery of 70% of appropriate grade level CCLS Writing 1a-e outcomes.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. 90-minute reading and writing block 4 times a week in middle school, which includes explicit and demonstration mini-lessons, sustained reading, read-alouds, shared reading and talk support, student response to reading, one on one conferring and small group instruction in language objectives, and feedback in specific skills such as fluency, vocabulary and decoding.	All Middle School Students	September-June	Principal, AP, Literacy Coach
1. Teachers will be provided with differentiated professional development in areas of: small group, talk, vocabulary, decoding, fluency instruction and providing students with standard feedback, and the use developmentally and age appropriate materials, authentic assessment, ELA standards and performance indicators, standardized tests, and the writing process.	All teaching staff	Fall	APs, Literacy Coach
1. Native language, ELL instruction and ESL instruction to be provided by certified teachers with support from the Achieve 3000 program and Teachers College Reading and Writing Project, including out of school workshops.	All teaching staff	September-June	APs, Literacy Coach, TCRWP Staff

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.											
100K for Math and ELA coaches 15K for training rate per session 30K for Teachers College Readers and Writers Program coach and services 2K for supplies											
Part 4b. 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 st 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.

1. Math department diagnostic: September 2015
2. Math department diagnostic: February 2016
3. Math NYS State Exam: April 2016
4. TCRWP Reading Level Assessment: October 2015
5. iReady ELA Diagnostic: December 2015
6. TCRWP Reading Level Assessment: February 2016
7. TCRWP Reading Level Assessment: May 2016

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.

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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 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.

Creating an environment that supports collaboration requires building a community where teachers are committed to the success and improvement of their classrooms and schools and have the opportunity to participate in professional development within a culture of respect and continuous improvement. Based on our most recent Quality Review Feedback and the NYC School Survey, some of the strengths of our school include:

- In order to ensure cohesive and coherent instructional plans across content areas and grades, teachers collaboratively analyze student work and discuss curricula as well as successful teaching strategies that can be replicated across classrooms, thus ensuring that all students have access to cognitively engaging tasks.
- Evidence of retreats for collaborative learning and reflection by staff.
- Principal led monthly New Teacher meetings to discuss effective academic and social emotional practices and engage in text-based discussions, through the New Teacher Book Club that result in a collaborative learning community with the principal at the helm of this process.
- 84% of teachers agree or strongly agree that school leaders provide time for collaboration among teachers.
- 93% of teachers agree or strongly agree that teachers in my school work together on teams to improve their instructional practice

Based on our Quality Review Feedback and NYC School Survey, there is room for growth in:

- Ensuring that all teachers incorporate extensions of curricula for all groups of students, such as students with disabilities and English language learners who struggle in maintaining a rigorous trajectory in their learning.
- 66% of teachers in our school agree or strongly agree that all teachers in the school trust each other.

As a result of this data, we feel that increased time for collaboration between staff members will help to ensure an increase in community and will create an atmosphere where all staff is working towards continuous improvement.

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, we will increase teacher satisfaction with collaboration and professional development by at least 5% as evidenced by responses to the NYC School Survey.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PROSE proposal in order to split professional assignments to allow teachers to additional meeting periods for collaborative work.</p>	<p>All classroom teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs</p>
<p>Professional Development on best practices for co-planning and collaboration. Introduction/review of protocols for looking at student work.</p>	<p>All classroom teachers</p>	<p>September 2015</p>	<p>Principal, APs, Literacy Coach, Math Consultant, Grade Team Leaders and Special Education Coordinator</p>
<p>Survey of staff needs and interested for professional development, as well as evaluation of current professional development given three times throughout the year in order to monitor success of initiative and make adjustments where necessary.</p>	<p>All classroom teachers</p>	<p>September 2015, January 2016, June 2016</p>	<p>Professional Development Team</p>
<p>Collaboration with outside organizations for additional support and professional development, including but not limited to New York Performance Standards Consortium, Teachers College Reading and Writing Project, and TEALS.</p>	<p>All classroom teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Aps, Department chairs</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Title I SWP for training rate per session: \$7000 Title I SWP for 8periods X \$40 X 40 weeks for mentoring: \$13000</p> <p>Title I SWP: HQT Funds: \$20,000</p> <p>Title I SWP: Assistant Principal Salary: \$30,000</p> <p>Title I SWP: Science Coach: \$13,000</p> <p>Title I SWP: June Planning Retreat: \$14,000</p>

FSF: Inquiry Teams: \$8,750

FSF: Professional Development Team: \$7,500

FSF: Special Education Team Meetings: \$15,000

Part 4b. 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 st 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.

1. Goals and Objectives Survey: September 2015 and March 2016
2. Professional Development Survey: October 2015, January 2016 and June 2016
3. Teacher Led PD Sessions: October 2015 through June 2016

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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

--

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

--

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 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.

We have looked at previous years of data from the annual School Survey and found that the areas of safety, expectations, communication, and academic expectations could be improved over three years with targeted intervention strategies. In terms of attendance at school events, attendance is consistently high in the November and the February/March Conferences, with attendance over 80%. Our challenge is to connect with families beyond those dates. We have identified some opportunities (Tuesday family engagement time and after school showcases) to connect with families this year. There is the ongoing challenge of finding the types of events and activities that will help build a deeper connection with families and respect their obligations and schedules.

