Department of Education

IS 228 – DAVID A. BOODY

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 21/ K/ 228

ADDRESS: 228 AVENUE S, BROOKLYN, NEW YORK 11223

TELEPHONE: (718) 375-7635

FAX: (718) 998-4013

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 228 **SCHOOL NAME:** David A. Boody

DISTRICT: 21 **SSO NAME/NETWORK #:** CEI/PEA

SCHOOL ADDRESS: 228 Ave S - Brooklyn, New York 11223

SCHOOL TELEPHONE: (718) 375-7635 **FAX:** (718) 998-4013

SCHOOL CONTACT PERSON: Dominick D'Angelo **EMAIL ADDRESS:** DDangelo3@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON	Enrica Fontana
PRINCIPAL	Dominick D'Angelo
UFT CHAPTER LEADER	Lea Silverman
PARENTS' ASSOCIATION PRESIDENT	Carol Price
STUDENT REPRESENTATIVE *(Required for high schools)*	N/A
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	Isabel DiMola (I.A.)

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dominick D'Angelo	*Principal or Designee	
Lea Silverman	*UFT Chapter Chairperson or Designee	
Carol Price	*PA/PTA President or Designated Co-President	
Felice Denny	Title I Parent Representative *(suggested, for Title I schools)*	
Anne Cianci	DC 37 Representative,	
Not Applicable	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Enrica Fontana	Teacher, SLT Chairperson	
James Eugenio	Teacher	
Doug Monroe	Teacher	
Elizabeth Collazzo	Parent	
Sharon Crowley	Parent	
Robert Hernandez	Parent	
Adrianna Manglos	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.
Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

David A. Boody Intermediate School 228 for Magnet Studies (Grades 6-8) is located in the Gravesend section of Brooklyn, New York, serving approximately 900 students from a multi-cultural, ethnically diverse background. The ethnic breakdown is 33% Asian, 30% White, 20% Latino, and 17% Black. Our dedicated, talented teachers are 97% "Highly Qualified," as defined by the No Child Left Behind legislation. Currently, our average class size is 27 students—with an average class size of 25 students for grade six. Our attendance rate for the year 2008-2009 was 94.2%.

At I.S. 228, we not only offer a rigorous standards-driven academic program and an extensive menu of magnet subjects (talent areas) to challenge and inspire all students, we also strive to meet the needs of our student subgroups. For example, we recently instituted the first middle-school bilingual education program in District 21, providing the children of recent Chinese immigrants with instruction in both Chinese and English. We have ESL programs in place for other students who are not proficient in English. We also have a Special Education Program which includes Collaborative Team Teaching Classes (CTT) in grades 6, 7, and 8. We are a Title I School-wide program, which means we strive to use funding for the benefit of all students in our school.

Our Vision is to offer a collaborative, challenging learning environment that encourages all students to achieve academically and personally, and to be educated, integrated, confident, and responsible participants in our society.

Our Mission is:

- To offer a standards-driven curriculum towards academic excellence in literacy and technology;
- To provide a diverse, respectful environment where students of all racial, ethnic, and cultural backgrounds are welcomed;
- To enable all students to develop an awareness of their responsibilities to themselves, their family, school community, country and the world.

Our learning community's motto is "Eyes on Excellence." The following data is indicative of our commitment to academic excellence. For the year 2008-2009:

- Approximately 72% of our students placed at Levels 3-4 (meeting or exceeding standards) in English Language Arts.
- Approximately 83% of our students placed at Levels 3-4 (meeting or exceeding standards in Mathematics).
- Our school received a rating of "A" for the year 2008-2009 on the New York City Progress Report.
- Our school was rated "Proficient with Well Developed Qualities" on the New York City Quality Review and we are a school considered to be "in good standing" by New York State's Accountability ratings.

Currently, our magnet program includes the following areas: art, athletics, chess, computer, creative writing, dance, herpetology, living environment, marine biology, robotics, strings, wind, and vocal. Our students not only showcase their talents at school events, but also at district and city events. For example, forty percent of our music students are part of the Brooklyn Borough-Wide Orchestra. In addition, our Chess Team won the 2008 and 2009 New York City Championship in the junior-high competition. We are also the home of the 2008 Winner of the Tabula Digita Competition at Columbia University.

To support our magnet program, we have strong community collaborations which include the following: Carnegie Hall, Brooklyn Academy of Music, City Center, NYC Ballet, Museum of Modern Art, Brooklyn Museum, and the Museum of Natural History.

We also have an extensive menu of remedial and enrichment programs as follows:

- After School Program by the Federation of Italian American Organization: Monday-Friday, 3:00 pm – 6:00 pm. The program provides homework help, physical education, Chinese Dancing, and other recreational activities.
- Council for Unity (a program that promotes student harmony and community service).
- Project Boost (a program to expose students to multi-cultural activities).
- Saturday Academy for ESL Learners.
- Specialized High School Prep Program.
- Cheerleading.
- Basketball. and Volleyball
- Art and Dance programs.
- Tai Chi training.

We are able to provide many of these after-school enrichment programs because we have sought and obtained grants and taken advantage of other funding opportunities. For example, the after-school art and drama programs are funded by a 21st Century grant and provided by the ENACT community-based organization, in conjunction with the Counseling in Schools organization.

Many of our eighth grade students have opportunities for acceleration in High School Regents classes which include: Living Environment, Integrated Algebra, and Earth Science. In addition, many of our eighth grade students are accepted into top high schools including: Brooklyn Tech, Bronx School of Science, Fort Hamilton, Goldstein, LaGuardia, Lincoln, Midwood, Murrow, Madison, New Utrecht, and Stuyvesant.

In 2008, we became one of the first schools in New York City to provide a Parent Engagement Center, which created a comfortable, private environment for parents to meet with teachers regarding their children. In 2009, the school opened a similar center for teachers, with computers, comfortable furniture, and teacher reference materials, so teachers could meet to collaborate on teaching plans and other issues.

At I.S. 228 we are committed to having our "Eyes on Excellence." To reach that goal, we will align all resources available to provide all our students with high quality education, and an enriching learning environment.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	I.S. 228 David A. Boody							
District:	21	**DBN:**	21K228	**School BEDS Code:**	332100010228			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7	√	11	
	K		4		8	√	12	
	1		5		9		Ungraded	√
	2		6	√	10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		93.1	92.3	94.2	
Kindergarten	0	0	0					
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:				
Grade 2	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	0	0	0		94.4	95.2	93.7	
Grade 4	0	0	0					
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:				
Grade 6	310	304	301	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	359	318	299		60.6	63.0	63.0	
Grade 8	426	356	318					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		3	6	6	
Grade 12	0	0	0					
Ungraded	1	2	1	**Recent Immigrants** - *Total Number*:				
Total	1096	980	919	*(As of October 31)*	2006-07	2007-08	2008-09	
					38	48	46	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	28	39	51	Principal Suspensions	80	160	191	
# in Collaborative Team Teaching (CTT) Classes	0	12	21	Superintendent Suspensions	35	31	41	
Number all others	48	37	35					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	107	102	110	Number of Teachers	65	69	66	

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	8	7	Number of Administrators and Other Professionals	11	16	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	8
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	3	4	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.8	71.0	68.2
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	69.2	58.0	56.1
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	89.0	80.0	77.0
American Indian or Alaska Native	0.4	0.1	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.8	100.0	96.2
Black or African American	22.8	19.6	19.3				
Hispanic or Latino	19.2	20.7	20.6				
Asian or Native Hawaiian/Other Pacific Isl.	26.6	29.9	32.2				
White	31.0	29.7	28.0				
Male	53.3	55.5	56.1				
Female	46.7	44.5	43.9				

2009-10 TITLE I STATUS					
√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School (Yes/No)		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
√	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ___				
	School Requiring Academic Progress (SRAP) – Year ___				

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	CA		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		–	–	–			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		√SH	√	–			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	7	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	71.6	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.6	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	18.8	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	40.4		
(Comprises 55% of the Overall Score)			
Additional Credit:	3.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$√^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Under the leadership of our principal, and in collaboration with our administrators, faculty, SLT, PTA, CEI-PEA Network, and Inquiry Team, I.S. 228 made progress in achieving the objectives it set for the year 2008-2009—including restoring the school's accountability status to "In Good Standing" for all accountability groups. We also built upon our success with our 2008 Progress Report, which showed an improvement from a "D" to a "B," by attaining an "A" in 2009. Although enrollment has not returned to the levels of years past, I.S. 228 is on its way to restoring its reputation as a center of excellence in education.

For the past few years, one of our school's major concerns has been the NCLB/SED Accountability Status for I.S. 228. Two of our subgroups, Students with Disabilities (SWDs) and English Language Learners (ELLs), have struggled with meeting adequate yearly progress targets in ELA and Math. As illustrated by the following table, although SWDs continue to struggle in ELA, they have made significant progress in the areas of mathematics and science. In fact, the improvement in science resulted in the accountability group consistently meeting the "Safe Harbor" criteria. Our ELLs have not fared as well. As illustrated by the following table, although ELLs have continued to meet performance targets in math, performance results in ELA have been inconsistent. Unlike SWDs, ELLs did not meet "Safe Harbor" criteria until June 2008.

	2003-2004		2004-2005		2005-2006		2996=2007		2007-2008		2008-2009	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities	X	X	✓SH	✓SH	✓SH	✓	✓SH	✓	✓SH	✓	✓SH	✓
Limited English Proficient	X*	✓	✓	✓	X	✓	✓SH	✓	X	✓	✓SH	✓

Key: AYP Status

- ✓ Made Adequate Yearly Progress
- X Did not Make Adequate Yearly Progress
- X* Did not Make Adequate Yearly Progress due to less than 95% participation rate
- ✓SH Made Adequate Yearly Progress by meeting Safe Harbor Targets

As a result of the performance results by our SWDs and ELLs, our school has struggled with its NCLB Accountability Status, as evidenced by the following table.

NCLB ACCOUNTABILITY STATUS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
ELA	SINI Year 1	SINI Year 2	SINI Year 2	CA	CA	In Good Standing
MATH	SINI Year 1	SINI Year 2	SINI Year 2	In Good Standing	In Good Standing	In Good Standing
SCIENCE	In Good Standing	In Good Standing	In Good Standing	In Good Standing	In Good Standing	In Good Standing

To build upon the progress our school has made, a comprehensive educational needs assessment was conducted addressing our strengths, accomplishments, and challenges. The needs assessment is focused on the School Environment, Student Performance, and Student Progress.