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 satisfaction will increase by 3% in all areas as measured by responses on the annual NYC School Survey.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Inform all parents of school and district-wide activities, regulations, and events via school calendars, student updates and monthly newsletter, The Lab Report.</p>	<p>All families</p>	<p>Monthly, September-June</p>	<p>Parent Coordinator, APs, Secretary</p>
<p>1. Provide open houses to families as a means of introducing families to their new teachers in September.</p>	<p>All families</p>	<p>September</p>	<p>All staff</p>
<p>1. Implement Community Read Day to promote reading at home. All families are encouraged to read on Thursday from 6-8pm</p>	<p>All families</p>	<p>Ongoing, September-June</p>	<p>Literacy Coach, Parent Coordinator, Principal</p>
<p>1. Utilize district sponsored events and trainings to professionally develop parents.</p>	<p>All families</p>	<p>Based on District Calendar</p>	<p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>3K FSF for food and parent reimbursement 3K FSF Expand SLT and create parent council with stipends 3k SWP or supplies and materials for community read day and incentives to encourage parent participation 5K FSF trainers for parent workshops</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>	<p>Title III, Part A</p>	<p>Title III, Immigrant</p>	
	<p>C4E</p>		<p>21st Century Grant</p>	<p>SIG/SIF</p>		<p>PTA Funded</p>	<p>In Kind</p>		<p>Other</p>	

Part 5 – Progress Monitoring

<p>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.</p>
<p>1. Start of School Open House September 2015</p>

2. Parent-Teacher Conferences twice a year November 2015, March 2016

3. Family Workshops October 2015, December 2015, January 2016, February 2016, April 2016

4. Summer School Orientation June 2015, July 2016

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading below grade level based on Fountas and Pinnell Assessments and DRP.	Word generation vocabulary study and Harvard Book Club reading group.	Small group instruction.	During the day and expanded day.
Mathematics	Math test scores below level based on end of unit plans and previous NY State Exams	Mastery Sheets for each objective, and after school tutoring and Saturday tutoring	Small group instruction.	During school day, expanded day, and Saturday.
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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

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

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.
Through the use of the team meetings, teachers participate in the CEP goal setting and consult with the principal on outcome measures. After the teachers has consulted with the principal through subject team meetings about a plan of action, the principal will make the final decision.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
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	520,766.00	X	X
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	X
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,386,352.00	X	X

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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)

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. **The Laboratory School of Finance and Technology** 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. **The Laboratory School of Finance and Technology** 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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC)

The Laboratory School of Finance and Technology 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:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>MS 223</u>	DBN: <u>07X223</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>25</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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</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 be used to support an after school enrichment learning program for ELLs with English acquisition. This program will support approximately 30 students who are in need of improving their reading and writing skills as indicated by the NYSESLAT. The program will run on Wednesday-Friday from 2:15-4:15 PM. The program will begin in October and run through May. Most of the students in the program are advanced, long term ELLs. Advanced, intermediate or beginner ELLs in grades 6-10 will be invited to participate, with approximately 8 students per grade. Instruction will be in two groupings based on grade level and be provided by a certified ESL teacher and a bilingual certified instructor. The language of instruction will be English with native language support as needed.

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

Part C: Professional Development

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

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

Begin description here: _____ Title III funding will be used to support a study group after school, expand upon the work of inquiry teams, and integrate other components such as language objectives and lesson study planning and implementation. Teacher professional development sessions will be held on Mondays once a month from November to May for one and a half hours from 3:45-5:15 PM for a total of 8 sessions.

Topics to be discussed will include a close reading of CCLS and PBAT rubrics and their implications for ELLs (2 sessions on 11/17 and 12/15), unit planning for ELLs (4 sessions on 1/12, 2/9, 3/16 and 4/20), reflection on the implementation of units and to design subsequent units with the findings in mind (2 sessions on 5/11 and 6/15). The teachers will engage with an appropriate professional text, Using the SIOP Model: Professional Development Manual for Sheltered Instruction. The group will also address next steps for specific students and subgroups in the Title III program to support their English language acquisition and native language support where necessary. The people participating in the group will be an ESL teacher, a bilingual teacher, two social studies teachers and an Assistant Principal. The ESL teacher and bilingual teacher will participate and be funded through the Title III instructional program.

Part C: Professional Development

The other teachers also teach classes during the school day that have a high number of ELLs. The target audience for these sessions will be both teachers of ELLs and administrators for each group to support one another to successfully implement and support the Title III program and their ELL students in the current school year and beyond. Sessions will be facilitated by an Assistant Principal, Eric Lincoln, who has a social studies certificate with a bilingual extension. The AP will consult will consult with Carla Espana, a consultant from TCRWP who works with the school's English teachers.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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 Dr. Ramon Gonzalez	Assistant Principal Eric Lincoln
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nicole Washington	School Counselor type here
Teacher/Subject Area Ismael Valentin	Parent Violeta Guevara
Teacher/Subject Area David Ledesma	Parent Coordinator Wanda Hill
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	Other (Name and Title) AP Ashley Downs

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	1	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	601	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education														0
Dual Language							1	1	1	1	1	1		0
Total	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					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	25
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	19	Long-Term (ELLs receiving service 7 or more years)	21

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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	6	0	0	5	1	0	2	0	0	0
ENL	3	2	1	14	2	10	18	1	18	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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 <u>Spanish</u>													1	29	3	27	3	27	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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 <u>Spanish</u>	3		0		0				0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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): <u>20</u>	Number of students who speak three or more languages: <u>6</u>
--	--

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							6	8	0	7	6	6		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)							1		1	1				0
Emerging (Low Intermediate)								1		1				0
Transitioning (High Intermediate)								2			2	2		0
Expanding (Advanced)							6	8	2	13	5	4		0
Commanding (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											1	2		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	2			0
7	9	3			0
8	4	1			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	1		1		2				0
7	9		3						0
8	3		2						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	2		1	1					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	7		0	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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)		1	4		10	11	16	21
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.

The data above reveal some important trends in our school. One is about the subgroups of ELLs we work with, and another is about program models. The students in our school break almost evenly into students who are ELLs and also have IEPs and students who are ELLs without IEPs. Another finding is that the largest group of ELLs are Long Term, followed closely by Developing. Our instructional program then, is primarily focused on the needs of IEP students and those who are also ELLs with over 4 years of service.

At MS 223 we use a variety of tools to assess the literacy skills of our ELLs. With our newcomers, we use the Spanish DRA to assess their L1 abilities. Although we do a beginning of year, midyear, and end of year reading assessment for all students, our ELLs receive additional reading assessments using the Teachers College Reading and Writing Project model throughout the entire year. Many students are a year or more behind in their reading on Fountas and Pinnell levels when they start school in September. In order to see growth in reading, students who have deficiencies in reading need to be assessed more frequently. The ESL teacher (in collaboration with ELA teachers) assesses each individual student according to their level and reading calendars that students fill out in order to know when they need to be tested by a teacher. Once we know each student's reading level, TCRWP also provides targeted instruction at each "band" of levels. Reading levels are grouped according to what the students will encounter at each level. These can range from basic information a reader should understand from the book (setting, characters, mood,) to higher level thinking which leads students to develop questions about the characters and themes independently by tracking clues and metaphors the author is alluding to in their respective stories. Because of the reading data we have collected at the beginning of this school year, ESL, Dual Language, and Monolingual teachers have set up small groups in their classrooms based on the reading levels of their students. This has allowed for teachers to target instruction and design materials that are differentiated and appropriate to each student's needs and abilities. Our high school ELLs are almost all long term ELLs with IEPs. Our challenge for this group is how to support their growth as readers and writers in English while providing grade level content that will prepare them for higher education options.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The great majority of students based on the NYSESLAT are Expanding. These 38 out of 48 students are across grade levels and have different strengths. The historical strength of these students have been in listening and speaking with the bigger challenges in reading and writing. We find that students in Dual Language tend to test proficient more successfully than students in ENL. ELLs in

Dual Language have reached proficiency at much higher rates than students in ESL and general education students much more than ELL students with disabilities. This year we see that the scores for reading and writing are closer to the scores for listening and speaking.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We know that our students are growing by and large in their English proficiency. That growth varies based on student proficiency level and years of service as well as IEP status. Our students are making progress but not at the expected level of AMAO. Students are testing proficient on the NYSESLAT yearly, but not at a rate that is acceptable for subgroups including long term ELLs and students with disabilities.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Examining student results, we have noticed that ELA scores for most ELLs are either at 1 or 2. There is a small shift with the math exam, with more ELLs scoring a 2 or higher on the exam, but still a varied distribution of performance. We plan to use the DOE Periodic Assessments for ELLs this fall and spring. With very few exceptions, students take state assessments in English. Student performance in home language for science and math are not testing proficient in Spanish. Students testing in English have a higher likelihood of testing proficient in our school.

b. The ELL Periodic Assessments have been done with in house versions of NYSESLAT assessments. These results have been utilized to direct instruction in both during the day opportunities and after school programming to support students with target areas of need.

c. The ELL Periodic Assessments given in house show that reading and writing remains a challenge for our students. Even though their spoken language is strong, their reading and writing is below proficiency for their grade levels. Native language is reinforced most directly in dual language settings, where students spend nearly half of their day learning in Spanish.

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](#).] Not applicable

6. How do you make sure that a student's new language development is considered in instructional decisions?

We use second language development to consider to what length language skills need to be taught in both L1 and English. For example, a student who has a deeper understanding of L1 will be able to transfer those skills more easily potentially to L2. We are beginning the process of incorporating the New Language Arts progressions at appropriate grade levels to identify appropriate strategies and groupings for students to engage in that gets them closer to grade level proficiency in English. Our instructional staff uses their knowledge of individual students from anecdotal data and objective assessments to plan for all ELLs. Our focus on meeting the needs of all students draws attention to students who are learning English as a new language. Student groupings at the lesson and unit level are expected to be planned for using appropriate performance data linked to standards and each child's cultural background and educational history.