STUDENT PERFORMANCE

ENGLISH LANGUAGE ARTS

An analysis of the NYS English Language Arts Assessments for years 2006, 2007, and 2008 indicates the following:

All Students: Overall, there appears to be a positive trend in the number of students meeting standards, with fewer students placing in Level 1 (1.6%), and Level 2 (26.5.3%). In 2009, 67.9% of all students placed in Level 3, almost 11% more than 2007. We are still, however, concerned about the low percentage of students placing in Level 4 (6.2% in 2006, to 4..0% in 2009). Although there was a slight increase in 2009 (from 2.4% to 4%), there is a wide gap between the percent of students placing in Level 4 in ELA and the percent placing in Level 4 in mathematics., where the percent of students placing in Level 4 has steadily increased from 11.7% in 2006 to 30.2.9% in 2009. However, we are encouraged by the "exemplary proficiency gains", as reported in our 2009 Progress Report, by two subgroups: Black Students, with exemplary proficiency gains of 21.7%, and "Other Students in the Lowest Third Citywide," with 27.3% exemplary proficiency gains.

We are still working on refining our ELA curriculum to provide teachers and students with the structure they need for improvement in ELA. Teachers also expressed that there is a need to address writing skills across all content areas.

ELL Students: Our ELL students continue to struggle in English Language Arts. In 2007, there was decrease of 8.8% in the number of students placing in Level 3. The 2008 assessment results were more encouraging, with 12.4% placing in Level 3. There was also a 16.5% decrease in the number of students placing in Level 1, and an increase of 8.5% in the number of students who placed in Level 2. In 2009,ELLs again showed improvement for Levels 1 and 2. There was a 6% decrease in ELLs placing in Level and an 8.7% increase in Level 2. The change for Level 3 was minimal, a 0.1% increased. However, NYSESLAT results were less encouraging, with many students faring better on the NYS ELA Assessment than on the NYSESLAT. (see page #37). Our 2008 Progress Report shows "exemplary proficiency gains" of 28.1% by our English Language Learners. In 2009, however, only 15.9% of ELLs made exemplary gains. The data indicate that our ELL population continues to struggle in ELA and attaining English proficiency. The main area of difficulty continues to be writing skills.

Aided by additional funding, including a Corrective Action Grant ($65,000) and Title II LEP ($16,000), we are addressing this by:

- Revising our Language Allocation Policy to reflect improved protocols as to prompt, culturally sensitive testing of students, with the testing done by more than one person.
- Hiring an additional teacher who will focus on writing skills with our more advanced students,
- Implementing a Summer ELL program, with emphasis on writing.
- Implementing a Saturday Academy, which includes test sophistication and treatment of tests as a genre.
- Including content area teachers in our efforts to improve writing skills by ELL.
- Planning for professional development opportunities with Q-Tel, and addressing the use of ELL instructional materials (Access Reading, Access Science and Access Social Studies). Content area teachers need professional development on increasing the proficiency of students with content area and understanding word problems—particularly in math. Science will continue to be an area of focus, as it enabled our school to meet the Safe Harbor requirements for both our SWDs and ELLs.
- Including selected ELL students in our Inquiry Team's List of Targeted Students to enter the "Sphere of Success"—an initiative that proved very successful with approximately 22 grade seven students last year.
- Utilizing accountability measures, which include weekly meetings between supervisors and ESL faculty.

Students with Disabilities: There appears to be a positive trend in student performance. In 2006, 33.3 % of students with disabilities placed in Level 1, with only 23.5% placing in Level 1 in 2008. The data indicates an increase of students moving from Level 1 to level 2, with an increase of 9.1% from 2006 to 2007. Level 3, however, remains elusive with only 12.4% of students placing in Level 3 in 2008. What is encouraging is the progress made by these students. For example 50% of students in our CTT class, which was piloted in 2007-2008, made one year growth. Similarly, 3 out of 4 students in one grade six group, made one year of progress, as did 7 out of 10 in another group. Results for 2009 were mixed. There was a decrease of 10.8% in the of students placing in Level 1, and an increase of 13.6% in the students placing in Level 2. There was a decrease of 2.8% in the students placing in Level 3. Our 2008 Progress Report shows that 28.8% of students with disabilities made exemplary proficiency gains. The 2009 Progress Report shows only 17.3% of the students made exemplary proficiency gains.

We are still working on refining our ELA Special Education curriculum. The Voyager Reading Program, and America's Choice are being used for our SWDs. Deficiencies in writing skills also apply to our SWD population.

MATHEMATICS:

New York State Assessment results for mathematics continue to be strong. In 2006 12% of all students placed in Level 1. By 2009 only 2.8% of all students placed in Level, a decrease of 9.2%. Similarly in 2006, when 27.3 % of students placed in Level 2, with only 13.8% placing in Level 2 in 2009 (a decrease of 13.5%). In 2006, 48.9% of students placed in Level 3, with 53.3% in 2009 (an increase of 4.4%. Our greatest gain, however, has been in the percent of students placing in Level 4. In 2006, only 11.8% of students placed in Level4, with 30.2% in 2009 (an increase of 18.3%).

Special education students have made dramatic improvement. In 2006, 47% of Students with disabilities placed in Level 1. In 2009 only 11% placed in Level 1, a decrease of 36%. Similarly, in 2006 only 27.8% of students placed in Level 2; the 2009 results showed 48.9% of students placed in Level 2 , an increase of 21.6%. In 2006 only 16.5% of students placed in Level 3; the 2009 results show an increase of 21.3%. One student placed in Level 4.

English Language Learners have also fared well in the area of mathematics. Data indicates that in 2006 28.7% of ELLs placed in Level 1, with only 13.4% in 2009 (a decrease of 15.3%). 40.7% of ELLs placed in Level 2 in 2006, with 24.4% in 2009 (a decrease of 16.3).
The number of ELLs placing in Level 3 has also increased by 20.2%, from 26.9% in 2006 to 47.1% in 2009. There has also been an 11.4% increase in ELLs placing in Level 4 from 3.7% in 2006 to 15.1% in 2009.

Strong performance in mathematics is also evident in our Progress Report. In 2008, 28.9% of ELLs made exemplary proficiency gains. In addition, 34.3% of Hispanic Students made exemplary gains. Our progress report from 2009 shows that 38.9% of Hispanic students made exemplary gains. In addition, 45.1% of "Other students in the Lowest Third Citywide" made gains. Finally, 34% of Special Education gains made exemplary gains.

SCHOOL ENVIRONMENT:

ATTENDANCE: For the past three years, the average rate in attendance has been 92.7%. One of our objectives is to increase the rate to at least 95%. We have to continue employing strategies to increase attendance such as increasing contact with the home when the students are absent. For the year 2008-2009, our Year to Date rate was 94.2%.

ENROLLMENT: Our enrollment has significantly declined over the past few years. For the year 2005-06, our enrollment was 1,152 students. Our current enrollment is approximately 900. One contributing factor to the declining enrollment is the loss of a substantial student population from the Far Rockaway neighborhood—a population that now has comparable magnet schools in their neighborhood. Another factor is the negative publicity our school received a few years ago when it was under other administrators. A third factor —and probably the most significant one—is that we can **only accept students who live within District 21**. In order for students to attend our school, they must either be zoned to I.S. 228, or must apply to one of our magnets.

Increasing enrollment has been—and will continue to be -- a priority at our school. We know that public relations strategies are necessary as we continue to restore our school's reputation. Among the strategies we will continue to employ are: (1) to reach out to feeder schools (i.e., attending their PTA meetings) to inform prospective parents and students about our school; (2) to provide open houses enabling parents to see all our school has to offer first hand; (3) to publicize school events and accomplishments by our students.

SUSPENSIONS: For the year 2007-08, there were 160 Principal's Suspensions reported, up from 80 for the year 2006-07. The significant increase can be attributed to: (a) a "zero tolerance" policy with respect to infractions of the New York City Code of Conduct; (b) the school's intensified efforts in the accurate and timely incident reporting; (c) a particularly difficult grade eight student body in 2007-2008. For the year 2008-2009, the number of suspensions decreased. There were 23 OORS suspensions, 5 superintendent's suspensions, and 8 principal's suspensions (via SOHO).

Our needs assessment indicates that our school is a safe learning environment. The visible presence of the principal, administrators, deans, school safety officers, and teachers, within and outside the building, along with improved procedures and protocols, has improved the tone and atmosphere of the building. Our deans and guidance counselors try to empower students with conflict resolution skills, so that incidents may be prevented. Our Pupil Personnel Committee meets regularly to discuss issues that are negatively impacting our students. In addition, we have the support of a SAPIS staff member, who trains students in peer mediation and conflict resolution.

Several practices, in line with our mission statement, are used to support our students in internalizing positive character building values. We have a dress code in place, and are intensifying efforts to encourage its acceptance by parents and students. We award a "Student of the Month" certificate to one student in each class

for exemplary conduct. We also have a Student Government Program, with each class electing their own president and vice president. I.S. 228 is also a "Council for Unity" chapter site, a program that promotes character building values—with an emphasis on community service. For the year 2009-2010, we are planning to continue the above practices, and have reinstated our "Student Mentor Program." Teacher volunteers are assigned one student in grade eight, and meet on a regular basis as their mentor.

LEARNING ENVIRONMENT SURVEY:

Our efforts in 2007-08 to increase the percent of respondents in all constituencies paid off. There was a significant increase in the number of responses by all groups from the previous year's Learning Survey. In 2009, 580 parents (69%) completed the survey, significantly more than the 376 parents (42%) that completed the survey in 2008. Similarly, there was a significant increase in the number of teachers who completed the survey. Sixty eight teachers (99%) responded, up from 58 teachers (79%) in 2008. As to our student population, 880 responded (99%) in 2009, compared to 921 (96%) in 2008.

The following table summarizes the results:

	Score out of 10	Level of Satisfaction by Parents	Level of Satisfaction by Teachers	Level of Satisfaction by Students
Academic Expectations	7.4	Average	Average	Above Average
Communication	6.5	Average	Above Average	Below Average
Engagement	6.9	Above Average	Above Average	Above Average
Safety and Support	7.3	Above Average	Above Average	Below Average

For the year 2009-2010, we need to (a) continue efforts to increase the percentage of responses by parents; (b) we need to focus on the areas of Communication and Safety and Support—particularly for our students.

PARENTS:

- **Communication:** Increasing frequency of communication by teachers with parents about what students are learning in school.
- **Safety and respect :** Continuing to address bullying related issues.

TEACHERS

- **Academic Expectations:** Increase opportunities for teachers to collaborate in improving their instructional practices
- **Communications:** Increase the amount of written information sent to parents as to what is being taught and what is expected to be learned.
- **Engagement:**

  Increase in teacher's input on goal setting and decision making in the school.
  Increase professional development on the effective use of student achievement data to improve teaching and learning.

- **Safety and Respect:**

  Address the concern by some teachers that there is evidence of bullying in the school.
  Address the concern by some teachers that there may be conflicts based on race, culture, religion, sexual orientation, gender or disability.
  Employ strategies to promote respect and trust among the faculty and with the administration.
  Increase confidence by the teachers the order and discipline maintained at the school.

STUDENTS:

- **Academic Expectations:**
  Address the view by some students that students with good grades are not necessarily respected for that accomplishment by their peers.
- **Communication:**
  Increase the level of comfort students feel with discussing with adults in the building a problem they are having in class, or an issue that is bothering them.
  Increase the use of hands- on activities in science, math, social studies, and English language arts.
- **Engagement:**
  Address the opinion expressed by some students as to the availability of staff in the event a student is having a problem in class or is troubled by some issue.
  Address the opinion expressed by some students that what they are learning is not connected to life outside the classroom.
  Address the opinion expressed by some students as to our school offering a wide enough variety of interesting classes and activities.