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?

a. English Proficient students are assessed in the target language (Spanish) through Lexile levels and the ELE. That data is collected multiple times a year and is used for determining instructional groups and identifying the appropriate goal and groupings for students. We also use the Home Language Standards to identify Common Core driven opportunities to measure and support Spanish language growth.

b. The level of Spanish language proficiency is measured by Lexile Levels from the entrance exam students take on Achieve3000. Students are generally reading in Spanish two years behind their work in English. We also use the Benchmark Assessment System to organize books into the appropriate guided reading level. The assessments that correlate with each level are also translated and administered to students in Spanish. We are starting to use the Home Language Progressions to support students to transition to the next appropriate level for their language development for specific standards and using grade level expectations.

c. Students in both grades also scored above students across our community school district. While these data are comparatively strong, when analyzing trends over the past three years within the program itself, proficiency for both ELLs and EPs on the Common Core assessments is a challenge. Whether it is a change in the exam itself, or how our program has evolved in the past three years, we need to adjust our planning and pedagogy to continue to meet student needs and provide rigorous instruction in reading and writing. We are placing a greater emphasis and reading challenging texts and developing arguments and informational writing products aligned to Common Core writing standards 1 and 2.

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

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

Part IV: ELL Identification Process

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

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.

All students at MS 223 are screened upon enrollment and the process is completed within 10 days of enrollment to the school. The Home Language Identification Survey (HLIS) is given and collected by Assistant Principal Eric Lincoln, who is a proficient Spanish speaker and has a Spanish Bilingual Extension. An informal interview is also conducted at the same time in either Spanish, or English as necessary by the AP. If there is another language spoken by the family, we will work with the family and Translation and Interpretation to find appropriate translation of the informal interview. If the child is identified as speaking any other language than English at home or if the student’s native language is any language other than English, the NYSITELL exam is given to the student by the AP in addition to the Spanish LAB for Spanish-speaking students. If the student scores below proficiency, then he/she is identified as an ELL and his/her parent(s) exercise parental option of which of the three programs (TBE, Dual Language, ENL) they desire for their child.

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).
Appropriate assessments to identify potential SIFE students will be given to students, including the oral interview and the LENS for students who fall into the appropriate home languages. Initial identification will be made within the 30 day window.
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).

When working with a new family of a student with an IEP we will use information available to us to make a determination of the child should be identified as an ELL. If there is a question of whether a child should be given the NYSITELL the LPT composed of the AP Ashley Downs, Special Ed Coordinator Tamika Myers and Bilingual SWD Teacher Ismael Valentin shall meet with the family of the child and an interpreter if necessary. We will use the EPRG Determination Form as a record for the team's work. The team will recommend to the principal whether or not the child should take the NYSITELL. If the determination is that the child should not take the NYSITELL, the superintendent or designee has 10 days to accept or reject the LPT recommendation.

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.
The scanning of NYSITELL and entitlement and non-entitlement letters is done by the Assistant Principal in association with the School Secretary. The two work together to administer, scan and then follow up with families on the status of the identification process within the appropriate timeframe. Correspondence with the family will be conducted in the preferred language of the family.
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).

Parents or students aged 18 or over are informed of the 45 day window in writing and included in correspondence from teachers around performance if it is believed by the teaching staff that the child was misidentified as an ELL. The school will speak with the family if student work suggests a possible error in identification and the need of a review. Correspondence with the family will be conducted in the preferred language of the family. This process will be led by AP Eric Lincoln. Records will be kept in the child's cumulative file at school.

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.

MS 223’s Dual Language Program identifies students before the end of the school year for next. There is an interview process and parents are included in the planning and receive any/all information pertaining to the development of the program. Our school’s philosophy is that we want our students to be bilingual, biliterate, and bicultural. At the beginning of the school year towards the end

of September, AP Lincoln, who is a fluent Spanish speaker and has a Spanish Bilingual Extension, organizes the ELL component of the Family Open House for families new to the city school system. All parents of newly enrolled ELLs are invited to come and Mr. Lincoln takes this time to show the Orientation Video from the Office of English Language Learners, as well as has a one-on-one conference with ELL families pertaining to both the Parent Survey and Program selection forms. These forms should all be completed and updated in ATS by mid October. Parents that are not able to attend are sent these forms along with a letter requesting them to come into the building and to fill them out and complete them. If a program is opened based on parent selection, the school will contact parents by backpacking home letters to inform them of the program availability.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Mr. Lincoln distributes the Entitlement Letters at the same time as the Parent Survey and Program Selection forms at our Parent Open House. There is a two week window where the forms are collected. Parents who did not attend the open house get letters sent home that includes their Entitlement Letter and a request to come into the school to complete the Parent Survey and Program Selection Forms. Parents who do not hand in the forms within the two week period are called and asked to come to the school to complete the forms in person with Mr. Lincoln.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The School Secretary and the AP work together to ensure that the appropriate forms will be distributed, explained, returned to the school and filed appropriately. Follow up to families if necessary is done via phone and backpacked letter home. Correspondence is conducted in family's preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are distributed by the School Secretary as indicated by the AP based on the Program Selection Form and the Parent Survey. These letters are sent via mail to families. Correspondence is conducted in the family's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Records for a child pertaining to the ELL identification process are kept in a students' cumulative folder as a record of the parent selection and participation in the process. The School Secretary and AP work together to coordinate the records retention.
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.

Students designated as ELLs take the NYSESLAT every spring and receive additional support during their mandated hours and afterschool through Title III. An eligible list of students is generated through the RLAT report on ATS. AP Ashley Downs and the testing coordinator Ms. Hollingsworth review the testing manuals, norm on the exercises and rubrics available and coordinate the administration of the speaking section first to individual students, ensuring that the proctor of the speaking assessment is not the child's classroom teacher. The appropriate grade bands of students then take the listening, reading and writing components over a series of days in a testing environment with no access to communication devices during the exam. Testing dates are structured for all students to ensuring all four components are given with the opportunity for make ups as needed.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support letters are distributed by the AP with the assistance of the secretary by September 15 in accordance with city policy. These letters are mailed home and students who are beginning their exit from services have an in person conversation with the ESL teacher and an AP.
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).

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

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.

ENL is provided to students as per their proficiency level. Most ENL based on our need is provided on an integrated basis for students during their content area classes. In the middle school the ENL supports take place alongside English language arts generally. In the high school, the integration is occurring in the social studies classroom. The integrated support is heterogeneous but the standalone support is targeted toward students with lower proficiency levels in a homogeneous setting.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

Students in dual language receive instruction with support for their English development during their ELA courses which are taught in an integrated format with the ENL teacher. For students that require more support it is provided in a standalone format.
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)?

The ENL teachers collaborate with all ELA teachers of ELLs in grades 6-8 and conducts push-in services in their classrooms. These classes have both a separate reading and writing time four days a week, each with a span of at least 45 minutes. Standalone classes are organized by the same ENL teacher for low proficiency and beginning students. Each beginner student receives additional support to meet their mandate. These classes are 45 minutes long and meet at least four times a week. Service time is aligned with CR Part 154 requirements. Entering and emerging students receive 360 minutes of ENL while other levels students receive 180 minutes of ENL and 180 minutes of ELA instruction. Dual Language students have access to 180 minutes of HLA instruction each week and ENL students have access to HNL supports as needed based on proficiency level.
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.

All Dual Language program teachers are fluent Spanish speakers. The Dual Language program uses the last period of each day to focus on Native Language Arts. Science, technology, and social studies are taught in Spanish. The ENL instructor uses the students' native languages as a means to build schema and help promote the L1 to make the L2 development stronger. All students, ELLs and non-ELLs, receive 7-8 periods of ELA and math instruction every week. Instruction is grade and content appropriate and instructional strategies are centered around language instruction to support the vocabulary, language features and visuals that appear in classwork. Courses in Spanish are beginning to incorporate Home Language progressions and ENL settings are beginning to implement ENL standards and progressions to scaffold students learning of grade level standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

We work with the Common Core Standards to provide opportunities for ELLs to demonstrate knowledge of concepts in listening, speaking, reading and writing. In whole class and in standalone sessions, teachers assess student writing. They create opportunities for students to interact with other students in discussion formats to assess their listening and speaking. Student understanding of their reading is assessed frequently through reading level assessments. Increasingly ENL teachers and classroom teachers are incorporating outcomes and scaffolds linked to the ENL progressions across modalities. Reading level assessments take place during at least 3 windows per year. Writing and speaking and listening assessments take place generally at the conclusion of units in English and Social Studies courses. Students at all levels engage in PreBATs that challenge students to demonstrate in depth mastery of reading, writing and presentation skills in all their core courses commencing in grade 6 and continuing through high school.
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

a. M.S. 223 in the past has used the Academic Language and Literacy Diagnostic (ALLD) to better screen and service our SIFE (students with interrupted formal education.) These students are then placed in a program that meets at least three times a week, through which students acquire the foundations of English through the Wilson Reading Program. This program is designed to help lower level and SIFE students, using a multisensory approach for increasing reading, decoding, encoding, and vocabulary skills. They also receive L1 support through a Scholastic Spanish Guided Reading Program.

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

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

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

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

7. 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.
- A team of educators will look at a students that has been designated at the conclusion of the 6-12 month window. On the team will be the principal, AP Lincoln, the parent and the child. The team will look at work samples, overall grades, and teacher feedback to determine if the decision was in fact helpful to the child. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.
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?
- ELLs identified as having special needs are instructed in small standalone classes administered by the ENL teacher or integrated services. Based on student need, Wilson Reading System instruction is also provided. These courses target language acquisition while covering grade-appropriate content standards. Student programs are designed to make sure that students receive all mandated services as indicated on their IEPs. Student proress is monitored to identify growth and/or areas for additional support from special education staff as well as ENL staff.
9. How 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?
- We have two major initiatives to ensure ELLs with disabilities are serviced in the least restrictive environment. All of our self contained classes are parallel programmed to general education sections for ELA to support students who are ready for a mainstreaming opportunity. Also, pull out sections are designed by reading level and NYSESLAT level, regardless of IEP status.

Chart

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)	2 units of study <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