- **Safety and Respect:**
  Address the fact that some students do not feel most students treat teachers with respect, treat each other with respect, or that students overall care about each other.
  Address the fact that too many students feel physical fights happen frequently, and raised concern about safety in hallways and bathrooms.
  Address the fact that some students feel bullying practices, and conflicts happen based on race, culture, religion, etc.
  Address the fact that many students feel adults yell at students.
  Address the fact that many students do not feel that school discipline is fair.

Here are some strengths of our school:

- Collaborative culture, with strong leadership, talented staff, dedicated PTA, consistent parental involvement, and supportive PSO (CEI-PEA)--all sharing the vision and mission of our school, and all committed to providing a safe, nurturing, and academically challenging environment.
- High expectations set for students and staff, with evidence of adherence to the Principles of Learning and Bloom's Taxonomy in all instructional areas.
- Multi-cultural student population performing at high level of academic achievement.
- Enriched curriculum with a broad menu of magnet talent areas: art, athletics, chess, computer, creative writing, dance, science, strings, wind, and vocal.
- Specialized High School preparatory courses for grade six and grade seven students.
- Opportunities for student acceleration and High School course credit in Mathematics and Science.
- Opportunities for student progress toward meeting standards through AIS program, ESL morning and Saturday Academy, and our after school programs.
- Key partnerships with community-based resources and organizations to enrich the magnet subjects, and to enhance after school activities (Carnegie Hall, Brooklyn Academy of Music, City Center, NYC Ballet, Museum of Modern Art, Brooklyn Museum, NYC Aquarium, Museum of Natural History, Federation of Italian American Association, New York Junior Tennis League). For the year 2009-2010 we were successful in obtaining a 21ST Century Grant, and to add the ENACT community based organization to our extensive community based resources.
- Enhanced use of state of the art technology, making it possible for technology to be embedded in instructional activities.

Here are some of our accomplishments:

By Students:

- Media recognition on WCBS Channel 2 "Making the Grade" & 10/10 WINS "a Salute to our Schools" for the Music Department.
- New York State School Association Gold Level 3 Award 2006 – Jazz Band
- New York State School Association Silver Level 2 Award 2006 – Concert Band
- New York State School Association Silver Level Award 2005 – Vocal Department.
- Performance by our Chorus at 75th Anniversary of Brooklyn College.
- Participation by our Band in Columbus Day Parade (18th Avenue, Brooklyn), October 2008.
- I.S. 228's Chess Team has been one of the best Chess Teams in the country since 1997. They have won the New York City JHS Chess Championship four times, the NYS Championship twice, and the National Championship in 1999 and 2003. In 2005, the Chess Team attended the Super Nationals in Nashville, Tennessee, placing 3rd, 16th and 23rd in three divisions. Recently, we brought back a Master Chess Coach to make our Chess Team as competitive as it once had been. The team, who won the title of "2008 NYC Chess Champions for the Novice Division," is once again a force to be reckoned with in chess tournaments.
- First place in the Tabula Digita Tournament – I Learn –OIT, NYCDOE in 2007.
- In June 2008, approximately 15% of our grade eight students were accepted by the New York City Specialized High Schools.
- In June 2008, approximately 35% of our grade eight students took the New York State Earth Science, Living Environment and Integrated Algebra Regents. Of those tested, 100% passed the exams: over 60% scored above 80 in Math, over 50% who took the Living Environment Exam scored above 90.

Related to Instruction:

- Increased instructional time by 10% for all content areas for all students.
- Increased use of technology school-wide, facilitated by an additional 16 Smartboards, and a 20% increase in use of laptops.
- Inquiry Team achievement. Of the twenty plus students that were targeted by the Inquiry Team, all but three (students with disabilities) made significant progress.
- A 78% increase in the number of students participating in the after school program (from 160 in 2006-2007, to 285 in 2007-2008). During this year (2009-2010), Approximately 300 students are participating in our after school program.

U**pdating of school's physical condition:**

- Modernization of school library.
- Installation of 45 Exhibition Boards throughout the floors to highlight student achievement.
- New Dance Magnet Studio.
- New Teacher's Lounge, which includes computer stations, and teacher reference materials.

Parental Involvement:

For the year 2007-2008, attendance at PTA meetings was increased by 300% from an average of 30 (2006-2008) to an average of 125. Although for the year 2008-2009, attendance dipped to an average of 60 parents, we will continue to employ strategies to draw parents to our school. Among our strategies:

- Scheduling Title I P.A.C. funded workshops just prior to PTA meetings.
- Scheduling student performances or exhibits just prior to PTA meetings (dance, music, etc.).
- Creation of our Parent Engagement Center on first floor.

- Continue our adult literacy program for ESL parents to assist them in the acquisition of the English Language. Classes are held twice a week (Tuesday and Thursday), from 6:00 P.M. to 8:00 P.M. Instruction is provided by a licensed ESL teacher.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. ***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

After conducting our needs assessment, the SLT found that the ELL student group and students with disabilities have under performed all other subgroups for the past three years in ELA. Consequently, we have made progress for our ELLs and students with disabilities subgroups a priority goal for the 2009-2010 school year. Goals1 and Goals 2 reflect this priority.

In addition, the SLT examined the learning Environment Survey results for the 2008-2009 school year. It was identified that only 71% of the students felt safe at IS 228. Consequently Goal 3 is a priority for the IS 228 Leadership team.

Goal 1

To support our ELL students, we will expand our professional development program, so that by June, 2010:

- **100% of ELA and math teachers will receive PD in ESL strategies**
- **65% of teachers will demonstrate the use of ELA strategies and observe lessons and walk throughs**
- **50% of ELA and math teacher classrooms will reflect resources to support those ELA instruction**

Goal 2

By June 2010, the percentage of students with disabilities achieving a year of progress will increase from 59% to 65%.

Goal 3

By June 2010, there will be an increase in the percentage of students who feel "safe" from 71% to at least 80%, as evidenced by student responses on the Learning Environment Survey.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):	**PD in ELA, Math, Science for ELL students**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To support our ELL students, we will expand our professional development program, so that by June, 2010:** ■ **100% of ELA and math teachers will receive PD in ESL strategies** ■ **65% of teachers will demonstrate the use of ELA strategies and observe lessons and walk throughs** ■ **50% of ELA and math teacher classrooms will reflect resources to support those ELA instruction**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	■ **Conduct Professional development by the ESL Coordinator** ■ **ESL Coordinator will meet with ESL teachers and the Assistant Principal for ESL/ELA during Common Planning periods to discuss and implement best practices in ESL instruction.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	■ **ESL Coordinator, AP** ■ **Supervisors and Inquiry Team** ■ **Title I funding.**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	■ **Conduct staff survey in February 2010 to assess the number of teachers who have received PD in ESL strategies for school year 2009-2010** ■ **Examine Student Interim Assessment Acuity/Scantron results for ELL students** ■ **Formal/informal Observations** ■ **Walk-throughs** ■ **New instructional material** ■ **Faculty Conferences, PD Sessions, Inquiry Team meetings** ■ **Sign-in Sheets and Agendas for Grade and Department meetings** ■ **Supervisory observations.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):	**ELA/Students with Disabilities**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2010, the percentage of students with disabilities achieving a year of progress will increase from 59% to 65%.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	■ Purchase of new ELA curriculum – America's choice for the sixth grade. ■ Purchase and implementation of Voyager curriculum for 12:1 and 12:1:1 students ■ Provide additional staff development in the area of differentiation of instruction ■ Hire seasoned special education teachers with experience in CTT ■ Use Scantron and Acuity results to monitor student achievement
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	■ Use of C4E allocation to fund CTT classes
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	■ Examine Acuity/Scantron student results to project student progress in the 2009-2010 school year. ■ Use Voyager Interim ELA Assessment in February to monitor student progress. ■ Voyager online assessment component ■ Utilize the Acuity Basement tools – (ITAs and Predictive Assessments) ■ Portfolios and teacher assessment

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):	**School Climate/Students**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 2010, there will be an increase in the percentage of students who feel "safe" from 71% to at least 80%, as evidenced by student responses on the Learning Environment Survey.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	■ **Analyze OORS data on incidents** ■ **Conduct grade assemblies** ■ **Conduct student surveys** ■ **Use Student Government to obtain student feedback** ■ **Initiate bi-weekly attendance meeting with APs and deans** ■ **Expand efforts to improve communication with parents (school messenger system) by implementing an email notification system regarding student attendance.** ■ **Insure that student safety is a topic at monthly Pupil Personnel Team meetings as well as Safety Team meetings.** ■ **Continue character education programs such as Council for Unity and Peer Mediation.**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	■ **SAPIS Worker** ■ **Council for Unity liaisons** ■ **APs, deans, and counselor**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	■ **Conduct informal class surveys in January 2010 with students and IS 228 Administration to assess how safe students feel and solicit ways to increase the number of students feeling safe.** ■ **Results from periodic student surveys.** ■ **Feedback from Student Government, and counselors, APs, and deans.** ■ **Results of 2010 Learning Environment Survey.**

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	44	20	20	44	20	0	1	4
7	56	46	46	56	35	1	4	4
8	78	43	43	78	40	0	3	5
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services **Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	**Daytime:** America's Choice (Ramp Up); Voyager Reading Program; ACCESS/Newcomers (ELLs), small group utilization for 1:1 tutoring by paraprofessionals; increase of instructional periods from 42 to 48 minutes; increase of instructional periods from 5 to up to 10 for targeted students. **Extended Day:** 3:-4 PM, Homework help during FIAO program (Monday to Friday 3-6PM); Saturday ELL Academy (8-11 A.M.)
Mathematics:	**Daytime:** Glencoe's Math Connects and Math Triumph; Math to Know, Math at Hand, and Math or Call handbooks to hone problem solving skills, additional manipulative materials: Algebra models, VersaTiles, Cuisenaire Rods, Multilink Math; utilization of paraprofessionals for 1:1 tutoring, CTT class for Special Ed (grades 6 and 7). increase of instructional periods from 42 to 48 minutes, increase of instructional periods from 5 to up to 10 for targeted students. **Extended Day:** 3-4 PM, Homework help during FIAO program (Monday to Friday 3-6PM); Saturday ELL Academy (8-11 A.M.)
Science:	**Daytime:** CTT classes for Special Ed (Grades 6, 7 and 8); Science Versa Tiles, LEGO Science hands-on manipulative materials, DNA chromosomes, photosynthesis kits and Science and Technology Activity Packs. ACCESS Science texts for Students with Disabilities/ELLs; Discovery School Interactive Software; increase of instructional periods from 42 to 48 minutes. **Extended Day**: Homework help during FIAO program (Monday to Friday 3-6PM).
Social Studies:	**Daytime:** CTT classes for Special Ed (Grades 6,7 and 8) Infusion of Projects Based Learning in classroom activities for all students, . Increase of instructional activities related to document based questions. Increase of instructional periods from 42 to 48 minutes. **Extended Day:** Homework help during FIAO program (Monday to Friday 3-6PM).
At-risk Services Provided by the Guidance Counselor:	Career/education; discussion of high school entrance process; importance of good grades/attendance; parent workshops; individual group counseling; child abuse, neglect and violence prevention, mediation and conflict resolution; crisis intervention available as needed.
At-risk Services Provided by the School Psychologist:	Available as needed; crisis intervention; student testing; evaluations; IEP conferences.
At-risk Services Provided by the Social Worker:	Available as needed for high risk emotional problems; crisis intervention, depression, etc. Assist in gathering background information, social history of students for evaluation purposes; conduct student observations; meet with parents/teachers to assist students at risk.
At-risk Health-related Services:	Student health alerts; nutrition committee; health classes.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy:

I.S. 228K David A. Boody Intermediate School for Magnet Studies
228 Avenue S
Brooklyn, New York 11223

Part I: School ELL Profile : (see LAP worksheet attached below)

A. Language Allocation Policy Team Composition:

Dominick D'Angelo, Principal
Scott Herman, Assistant Principal for ELA and ESL
Carolyn Lebel, ESL Coordinator
Ching Fang Chen, Chinese Bilingual Teacher
James Eugenio, ELA Teacher, SLT Member
Cathy Hayes, Math Coach
Douglas Monroe, Special Education Teacher, SLT Member
Carol Price, Parent Member, SLT Member
Elaine Polemeni, Guidance Counselor
Holly Reichlin, Related Service Provide for Speech and Language Services
Theresa Francis, Parent Coordinator

B. Teacher Qualifications: Our school staff includes 2 certified ESL teachers who serve all ELLs who are not part of the Chinese Transitional Bilingual Education Program (TBE); 2 certified Chinese Bilingual teachers who teach in the TBE program (one is a certified math content-area teacher who also has a Bilingual Common Branch license, and the other has a bilingual Common Branch license as well as a Chinese foreign language license), and one teacher is a certified Chinese foreign language teacher who teaches Mandarin Chinese in the school and also teaches the supplementary Chinese Art and Dance program for our Title II program. There are no teachers of ELLs in the Part 154 program without ESL or bilingual certification. There are no special education teachers with bilingual extensions.

Part II: ELL Identification Process:

I.S. 228, the David A. Boody Intermediate School for Magnet Studies, is part of a vibrant, multilingual community which includes immigrants from several different countries. Part III of this Worksheet identifies the specific demographics of our ELL school population, but the largest single group of ELLs at IS 228 comes from the Chinese-speaking population. Russian-, Urdu- and Spanish-speakers make up the next largest groups, followed by speakers of Arabic, Albanian, Bengali, Korean, Vietnamese and Indonesian.

Identification and Placement of ELLs:
To identify and place our ELLs in language-learning programs, we have organized our program as follows: ELLs are identified and placed on a rolling basis, as they are admitted to our school. At registration, parents of newly admitted students are invited into our Parent Engagement Center, and the Home Language Identification

Survey (HLIS) is administered. At this time, an interview is conducted in English and/or in the native language by a member of our ELL Intake Team. The Intake Team consists of our ESL Coordinator, the ESL and Bilingual teachers and other pedagogues and school staff who are fluent in various languages. The ESL Coordinator or teacher conducts the interview, accompanied by another member of our staff who speaks the family's native language. If necessary, when appropriate staff members are not available, the Translation Unit will be called to help with translation/interpretation over the phone. Chinese-speaking families are interviewed by one of our Chinese Bilingual teachers. The members of our ELL Intake Team and their qualifications are:

Staff Member	Title	Qualifications
Carolyn LeBel	ESL Coordinator	Licensed ESL teacher; SDA; fluent in French
Floyd Baty	ESL Teacher	Licensed ESL teacher
Ching Fang Chen	Bilingual Teacher	Licensed Chinese Bilingual teacher
Dong Yan	Bilingual Teacher	Licensed Chinese Bilingual math teacher
Claudia Montoya Gaudreau	Librarian	Licensed CB: fluent in Spanish; working on Bilingual Extension
Nataliya Gasidzhak	Math Teacher	Licensed Math teacher; fluent in Russian and Ukrainian
Rafia Chuhan	Paraprofessional	Studying for ESL certification; fluent in Urdu
Grace El-Yateem	School Nurse	Fluent in Arabic
Lea Silverman	Seventh Grade Dean	Fluent in Hebrew

The ESL Coordinator determines if the child is eligible for LAB-R testing and administers the LAB-R test. If the student is transferring from another DOE school, however, and is not entering from another country, the ESL Coordinator checks the child's test history to see if the LAB-R and/or the NYSESLAT were taken. Depending on the child's level of English Proficiency, the ELL student is then placed in an appropriate class and ESL group and is given the formal and informal assessments that are given to other students in that class. Each fall, or as students enter throughout the year, ELLs' NYSESLAT scores are reviewed by the ESL Coordinator and members of the LAP committee. During Common Planning and ESL Team Planning meetings, individual students' scores on the four modalities of the NYSESLAT are discussed, and there is consultation between the ESL teachers and the ELLs' ELA and other subject-area teachers.
Each Spring, all ELLs at IS 228 are given the NYSESLAT exam to determine their placement and instructional needs for the following year.

To ensure that all parents of ELLs understand their children's program choices for English language learning, parents are offered an Orientation program upon registration. The Second Language Program Orientation is given in the Parent Engagement Center. The DOE video describing the Freestanding ESL, Dual Language and Transitional Bilingual Education programs is shown, and parents have an opportunity to ask questions and discuss their options. Because we have a team of bilingual staff to assist in this process, orientation, discussion, choice and placement are done in a timely fashion, well within the first five days of a child's admittance to the school, and usually on the first day. Upon completion of the Orientation, parents are then given the Parent Survey and Choice form so they can choose a program for their child.

Entitlement and placement letters are distributed to students to take home to their parents. If we do not receive the form back within the week, the Parent Coordinator and/or a bilingual teacher calls the parent to request they bring the form back in. At Orientation, parents are informed, in their native language and in English, that the default choice, if no choice is made, is for a Transitional Bilingual Education program. As with our Chinese

bilingual program, if we find that 15 or more speakers of a native language other than English in any grade or two contiguous grades are requesting bilingual education, we will make an effort to secure the financial resources to create however many bilingual programs are required.

Depending upon parent choice, all ELLs at IS 228 are placed in an appropriate English language learning program. Parents of students speaking languages that are not represented in large enough numbers in our school to produce a bilingual program are informed of any options to transfer that exist, and are also informed of the nature and extent of our freestanding ESL program. Due to an increasing influx of Chinese-speaking students in particular in our neighborhood, we have also chosen to do an affirmative outreach to Chinese-speaking families to let them know of our commitment to bilingual education and of the excellent Transitional Bilingual Education program that we offer to Chinese-speaking ELLs at our school. A brochure in both English and Chinese has been created to inform parents about the program, and the Principal and other teachers regularly visit "feeder" elementary schools to discuss bilingual educational opportunities at our school. We encourage articles to be written in the local Chinese-language press about our school and our bilingual education program, and the Principal engages in dialogue with interested CBO's.

When we place newly admitted ELLs in our TBE or freestanding ESL program, we solicit their parents' questions and concerns, and encourage them to continue a dialogue with school staff, in their native language whenever needed. Our Assistant Principal for ESL, our ESL Coordinator, our ESL teachers, service providers and classroom teachers of ELLs all maintain ongoing communication to ensure that each ELL student is placed in an appropriate class and program. We use the School Messenger service, with translations in appropriate languages, to communicate upcoming events, meetings, orientations and opportunities for parents in our school community and encourage them to come to our Parent Engagement Center whenever they wish. We provide a computer and internet service to parents at the Center, and the parent Coordinator is available to help meet their needs.

After reviewing the Parent Survey and Program Selection forms for the past three years, we have noticed two trends: One is clearly that new incoming Chinese immigrant families are choosing Transitional Bilingual Education. Three years ago, and earlier, we lacked an ESL Coordinator, and the Orientation and selection process was not as clearly defined. As a result, we believe that the consistent parent choice for "ESL –only" reflected a lack of information and orientation given to parents about their choices. Under the new leadership of our Principal, Dominick D'Angelo, an experienced and highly qualified ESL Coordinator was hired, as were two experienced and highly qualified Chinese bilingual teachers. With the Intake Team approach to identifying and placing ELLs at IS 228, we have now seen an increasing trend toward choosing bilingual education. The other trend we have noticed, mainly through Intake Team discussion and review of orientations, is that although the parents of our other language groups are still choosing Freestanding ESL, they have declared an interest in considering a TBE or Dual Language program for their child. As yet, we do not have a mandate for another bilingual language program, but we are exploring the possibility of a bilingual Russian language program in the near future if we see an interest. As of now, our program models are aligned with parent requests.

Part III: Demographics (see worksheet attached below)

A. ***ELL Programs:*** There are 4 ELL students in the sixth grade in the TBE program. There are 23 ELL students in the seventh grade in the TBE program. In the Freestanding ESL program, there are 35 ELLs in 6th grade, 17 in 7th grade, and 55 in 8th grade. On the LAP worksheet they are identified as "self-contained" because, although they attend monolingual classes, they are served during a "magnet" period" with ESL, and are neither "pulled out" of other classes, nor "pushed into" by ESL teachers during other classes. They receive ESL instruction from certified ESL teachers during the magnet period five days a week, and – for beginning and intermediate students – the ESL teachers also push into their classes for the remaining three

periods per week in order to give them the required 360 minutes of ESL instruction. We chose to list them in the self-contained category because it seems to be more accurate than the alternative.

B. ***ELL Years of Service and Programs and ELLs by Subgroup:*** There are a total of 134 ELLs at IS 228. Of these, none are SIFE students. Of the 134 ELLS, 61 are Regular Ed. Newcomers and 3 are special Ed Newcomers; 31 Regular Ed ELLs are in years 4-6 of ESL service and 9 Special Ed. ELLs are in years 4-6; 14 Regular Ed ELLs and 8 Special Ed. ELLs are Long-term ELLs.