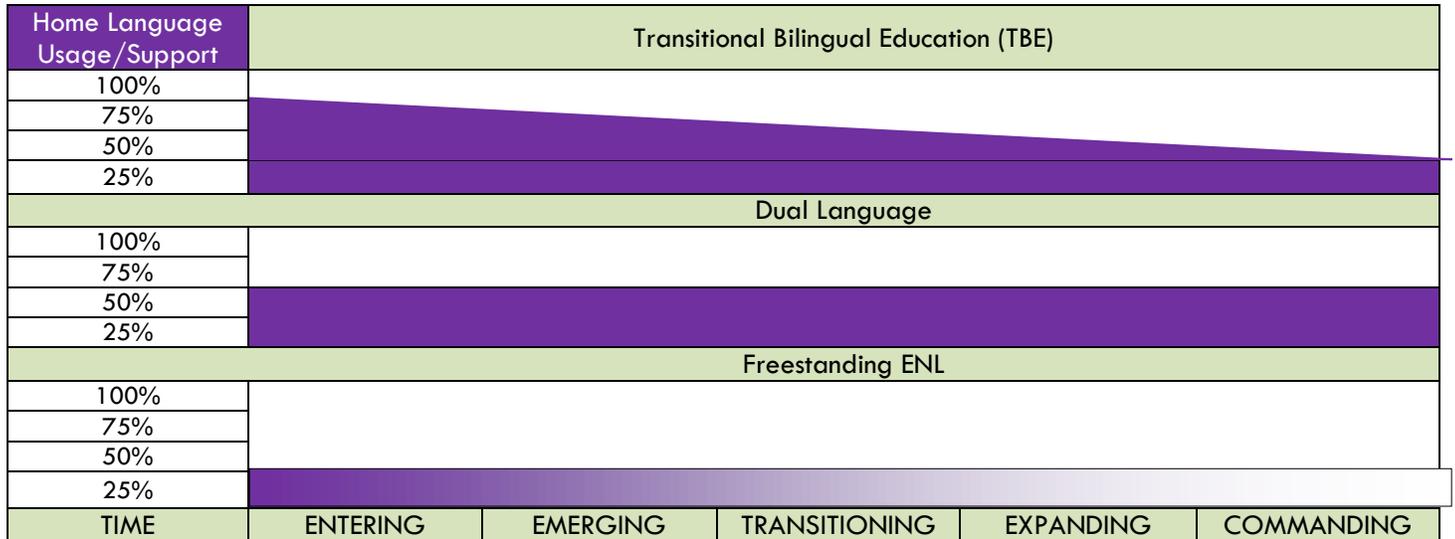


*Note “other approved services” does not apply to New York City at this time.

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. As noted before, our targeted intervention programs include extended day classes centered around ELA or math instruction, as well as an after-school group that focuses also on ELA and math tutoring. Expanded day support in ELA focuses on strengthening each student's reading level through small group work and writing on reading. Teachers conference with each individual student to assess progress in fluency, word chunking, and the formation of major themes in the story. In science and social studies, teachers collaborate with ENL staff when possible to identify and implement scaffolds appropriate to CCLS and ENL progressions for proficiency levels. For Dual Language students, supports and scaffolds for science and social studies are increasingly aligned to the HNL progressions. Expanded day support in math focuses on academic language and the breaking down of word problems into simpler, more accessible language for students. This instruction targets both dual language and ENL students. SIFE students are placed in home language classes to strengthen their L1 where appropriate so they can transfer the skills they learn into their L2.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ELLs and EP students in ENL and Dual Language are receiving challenging grade level content instruction. They also receive appropriately scaffolded and differentiated instruction in language skills in English and in many cases, their native language. Our Dual Language program has had success supporting students to grow in their proficiency in English and in Spanish while our ENL program has been less successful based on students NYSESLAT and NYS ELA exam performance for most non special education students. At the high school level, we have had limited experience and success supporting ELLs to pass the English Common Core Regents Exam. Students in content area courses are supporting students with nonfiction reading and writing aligned to CCLS through the PreBAT tasks across content areas. Students are getting multiple opportunities to succeed on these types of tasks and their growth can be tracked to show improvement over time. Teachers of Dual Language courses meet every other week to support student needs and identify instructional supports to benefit teaching and learning in Spanish and in English.
12. What new programs or improvements will be considered for the upcoming school year?

MS 223 will continue to leverage summer, after school and Saturday opportunities. Through our partnership with the Education Office of Spain as an International Spanish Academy, we are building programming for students in Spanish, including a Spanish Moth storytelling residency and a virtual collaboration with the Thyssen Museum in Madrid. Both of these opportunities will give students an authentic opportunity to practice and improve Spanish language skills.
13. What programs/services for ELLs will be discontinued and why?

There are no programs or services that will be discontinued this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs and their parents are fully aware of all the programs available at M.S. 223. Besides parent newsletters, communication from the school, and letters sent home about program placement and additional support provided during and after school hours, ELLs partake in Academic Intervention Services where different content area teachers tutor students that are falling behind in various subject areas. Extended day service includes Native Language and ENL support, and are provided three days a week. These classes focus on language acquisition through the uses of QTEL strategies, Achieve3000, and the use of Teachers College reading assessments.
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.

Instructional materials are an important part of language acquisition at MS 223. Native Language and L2 skills are developed through the use of texts from Achieve3000, a nonfiction website with daily relevant news articles. The articles, while covering the same story, vary in difficulty and we are able to differentiate instruction because of this. After reading the articles, students answers multiple choice questions, take part in a survey, and ultimately develop their ideas from the article into a fully developed essay. Content area materials, are used within the science classrooms in order to target learners at varying levels. Newcomers and low-proficiency students are placed in a class in which the Wilson Reading Program is used if appropriate. Students start their classes with word-sound charts and sightwords, gradually moving towards multi-syllable words and full sentences. After students have mastered these, they go on to reading short stories in their Wilson Student Workbooks, and share out main ideas through small group conversations and writing prompts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native Language support is an integral part of our language development for ELLs. All three Dual Language classes take Native Language Arts for grammar-instruction and building reading and writing skills. During the rest of the school day, half of their classes are taken in Spanish, the other half in English. The ENL program focuses on Native Language support through cultural awareness through a bilingual library that is leveled according to the Teacher College assessment model. Students are tracked through the year through this assessment and also a preliminary, mid-year, and end of year assessment of reading levels in both English and Spanish. In ENL settings, home language support is provided as needed to students primarily in the entering and emergent levels.