C. ***Home language Breakdown and ELLs Programs:*** In the Transitional Bilingual program, there are 27 students. Of these, 4 ELLs are in 6th grade and 23 Ells are in 7th grade. There are no Dual Language students. In the Freestanding ESL program, there are 120 ELL students. Of these, the breakdown is this:

Language	Grade 6	Grade 7	Grade 8	Total
Spanish	10	3	12	25
Chinese	11	7	19	37
Russian	6	3	4	13
Bengali	2	0	0	2
Urdu	3	2	7	12
Arabic	0	1	2	3
Haitian Creole	0	0	1	1
French	0	0	0	0
Korean	1	1	0	2
Punjabi	0	0	0	0
Polish	0	0	0	0
Albanian	0	0	1	1
Other	2	0	9	11
Total	35	17	55	107

D. Programming and Scheduling Information

Organizational Models

The organizational models for our two types of English language learning programs are as follows:

(a) Freestanding ESL Program: For ELLs who do not participate in the Chinese bilingual program, instruction is delivered through a model which we do not see as either "self-contained" or "push in," so that our responses in the Demographics section of this worksheet need to be explained. In order to complete the worksheet, we have designated the ESL-period classes for our ELLs in Freestanding ESL as "self-contained," but this is the structure: All ELLs in grades 6-8 who have scored at a Beginner or Intermediate level on the NYSESLAT are placed in the "601" or "602" cohort class for scheduling. They are never pulled out of ELA or any other content-area subject class. Their ESL classes meet five times a week during our school "magnet period." For purposes of the LAP worksheet, these 5 periods are described as "self-contained." Their ESL teacher also pushes into their regular classroom for three additional periods, thus providing them with the Part 154-mandated 360 minutes per week of ESL instruction. On the worksheet, these 3 periods are described as "push in." Advanced students are placed in the "603" or more advanced cohort classes, and they receive ESL during the magnet period for a total of five days per week, giving them the mandated 180 minutes of ESL instruction, plus an extra period to

support literacy development in English. For the purposes of the LAP worksheet, these classes are categorized as "self-contained."

(b) Chinese Transitional Bilingual Education Program:
The Chinese TBE program is self-contained. The Chinese bilingual teachers share the responsibility for providing ESL, ELA, Chinese Language Arts, Math, Science and Social Studies. TBE Students also attend physical education class and a Magnet period of Vocal or Instrumental Music, Chess or Art each day.

Program Models
The program models for our two programs are as follows:

(a) Freestanding ESL: ESL students are both homogeneously and heterogeneously grouped for ESL instruction, depending on proficiency level, grade, and numbers of ESL students per grade. For example, all Beginner 6th grade ELLs attend ESL together as a group. Seventh grade Beginner ELLs attend ESL in a heterogeneous group together with Intermediate ELLs, based on the low number of ELLs in that particular group. Instruction is differentiated by proficiency level, not grade. Advanced 7th grade ELLs attend ESL together as a group.

(b) Chinese TBE Program: Chinese TBE students are currently placed in a grade 6/7 "bridge" class, based on the initial number of ELLs in the program. . ELLs in this program travel together. ELLs are grouped heterogeneously, with all English proficiency levels together. Instruction, however, is differentiated by approach, level of texts and explicit instruction in English or the native Language, as needed.

Mandated Number of Instructional Minutes Ensured:
In the Freestanding ESL program, all 6th, 7th and 8th grade Beginner and Intermediate ELLs received 360 minutes of ESL instruction, as mentioned above in "Organizational Models." Five periods per week are delivered in the "self-contained" ESL classes during magnet periods, and the ESL teacher pushes in to ELA classes for the remaining three periods. Advanced ESL students receive the mandated 180 minutes of ESL instruction weekly through the magnet-period ESL class. They also receive an additional ESL period per week to increase literacy development in English.

In the Chinese Bilingual Program, 6th and 7th grade ELLs receive all ESL instruction from the licensed Chinese bilingual teacher. She teaches five periods per week of ESL only, and pushes into the licensed Bilingual Math teacher's class for three more periods of instruction. There is only one Advanced student in the TBE program to date, but she receives differentiated instruction, working on the ELA curriculum as well. Native Language Arts is given by the certified Chinese bilingual teacher to all students in the TBE program five periods per week. Science and Social Studies are divided between the two bilingual teachers. The model schedule below should make clear that the recommended flow of 60/40 to 50/50 to 25/75 is being followed in the percentage on instruction in each language that the bilingual students receive.

«Bi-Lingual 708» C= Instruction in Chinese, E = Instruction in English, (C) (E)= differentiated by time period within the class flow or by day of the week, depending on student need

Date: March 9, 2010

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Time
Line-up						8:00-8:03
Wardrobe Drop-off						8:03- 8:06
1	Chinese Language Arts Ms Chen, Room 128 (C)	Chinese Language Arts Ms Chen , Room 128(C)	Chinese Language Arts Ms Chen Room 128(C)	Chinese Language Arts Ms Chen Room 128(C)	Chinese Language Arts Ms Chen Room 128(C)	8:06-8:54
2	ESL Ms Chen Room 128 (E)	ESL Ms Chen Room 128 (E)	ESL Ms Chen Room 128(E)	ESL Ms Chen Room 128(E)	ESL Ms Chen Room 128(E)	8:56-9:44
3	Magnet	Magnet	Magnet	Magnet	Magnet	9:46-10:34
4	Lunch	Lunch	Lunch	Lunch	Lunch	10:36-11:24
5	Math Ms Yan Room 126(C)	Math Ms Yan Room 126(C)	Math Ms Yan Room 126(C)	Math Ms Yan Room 126(C)	Math Ms Yan Room 126(C)	11:26-12:14
6	Math Ms Yan Room 126(C)	ESL/Math Ms Yan Room 126 (E)	ESL/Math Ms Yan Room 126 (E)	ESL/Math Ms Yan Room 126 (E)	Math Ms Yan Room 126 (C)	12:16-1:04
7	Science Ms Chen Room 128(C)/(E)	Gym 3rd Floor Gym	Science Ms Chen Room 128(C)(E)	Gym 3rd Floor Gym	Science Ms Chen Room 128(C)(E)	1:06-1:54
8	Social Studies Ms Yan Room 126 (C)(E)	Science Ms Chen Room 128(E)(C)	Social Studies Ms Yan Room 126 (C)(E)	Social Studies Ms Yan Room 126(C)	Social Studies Ms Yan Room 126(C)(E)	1:54-2:44
Wardrobe Pick-up						2:44-2:47
Dismissal						2:47-2:50

Content-Area Delivered in Each Model

Freestanding ESL:

The goals of our Freestanding English-as-a-Second-language program are to:

(1) provide academic content-area instruction in English to all ELLs using ESL methodology and instructional strategies, and by using as much native language support as possible to make content comprehensible
(2) incorporate strategic ESL instruction into the school day without pulling students out of academic classes
(3) help students to achieve the state-designated level of English proficiency for their grade, and
(4) help ELLs meet or exceed New York State and City standards

ESL and ELA teachers collaborate to align ELA and ESL instruction, providing the six major scaffolds for ELLs: (1)modeling, (2) bridging, (3) contextualization, (4) schema-building, (5) text re-presentation and (6) metacognitive development. Our ESL Coordinator is a certified QTEL trainer, and our Math Coach has attended the QTEL Math Institute. Classroom teachers are encouraged to attend QTEL and other ELL-related professional development sessions, and the ESL coordinator works to provide ongoing support for all teachers

through individual planning and group staff development. Our Principal, Assistant Principals, ESL Coordinator and Inquiry Team meet regularly to discuss and implement best practices for ELLs in our building.

Our ESL curriculum is the research–based High Point series from Hampton Brown, supplemented by QTEL scaffolds for ELLs, intensive grammar practice and multiple opportunities for collaborative, hands-on group interaction. ESL and ELA classes are based on the Balanced Literacy model, with emphasis on reading and writing strategies, but contain a balanced proportion of listening and speaking practice as well. ESL instruction is aligned with the New York State Standards for ESL as well as with the ELA Standards.

ELLs in the ESL-only program attend all ELA and content-area classes with their regular class cohort. Content-area instruction is delivered in English, but teachers and students have access to native language and other support though the addition of bilingual dictionaries, texts in native languages and leveled books.

Chinese TBE Program:

The goals of our Chinese Transitional Bilingual Program are to:

(1) enable Chinese-speaking ELLs to achieve English proficiency through the use of native language support
(2) provide academic content-area instruction in both English and Chinese using ESL methodology and instructional strategies, and by using as much native language support as needed to make content comprehensible
(3) help students to achieve the state-designated level of English proficiency for their grade, and
(4) help ELLs meet or exceed New York State and City standards

Science, Math and Social Studies are delivered using both Chinese and English instruction, depending upon the needs for various levels of support in a given subject area. For example, the Chinese Bilingual Math Teacher teaches 10 periods of Math, seven of which are usually given in Chinese to Beginner and Intermediate ELLs, and three of which are ESL-through-math given in English. Science is taught in English by the Chinese Bilingual teacher, two periods per week in Chinese and two in English. Interactive learning activities, Smartboard technology, individual laptops, and a growing library of leveled and native language books are used to engage students in learning.

Differentiation of Instruction for Subgroups:

SIFE: We have no SIFE population, and therefore no plan for them. If they appear, we will plan interventions to develop literacy.

Newcomers: Newcomers are placed in the 601,701 or 801 classes if they are placed in the Freestanding ESL program. ESL strategies are used to support learning in the ELA and content-area classes. The "01" cohorts also contain native speakers of English, so that newcomers are not isolated from English –speakers, and the heterogeneous language groups foster more rapid English-learning on the part of newcomer ELLs. In addition to the mandated number of minutes of ESL, newcomers attend ELA class daily, and whenever possible, are paired with non-ELL "buddies" who help orient them to classroom expectations and routines. Parents of ELL newcomers are invited to workshops and Parent ESL classes that are provided through Title III and other sources of funding to supplement the Part 154 program so that they can be as effective in helping their children succeed as possible. An after-school program for ELLs who speak languages other than Chinese supplements the regular Part 154 program, providing extra opportunities for listening, speaking, reading and writing.

Newcomers in the Chinese Bilingual Program are integrated within the 6/7 Bridge class (708), and receive native language support. Bilingual teachers collaborate with ELA teachers to align the TBE ESL curriculum

with the scope and sequence of ELA. The Highpoint Basics curriculum that is used as a starting point for newcomers in ESL is aligned with the ELA curriculum across the grades. An after-school program for Chinese bilingual ELLs supplements the regular curriculum, focusing on skills and strategies for English proficiency.

All newcomers are invited to attend our ESL Saturday Academy, a Title III program that offers supplementary language-learning activities.

Four-to-Six-Year ELLs:
Most 4-6-year ELLs at IS 228 have scored in the Intermediate to Advanced range on the NYSESLAT. They are grouped during Magnet period for ESL instruction based on their English proficiency. High Point Level A and Level B curriculum is used as a starting point, and ESL instruction is aligned with the ELA curriculum after collaboration between and among ESL teachers and ELA teachers. Bilingual dictionaries, leveled content-area books, and other native language support materials are available in the regular classrooms, and ESL class supplies additional focus on skills and strategies for Writing. Some Beginner 4-6-year ELLs are placed in a heterogeneous class grouping for ESL, so that they interact with Intermediate-level ELLs for extra support. These ELLs are also invited to attend the after-school supplementary program in English literacy skills.

Long-Term ELLs:
The number of long-term ELLs at IS 228 is declining as our ESL/ELA aligned curriculum grows in resources. Most long-term ELLs at IS 228 have scored the weakest in the Writing component of the NYSESLAT. Regular Ed. ELLs in this category receive targeted instruction in writing skills and strategies as part of the ESL magnet. They are also invited to join various after-school programs to support literacy and test-taking skills.