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

All our materials are age and level appropriate. M.S. 223 has a committee of teachers that go through our libraries for not only level accuracy, but also if the content is appropriate for the age of our students. These modifications affect both the English and Spanish libraries throughout the school.

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

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

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.)
Professional Development is a priority at MS 223. All ELL personnel at the school are involved in PD, whether it is attending or leading. The products of our professional development group in recent years has included intensive interdisciplinary planning, which has had an impact on ELLs and EP students by creating a common vocabulary to be used across the school day. Study groups are led by faculty members that meet after school to plan and discuss what the needs of our students and teachers are in order to best support them. All staff members including administrators, bilingual and ESL teachers, subject area teachers, paraprofessionals, counselors and speech teachers participate in collaborative learning around the elements of the Danielson Framework, with opportunities for focus on the specific needs of ELLs. The major focus of our PD efforts is around designing PreBATS that support students to create analytical essays, literary essays, lab reports with background research and analysis of math problems that require modeling. These type of tasks require significant scaffolds that are considered by all instructors once a month for all teaching staff. All content areas design these significant performance tasks for students to engage in and prepare them for graduation level tasks. These workshops take place on the second or third Monday of the month over the course of the year. Our school secretary and our parent coordinator participate in annual trainings from OELL to support and provide accurate information to families of ELLs regarding placement and program choice, services provided to ELLs and Title III and other enrichment opportunities as well during the school year and the summer.
2. 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?
Support for teachers to help all learners reach the goals of the CCLS is a priority at our school. Coaches, teachers and school leaders meet weekly to discuss instruction, design curriculum aligned to CCLS and make plans for groupings to include all learners and differentiated approaches to help students access the standards and challenging content. Teachers participate in inquiry around student assignments to develop ideas about how to support ELLs in their classes. Inquiry is also focused on teacher work, specifically, unit plans, lesson plans and assessment to ensure alignment with CCLS and incorporation of the major instructional shifts for nonfiction, citing evidence and complex texts with rich vocabulary. These inquiry protocols make teacher work products stronger and allow class time to be more efficiently used.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All incoming students to MS 223 are invited to a summer orientation program for four weeks in July and August. Teachers are provided with the names of ELL students by the AP to identify them early and work to support them effectively as they transition to middle school. Groupings of classes to effectively service all students are also determined at this time. Staff members are reminded of the procedures for new ELLs to New York City schools to ensure that all students are accurately identified and placed. In the fall, the ENL teacher provides teachers of ELLs with NYSESLAT scores and conducts reading assessments with the students to help their teachers understand where they are in their acquisition of language. At the end of 8th grade, the ENL teacher works with the school guidance counselor to make sure the ELLs are choosing the appropriate high school that will offer them the support that they need based on their proficiency level and available programs for students. Students that continue with us for high school as well as incoming students have the opportunity to attend College Bridge, a summer program for all incoming 9th grade students with a focus on preparing for high school and earning high school credit in Health and another field.
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.

Professional learning is an important facet of our school community's growth and development. Since current and former ELLs make up a sizeable chunk of our student body, our time is well spent learning about ways to support our various ELLs in their subgroups. Records are kept through agendas and sign in sheets for participants of weekly PD Mondays. Teachers of ELLs and specifically in Dual language are slated to meet as a team as early as possible to norm on instructional expectations in both Spanish and English taught classes. Professional learning activities also include retreats specifically around Dual Language instruction and all staff retreats held annually.

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?

The fall in September and spring conferences in May will afford additional opportunities for connecting with families of our ELLs. The teachers in the Dual Language classes hold academic and cultural events for families 3-4 times a year. These annual meetings are a natural offshoot of the current conference process and can be done as families discuss academic performance with individual teachers. This has grown in popularity and is an opportunity that we can expand to include ENL families to participate. All school based functions have translation services available to families. We will make ourselves available on Tuesday afternoons for teams of teachers to meet with families who could not arrange for a meeting during Parent Conferences.

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.

Our school community uses a few key methods to track parent participation and outreach. One method is sign in sheets for events held with parents. Another is recording outreach on our school grading system, JupiterGrades. Some groups prefer to keep a spreadsheet that indicates outreach needs for students. In the future iLog can also be used by school staff as a way of tracking parent outreach along the course of the year. Persons responsible will include AP Lincoln, Parent Coordinator Hill and the School Secretary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There are a number of structures in place that help to ensure that parents are aware of the program choices available for their child. The Home Language Identification Survey is given to new student admits and their guardians, to be completed upon enrollment in the school system. According to HLIS the Assistant Principal verifies whether or not the student should take the NYSITELL. If the NYSITELL is taken, the guardian is notified of their score and whether or not they require ELL services. There is a fall open house for all parents, where they receive information about the different programs offered and where Program Selection Forms are distributed. Other events besides enrollment and Open House for families of ELLs include: pousadas held each semester for families in dual language classes, parent teacher conferences held in November and February, and monthly Parent Association meetings. As a practice, translated resources including phone master calls and print flyers backpacked home are used to promote events, and translation services are available from Spanish speaking staff members and parent volunteers. The Parent Coordinator is an asset in spreading the word about events and activities and providing translation support for families if necessary.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The parent coordinator at MS 223 works with the Parent Association to provide families with information regarding important school events, local events and programs (usually free of charge for families), and making sure that our school community has way to effectively communicate concerns or questions between home and school. We also host an annual ESL course for adults through a partnership with MASA to invite parents to learn English and improve their skills little by little. Parent activities range from high school information sessions, writing/reading celebrations, and programs that promote our school's values. For interested families to help them learn more about this process for undocumented members of our community. As a practice, translated resources including phone master calls and print flyers are backpacked home are used to promote events, and translation services are available from Spanish speaking staff members and parent volunteers with other languages accessed via DOE interpretation services over the phone.