Special Needs ELLS: Service providers, classroom teachers and ESL teachers of special needs ELLs collaborate, review IEPs and meet to plan individually for individualized instruction.

Intervention Programs: To supplement the ESL, ELA and content-area curriculum for ELLs, Title III after-school and Saturday programs for ELLs include a 3 hour per week language and literacy class for Ells of any language background, a 3 hour per week English literacy class for Chinese Bilingual students and Chinese-speaking ELLs in the 8th grade, as well as the Saturday ESL Academy which is open to all ELLs and former ELLs. In addition, targeted former ELLs participate in the after-school "Specialized High School Prep" class that focuses on study skills, writing and test-taking strategies. Some ELLs and former ELLs are included in the funded reading program, and special needs ELLs participate in the Voyager Math and Passport Reading programs. Some ELLs and former ELLs participate in the Chinese Dance and Art program to give context to language development. They are also included in the 21st Century after-school Drama and Dance programs and the ENHANCE program for collaboration and conflict resolution skills.

Transitional Support for former ELLs:
Former ELLs receive an expanded ELA program, together with their monolingual peers, of 10 periods of ELA per week. They also participate in the varied after-school literacy and study programs as noted above. Some former ELLs are part of the Targeted Assistance program guided by our Leadership team and attend the after-school Homework Help and Tutoring program.

New Programs and Improvements for the Upcoming School Year:
In the coming year, if financial circumstances allow, we plan to increase the size of our Chinese TBE program, separate the 6/7 Bridge class into two graded classes, and expand the program to include the 8th grade.

No Services to be Discontinued:
We plan to expand, not decrease services to ELLs across the board.

Equal Access for ELLs:
ELLs are afforded equal access to programs. In addition to the after-school programs we have made available through Title III and other sources, sports, chess, dance, art , study skills and homework help programs are available to all students, including ELLs. Descriptions of the programs specifically geared toward ELLs are found above in the "Newcomers," "Interventions," and "Transitional Support" sections of this narrative and in the "Instructional Materials and Technology" section below.

Instructional Materials and Technology:
All ELLs receive ELA and ESL instruction using the Balanced Literacy Workshop model. Benchmark and other books are read in ELA class, and ELA teachers are being trained to incorporate the six major scaffolds in creating activities that include all learners as legitimate participants in reading and writing across the curriculum. ESL students also follow the research-based High Point curriculum, which includes listening, speaking, reading and writing activities. QTEL scaffolds are integrated into the High Point curriculum, and additional units of Writers Workshop are added to the curriculum to increase writing skills and develop strategies. Word work and grammar review are incorporated into the curriculum. To support learning, ESL libraries include leveled books in Social Studies and Science, and hands-on materials and leveled books for Math.

Technology is used to support instruction. Bilingual dictionaries and glossaries are available in every classroom that serves ELL students. A computer LAB is available to all ESL students, and bilingual program students have classroom laptops in addition to the computer LAB resources. Smartboard technology is present in classrooms and is being used in all content-area and ELA classrooms in a way that presents visual and audio scaffold for ELLs. Teachers receive Smartboard training upon request.

Native Language Support in the Program Models: Native language support is delivered in the Freestanding ESL Program through the acquisition and dissemination of a variety of teaching and learning materials, including leveled libraries, bilingual picture dictionaries, glossaries, bilingual books and native language libraries. Access to online learning in a variety of languages is also available through classroom computers and computer lab technology. Online Rosetta Stone program is available to support conversational English.

In the Chinese TBE program, native language support is delivered through the apportionment of instruction into blocks of Chinese-language and English –language instruction, and through the Chinese Native Language Arts course of study. Chinese language books and instructional materials are used, and licensed bilingual teachers give native language support on a group and individual basis.

Services support and Resources Correspond to ELLs' ages and grade levels:
All services, materials and curricula are age and grade appropriate.

Newly Enrolled ELLs:

Parents of newly enrolled Ells are welcomed in our Parent Engagement Center
and are given an orientation to the school. At the time of registration, the procedures for identifying and placing ELLs is carried out as described above in Section II. New ELLs and their parents are invited to our orientation sessions for each of the grades, and interpreters are available to facilitate communication.

Professional Development for School Staff: Professional Development for teachers of ELLs at IS 228 is as follows:

- The ESL Coordinator and all ELL and bilingual program staff attend the annual Dual Language Symposium and can choose from one or two PD Institutes or programs offered by the DOE. They have ongoing professional development two periods per week during ESL Team Meetings, facilitated by the ESL Coordinator, a former ELL ISS who is QTEL-certified.

- Assistant Principals on each grade meet with teachers of ELLs to pinpoint issues concerning transition from elementary or to high school during team planning sessions.

- Our ESL Coordinator, a certified QTEL facilitator, conducts a series of workshops for school staff, to engage them in best practices for scaffolding learning with ELLs. The 2009-2010 Schedule begins with a Staff Development program on Election Day, and continues twice each month during Common Planning and grade meeting times. The ESL Coordinator facilitates a series of workshops that ELA and Content-area teachers attend at various times, depending on their own schedules. Any teacher who has not completed the 7.5 hours of ESL training as per the Jose P. court case can do so before the end of the school year by attending the requisite number of hours of these workshops.

- In addition, an ELL Support Committee, consisting of all staff who serve ELLs, other than classroom teachers, (School Guidance Counselor, Speech therapist, Occupational therapist, Secretaries, Parent Coordinator, etc.) meets periodically, with the Assistant Principal for ESL/ELA and the ESL Coordinator, to participate in Professional Development activities and discussions that articulate best practices in the education of English Language Learners .

Parental Involvement:

The PTA is very strong at IS 228. Our parents are actively engaged in supporting school activities through surveys and questionnaires that the PTA gives to teachers and school staff over the course of the school year. Conversely, the Parent Coordinator sends out surveys, questionnaires and notices to parents, asking for their participation in workshops, suggestions as to what they would like, etc. Parent workshops, including workshops for ELL parents are linked to monthly PTA meetings for convenience and participation. They are held an hour before the start of the PTA meeting, and include topics of interest to parents concerning school and outside-of-school issues. In addition, nutrition workshops are offered to parents on a monthly basis. A computer is available in our Parent Engagement Center for parents' use, and ESL classes are held twice weekly from 6-8 pm, as mentioned above. We have changed the timeframe of the ESL classes to accommodate a large group of ELL parents who requested a later start time in the evening than we had scheduled last year.

Part IV: Assessment analysis:

Based on information obtained from ATS reports, NY START and ARIS reports, our assessment analysis is as follows:

A. Assessment Analysis

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)				
	6	7	8	TOTAL
Beginner(B)	9	15	20	44
Intermediate(I)	9	6	16	31
Advanced (A)	18	7	15	40
Total	36	28	51	115

Modality Aggregate	Proficiency Level	6	7	8
LISTENING /SPEAKING	B	1	5	7
	I	1	8	9
	A	17	9	17
	P	10	2	12
READING/ WRITING	B	3	11	17
	I	6	6	17
	A	18	4	12
	P	2	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	0	11	6	0	17
7	4	9	2	0	15
8	1	17	1	0	19
NYSAA Bilingual Spec. Ed	1	0	0	0	1

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
6	1		3		10		4		18

7	2		5		8		3		18
8	1		9		14		6		30
NYSAA Bilingual Spec. Ed	1								1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	12		17		12		0		41
NYSAA Bilingual Spec. Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	8		31		2		0		41
NYSAA Bilingual Spec. Ed									0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang. only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
Chinese Reading Test	3	0	6	1				

B. After review and analysis of available data, we have addressed the following issues:

Assessment Tools:

All students, including ELLs, are given the Performance Series tests to assess early literacy skills, and ELA teacher keep running records equated to F&P reading levels. Teachers of Beginning ELLs use the High Point curriculum assessment tools. Data indicate that our very beginners enter with little or no English vocabulary, but a large percentage of the Beginner students do have familiarity with the English alphabet and with letter-sound correspondence. Our instructional plans have been to increase English vocabulary by the use of leveled texts scaffolded with interactive leaning activities, and by increasing the opportunities for listening, speaking ,reading and writing by supplementing the regular ESL activities with after-school and Saturday academies where students read more and varied genres of literature and participate in drama and dance activities to foster collaborative dialogue and problem-solving in English.

Data patterns across proficiency levels on NYSESLAT, LAB-R and grades:
We see a shift from a Beginner-heavy group of ELLs in past-years, to a body of ELLs who, increasingly, from grade 8 down to grade 6 are becoming more proficient in less time. Most of our ELLs are advanced or proficient in Listening and Speaking, and their continued entitlement is based on their reading and writing scores.

Performance on Reading and Writing Modalities of the NYSESLAT dictate instruction:
The stumbling block for most of our ELLs is in the Reading/Writing modalities of the NYSESLAT. That is why our instructional focus is on creating more and better opportunities for ELLs to read, analyze and discuss what they have read, and increase understanding through interactive activities to extend understanding. The regular ESL curriculum contains "word work" activities to teach English grammar and language structure, but we will increase the emphasis on this aspect of the curriculum during the school day and also in our supplementary programs. In addition, writing activities will be added to the base curriculum in ESL, and the connections between ELA instruction and ESL instruction will be emphasized. Students will be offered an increased range of genres to explore, and staff will collaborate to create and share rubrics for writing.

ESL and TBE Program results:

a. Students' results by language of testing: Last year, we increased the number of students taking state exams in the native language, by offering the tests in the native language to all beginners and new admits. Unfortunately, we do not have records as to how many students took the tests in the native language, so our results cannot be compared between languages. All of our data is listed in the "English" column. We believe that our high number of 3's in the math, science and social studies tests on the part of beginning and intermediate ELLs is the result of their being able to take the test tin the native language in many cases,. This year we will keep records of who took the test in what language before shipping the tests off to be scored.
b. Periodic assessments: ELL Team members (all ESL teachers and ESL Coordinator) will review the ELL Interim Assessment scores and meet to look at the types learning standards and question types that need the most instruction. Teaching plans will be modified to reflect student need.
c. Vocabulary development, grammar and language structure are the most pressing issues for our ELLs. Native language is used in the TBE program to discuss the concepts attached to English literacy and comparisons are made between the Chinese language and the English language. In the ESL program, parents are encouraged to read with their children in the native language, and to ask the kinds of questions that are asked in the ELA and ESL programs concerning character development in stories, identifying topics, main idea, etc. in narrative, make predictions and express opinions about literature. In ESL class, cognates between English and other languages that the various teachers are familiar with are brought into the class discussion.

Evaluating Success in ELLs: The success of our programs for ELLs is evaluated by looking at how quickly ELLs move to proficiency level in English, how they are faring in their ELA and content-area classes, and what their Interim Assessment and NYSESLAT scores tell us about their performance. Parent input is sought at parent-teacher conferences, and student integration into the life and culture of our school is noticed and discussed by administrators and teaching staff. We measure ELLs' success not only by their test scores, but also by their ability to become an integral part of a

community of learners. Our goal for them is to meet or exceed the academic standards that are set for all learners and to become literate and proficient in the English language.