5. How do you evaluate the needs of the parents?

Parent needs are evaluated by surveys that are sent home by content area teachers throughout the year. Formal parent-teacher conferences at the end of each marking period are also a way that teachers of ELLs and the ENL teacher are able to communicate with parents as to how to best help their families. The school also analyzes the school survey administered by the DOE on an annual basis.

6. How do your parental involvement activities address the needs of the parents?

Our parent activities are driven by interest and by programs that are requested by families. We try to be open to ideas and identify community resources or in house resources to support these requests.

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: The Lab School of Finance & T

School DBN: 07X223

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)
Ramon Gonzalez	Principal		1/1/01
Eric Lincoln	Assistant Principal		1/1/01
Wanda Hill	Parent Coordinator		1/1/01
Nicole Washington	ENL/Bilingual Teacher		1/1/01
Violeta Guevara	Parent		1/1/01
David Ledesma	Teacher/Subject Area		1/1/01
Ismael Valentin	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Elisa Alvarez	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Ashley Downs	Other <u>AP</u>		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: **07X223**

School Name: **The Lab School of Fin & Tech**

Superintendent: **Elisa Alvarez**

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) 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

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.

In order to assess the needs of our school, we utilized the home language survey completed by the parents of our English language learners, reviewed the school LAP and consulted with the Parent Association and the School Leadership Team to ensure that the needs of our community were being met in terms of translation and oral interpretation. We also utilized responses from the annual NYC School Survey. We also utilized ATS data and student blue cards. Our school has 601 students who speak a handful of languages in addition to English. The majority of families that speak other languages at home speak Spanish, followed by a handful speaking French or Arabic. We have some families who speak Mixteco as well.

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

Our findings confirmed that our parents need oral and written information in Spanish. These findings were acted on by providing letters home and phone master communications from the school in both English and Spanish for the benefit of all of our families. For families that require translated resources in limited numbers, we provide all translated DOE documents to families that prefer a language other than Spanish. These findings will be communicated with families through the Parent Association and through the school's ongoing communication in English and in Spanish.

Part B: Creating a Communications Calendar

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.)

Documents that are backpacked home to students regularly include: monthly calendars and parent newsletters, notices from the Parent Association, notifications of school closures, and any critical updates to the school program. These will be communicated to families in the 4 school days preceding these types of occurrences. Newsletters and calendars are backpacked home at the beginning of the month.

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.

We will hold our Open School Night on September 16. We will be holding afternoon and evening conferences on the same day on November 17 and March 17 and an evening session on May 11. We hold meetings for families about major end of year trips for students to historical and cultural sites. We hold many phone based outreach during our parent engagement Tuesdays to keep families up to date on student performance and upcoming dates and deadlines.

Part C: Providing Language Assistance Services

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.

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

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.

The school currently provides interpretation services for all school community events and will make ensure that bilingual staff members are available at events that are open to the school community to provide interpretation services. Interpretation services will be provided by the school principal, school secretary, parent coordinator, guidance counselor and no less than 15 members of the teaching staff who are bilingual in English and Spanish. The PA has bilingual members that provide interpretation for their monthly meetings and various events. For families at schoolwide events that need translation services in a language other than Spanish, we will utilize over the phone interpreters to meet that need.

Part D: Training Staff on Policies and Procedures

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.)

School staff will be notified of the resources available to support families with translation and access needs in the fall of the school year. These resources will be disseminated during a staff meeting and provided in writing as a reference for staff to access on an as needed basis. As a reminder signage will be conspicuously posted near the main office and other high traffic areas.

Part E: Providing Notice of Language Assistance Services

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

We will update the home language information available on ATS as well as post information to parents and families on how to obtain translation or interpretation services. At the beginning of the school year, we will send a letter home in English and Spanish to families detailing the rights of families to information released by the school. For additional outreach, parents of newly arrived students will be invited to events in the fall that will outline their rights for translation and interpretation services and the relevant contact information for the school, regional and city contacts for such services. The school will distribute the Bill of Parent Rights and Responsibilities in the covered languages for families to receive. The school also conspicuously posts signage regarding

access to the covered languages and the availability of interpretation for families. We will also obtain in Spanish and other languages as needed the appropriate forms for families to comply with CR A-663 in the areas of centrally produced documents or student specific documents.

Part F: Monitoring and Quality Control

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

We will poll parents and caregivers at both SLT meetings and Parent Association meetings to gauge the effectiveness and availability of translation services and resources. We will use this feedback coupled with the NYC School Survey to make adjustments and changes to our work for the benefit and inclusion of all of our families.