The K-8 Language Allocation Policy Worksheet is herein attached below:

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CEI-PEA21	School IS 228K
Principal Dominick D'Angelo	Assistant Principal Scott Herman
Coach Cathy Hayes, Math Coach	Coach
Teacher/Subject Area Carolyn LeBel/ESL Coordinator	Guidance Counselor Elaine Polemeni
Teacher/Subject Area Ching Fang Chen/Bilingual	Parent Carol Price
Teacher/Subject Area James Eugenio, ELA Teacher	Parent Coordinator Theresa Francis
Related Service Provider Holly Reichlin, Speech and Language Teacher	SAF
Network Leader	Other Douglas Monroe, Special Ed. Teacher

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	878	Total Number of ELLs	134	ELLs as Share of Total Student Population (%)	15.3%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	61	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	14

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 special education.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	18	0	0	1	0	0	0	0	0	19
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	43	0	3	30	0	9	14	0	8	87
Total	61	0	3	31	0	9	14	0	8	106

Number of ELLs in a TBE program who are in alternate placement: 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	TOTAL
Spanish										0
Chinese							4	15	0	19
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	0	4	15	0	19

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0

Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number) African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							9	3	12	24
Chinese							9	6	19	34
Russian							6	3	1	10
Bengali							2	0	0	2
Urdu							3	2	7	12
Arabic							0	1	2	3
Haitian Creole							0	0	1	1
French							0	0	0	0
Korean							0	1	0	1
Punjabi							0	0	0	0
Polish							0	0	0	0
Albanian							0	0	1	1
Other							2	0	9	11

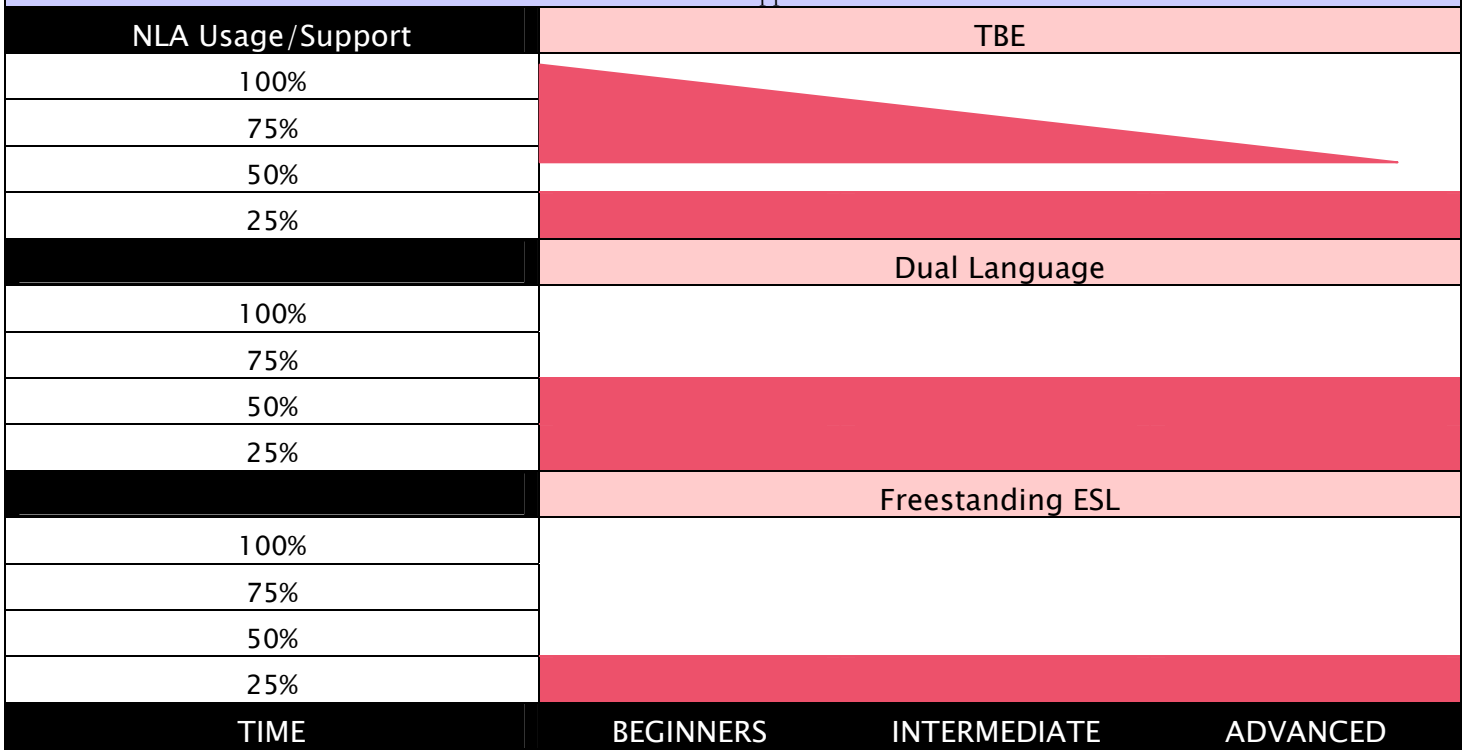
Programming and Scheduling Information										
TOTAL	0	0	0	0	0	0	31	16	52	99

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information—Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)							9	15	20	44
Intermediate(I)							9	6	16	31
Advanced (A)							18	7	15	40
Total	0	0	0	0	0	0	36	28	51	115

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening /Speaking	B							1	5	7
	I							1	8	9
	A							17	9	17
	P							10	2	12
Reading/ Writing	B							3	11	17
	I							6	6	17
	A							18	4	12
	P							2	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	0	11	6	0	17
7	4	9	2	0	15
8	1	17	1	0	19
NYSAA Bilingual Spe Ed	1	0	0	0	1

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		3		10		4		18
7	2		5		8		3		18
8	1		9		14		6		30
NYSAA Bilingual Spe Ed	1								1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	12		17		12		0		41

NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	8		31		2		0		41
NYSAA Bilingual Spe Ed									0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	3	0	6	1				

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominick D'Angelo	Principal		
Scott Herman	Assistant Principal		
Theresa Francis	Parent Coordinator		
Carolyn LeBel	ESL Teacher		
Carol Price	Parent		
Ching Fang Chen	Teacher/Chinese Bilingual Teacher		
James Eugenio	Teacher/ELA		
Cathy Hayes	Math Coach		
Douglas Monroe	Teacher, Spec. Ed.		
Elaine Polemeni	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
Holly Reichlin	Other, Related Service Provider Speech and Language		
Theresa Francis	Other, Parent Coordinator		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6,7,8 **Number of Students to be Served: 80 LEP 10 Non-LEP**

Number of Teachers 16 **Other Staff (Specify) 1 supervisor for Saturday Academy**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

IS 228's Part 154 Program serves 127 LEP students in compliance with all state mandates. (In order to structure a program that meets the needs of the students, we have examined the 2009 NYSESLAT Modality Report and found that our ELLs need to improve in the area of Writing, above all, but our beginning ELLs (including those in the Chinese bilingual program)also need practice in Listening and Speaking as well. In addition, Reading Comprehension could be improved across the board. To those ends, we have structured our after-school and Saturday Academy programs to meet the needs of our diverse groups of English Language Learners.) To supplement the regular Part 154 ESL program, our Title III language program aims to increase ELLs' English language proficiency and help them meet state academic achievement standards in five specific

ways:

1. Saturday ESL Academy: Support 20 Beginning, Intermediate and Advanced ELLs in grades 6-8 in increasing their listening, speaking, reading and writing skills in English through a Saturday ESL Academy. A licensed ESL teacher will provide instruction for 15 Saturdays, three hours per week, and a licensed supervisor will oversee the program on those Saturdays for three hours each session as well. Fiction and non-fiction trade book libraries, as well as teacher-made materials and manipulatives will be used. Students will be engaged in a variety of literature-based writing activities and interactive learning tasks to help them interact with a variety of text; explicit instruction in English grammar with an opportunity to practice in authentic conversational situations; and writing tasks. A supervisor will be hired for the Saturday ESL Academy because there are no other programs on Saturdays.

2. After-School Chinese Art and Dance Program: Support ELLs in developing language proficiency and multicultural understanding through the arts by offering an after-school Chinese dance and art program. Target population is 10 Chinese-speaking ELL students and 10 students who do not speak Chinese who wish to explore the language and culture of China while developing their English language skills. Students are from grades 6, 7 and 8. Involvement in dance and art uses two of the most effective scaffolds for ELLs, i.e. contextualization and text re-presentation, to give ELLs and native English speakers authentic experiences in English language use and opportunity for collaborative problem-solving. To that end, we are offering the Chinese dance and art program, with native language support for our Chinese-speaking ELLs, for two afternoons per week, two hours per session each day, for a duration of 18 weeks. The class will be taught by a licensed reading teacher who is also licensed in teaching Mandarin Chinese as a foreign language, and has taught dance and art-making activities for many years.

3. After-School ESL Supplementary Program: Support 20 6th,7th and 8th grade ELL students in developing English language proficiency by offering and after-school ESL supplementary program to give students extra time for listening and speaking activities in English as well as in project-based hands-on interactive activities that will develop collaboration in English in authentic problem-solving situations. This class will meet on Tuesdays and Thursdays for 18 weeks from 3:00 – 4:30 p.m. and will be taught by a licensed Bilingual teacher who also teaches ESL to speakers of many different languages.

4. After-School Chinese Bilingual English Language Supplementary Program: Support the development of English proficiency in 20 ELL students in the Grade 6/7 Chinese Bilingual Program as well as 8th – grade Chinese Speaking ELLs who do not have the opportunity to participate in the Part 154 TBE program by offering this 18-week program on Tuesdays from 3:00 – 6:00 pm. This program will give enhanced opportunities to all Chinese-speaking ELLs to develop English listening, speaking, reading and writing skills through a supplementary ESL program that emphasizes interactive, collaborative activities to develop problem-solving skills in English. This class is taught by a licensed Chinese bilingual teacher who also teaches ESL to non-Chinese-speaking ELLs.

5. Parent ESL Classes: Due to a large and enthusiastic demand on the part of our ELL parents, and because of the need to make school communication easier for ELL parents, we are offering two hours of ESL for parents on Tuesday and Thursday evening from 6:00 p.m. – 8:00 p.m. for 18 weeks. These classes are taught by a licensed ESL teacher with many years of experience in teaching both students and their parents. The program currently serves 25 parents of students at IS 228, but is open to 40 adults if more parents choose to attend during the school year.. Parents will receive their own bilingual dictionaries and participate in interactive learning tasks as well as having "life-experience"- related

workbooks to help them negotiate the areas of filling out job applications, going to the doctor, going to the supermarket, etc. Writing supplies and work books will also be purchased.

With respect to materials for the other, student-targeted, programs, we will purchase content-area books and materials, literature trade books, picture dictionaries, and art and writing supplies for the Saturday ESL Academy. For the Chinese Art and Dance Program, we will purchase CDs, art supplies for scenery, fabric and notions for costumes. For our ESL After-school Program and Bilingual Chinese After-school Program, content-area books and materials and literature trade books will be purchased.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Our professional development plan is not funded through Title III, except to fund planning time for our ESL Coordinator/Staff Developer, so that almost all of our Title III funds can go to instruction for ELLs. We are fortunate to be able to offer supplementary professional development to that delivered by Assistant Principals during the regular school day by using the skills and training of our ESL Coordinator. The professional development program at our school includes "in-house" professional development given to classroom and ESL teachers by our ESL Coordinator, who holds supervisory and ESL licenses and is a certified QTEL staff developer for "Building the Base." The ESL Coordinator is offering a series of workshops in "Scaffolding Instruction for ELLs" that incorporates QTEL strategies into classroom planning for ELLs, and involves teachers in collaborative learning tasks that are "de-constructed" to give teachers an opportunity to discuss how they might best be used in the ESL, ELA and Math classrooms. Workshops begin during the Election Day Professional Development Day, and continue at regularly scheduled times twice monthly throughout the school year. Workshops are held during the school day during Common Planning, Team Planning and Departmental meetings. We use other funding sources to send ESL and bilingual teachers to staff development programs offered by the DOE as mentioned in our Language Allocation Policy.
Professional development for the teachers of the after-school Title III programs is conducted by the QTEL-certified ESL Coordinator during Team Planning periods on Tuesday and Thursday afternoons during the school day. In that way, Title III funds are not needed or requested for that purpose. Our goal is to use other sources of funding for PD activities so that the maximum amount of time possible can be allocated for supplementary instruction of ELLs within the Title III programs. Our ESL Coordinator attends the annual Dual Language Symposium, citywide conferences on ELL instruction and strategies and other appropriate Professional Development opportunities as they are offered during the school year through other, non-Title III, sources of funding. As a former ELL Instructional Support Specialist and certified QTEL-trainer, she is highly qualified to conduct professional development for the teachers within our school community.

Materials for the on-going PD of our teachers include the following: Writing supplies and chart paper for QTEL-related tasks for ESL teachers, ELA teachers and Math teachers of ELLs, as well as for our Bilingual Program teachers.

Form TIII – A (1)(b)

School: I.S. 228K David A. Boody BEDS Code: 332100010228

Title III LEP Program
School Building Budget Summary

Allocation Amount: $19,900.00		
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) - Per session - Per diem	$2,245.05 $3,592.08 $2,694.06 $2,694.06 $3,592.08 $ 498.90 Total: $17,611.23	Saturday ESL Academy 1 Teacher x 3 hrs x $49.89 x 15 weeks= $2,245.05 1 supervisor x 3 hrs x 15 weeks x $51.00 =$2,295.00 Chinese Art and Dance 1 Teacher x 4 hrs x $49.89 x 18 wks = $3,3592.08 ESL After-school Program 1 Teacher x 3 hrs x $49.89 x 18 weeks = $2,694.06 Bilingual Chinese After-school Program 1 Teacher x 3 hours x $49.98 x 20 weeks = $$2,694.06 Parent ESL Class 1 Teacher x 4 hours x $49.89 x 18 weeks = $3,592.08 Professional Development Planning 1 ESL Coordinator/Teacher X 10 hours x $49.89 = $498.90 Total per session plus fringe = $17,611.23
Purchased services - High quality staff and curriculum development contracts.	Contribution in-kind $ 0.	Professional Development Services QTEL-certified ESL Coordinator will conduct workshops in Scaffolding for ELLs to be attend by ESL staff, ELA and Math teachers of ELLs during ESL-team and common planning periods

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$500.00 $500.00 $300.00 $300.00 $400.00 $288.77 Total: $2,288.77	<u>Saturday ESL Academy</u> Content-area books and materials; literature trade books, picture dictionaries, art and writing supplies = $500.00 <u>Chinese Art and Dance</u> CDs; art supplies for scenery; fabric and notions for costumes = $500.00 <u>ESL After-school Program</u> Content-area books and materials; literature trade books; = $300.00 <u>Bilingual Chinese After-school Program</u> Content-area and bilingual books and materials; literature trade books; = $300.00 <u>Evening Parent ESL Program</u> Bilingual dictionaries for parents; writing supplies; work books = $5 $400.00 <u>Staff Professional Development Supplies</u> Writing supplies; chart paper for QTEL-related tasks for ESL teachers, ELA teachers and Math teachers of ELLs = $288.77 Total Supplies and Materials = $2,288.77
Educational Software (Object Code 199)		**N/A**
Travel		N/A
Other		
TOTAL	$19,900.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

   The SLT ELL subcommittee reviews the procedures in place to assist parents whose primary language is not English. These parents are identified by consultation among the ELL Intake Team members, the Parent Coordinator and Pupil Accounting Secretary, one or more of whom have interviewed the parents during their child's registration process as described in Appendix 2 above. Home Language Identification Surveys (HLIS) are maintained at the school, and after the initial interview with parents to complete the HLIS form – and after the Parent Orientation meeting which is given to each parent registering a new ELL student in our Parent Engagement Center, ELL intake members note which parents may need language assistance. Notes are also added to emergency cards when information is given by parents. Whenever a member of the school staff calls a parent at home, if language assistance is needed and has not been previously noted, that information is added to the emergency card so that an appropriate translator or interpreter can be called in.
   Periodic meetings are held with the Parent Coordinator and ESL Supervisor . The LAP committee meets to discuss the need for translation and interpretation services for parents. Documents that are sent out to all parents are considered, and discussions as to which other documents will be needed in the future for translation are discussed. Adding part-time staff who are fluent in the languages spoken by our ELL parents is a priority whenever possible . The presence of two licensed Chinese bilingual teachers on our staff allows us to use their services to translate many documents that go out to parents, so that our large Chinese-speaking population is addressed. Our ELL Intake Team volunteers to translate notices and permission slips that go to the families of children who speak Spanish, Russian, Urdu and Arabic. They are available at various times during the school day, and they are consulted by staff and administration as to whether further communication solutions are needed for their respective language groups.

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

   Our written translation and oral interpretation needs are increasing as we expand the services to parents through our parent Engagement Center. The LAP Committee, the SLT, Parent Coordinator, PAC, and PTA will continue to investigate how to best utilize the DOE interpretation and translation services, and what measures can be taken to improve communication between school and home, with the goal of eliminating all language barriers. The ongoing conversation of how to best address our parents' needs with respect to interpretation and translation were discussed at our after-school professional development meetings on Mondays, and teachers will be asked to submit ideas for documents and messages that they will need translated. Since interpreters will be needed at parent orientations and at parent-teachers conferences, this fact was reported to the school community during staff conferences. It was also reported that our licensed Chinese bilingual teachers have been calling parents and translating notices that go home to Chinese-speaking families, thus ensuring communication in a timely and successful manner. The members of our ELL intake committee have also volunteered their translation services for notices that go home to parents who speak Spanish, Arabic, Urdu and Russian. This was reported to the school community during staff meetings as well.

Part B: Strategies and Activities

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

   Use of NYC DOE's prepared notices in targeted languages, and DOE's translation services, whenever feasible, especially—but not limited to—issues involving a student's health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms.
   - Use of staff, whenever feasible, to translate notices.
   - In the case where translation is not possible, a standard blurb on important notices stating "This is an important document. Please have someone translate it to you," in the targeted language.

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

   Whenever possible, school staff and parent volunteers will provide translation and interpretation services. Our parent coordinator will assist parents in obtaining information in their own language by utilizing the translation and oral interpretation services provided by NYC DOE, or to secure an outside contractor, as was the case this year when we obtained a sign language interpreter to assist a hearing impaired parent. The school will also use its phone automated system whenever possible to maximize oral interpretation services.

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

   - Our school, with the assistance of our Parent Coordinator, will provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.
   - Signs in the covered languages will be posted in a conspicuous location at the primary entrance to our school indicating that a copy of such written notification can be obtained in the main office.
   - Our school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
   - Should the parents of more than 10% of our students speak a primary language that is neither English nor a covered language, our school will use the NYC DOE Translation and Interpretation services to obtain signs and forms that are offered for all covered languages. Our school will post and provide such forms as required

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	$689,734	$332,426	$1,022,150
2. Enter the anticipated 1% set-aside for Parent Involvement:	$ 6,897		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$3,324	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$34,487		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$16,621	
6. Enter the anticipated 10% set-aside for Professional Development:	$68,973		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$33,243	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

   According to the BEDS (Basic Educational Data System) Survey, as of October 31, 2008, the percentage of high quality teachers for the year 2008-2009 was determined to be 97%. Only two of our teachers did not meet the "highly qualified" criteria. A sudden vacancy for our keyboarding/piano magnet resulted in the assignment of a licensed social studies for the post. Although the teacher in question had extensive musical expertise for the magnet class, he was not a licensed music teacher. I.S. 228 no longer offers keyboarding in our magnet menu. The second teacher in question had licensing issues on "BEDS Day," October 31, 2008. The teacher resolved the licensing issues shortly after "BEDS Day." We anticipate our BEDS Survey for the year 2009-2010 to reflect that our staff is 100% "highly qualified."

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

***Explanation**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

DAVID A. BOODY I.S. 228 Parent Involvement Policy

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PAC. This policy was adopted by the David A. Boody I.S. 228 on June 5, 2006 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 1st each year thereafter.**

I. General Expectations

David A. Boody IS 228 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. David A. Boody I.S. 228 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

   The SLT will maintain a Parent Involvement Subcommittee, which will include parent members and the Parent Coordinator. The committee will be responsible for the adherence-- and needed revisions—to our Parent Involvement Policy. The committee will also be responsible for monitoring that the School Parent Compact is distributed, evaluated, and revised (if needed), on a yearly basis.

2. David A. Boody I.S. 228 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **Participation of parents on the School Leadership Team; addressing school data at parent meetings; disseminating information on school performance.**
3. David A. Boody I.S. 228 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **The Parent Coordinator will assist the PTA, PAC, and SLT in the school's effort to increase the degree and effectiveness of parental involvement.**
4. David A. Boody I.S. 228 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Title I PAC, SES.**
5. David A. Boody I.S. 228 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parent surveys will be administered through the Parent Coordinator and Title I Committee in September/October to assess parent needs. A similar survey will be administered in May/June to assess the success of our Parent Involvement efforts.

6. David A. Boody I.S. 228 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        i. the State's academic content standards
        ii. the State's student academic achievement standards
        iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
    b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ongoing workshops, speakers at PTA meetings, Saturday morning parent teas, to facilitate parent involvement and improve student's academic achievement. There will also be computer training for parents to improve their technology skills.
    c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by **continuing to elicit active participation by the parent constituencies of the SLT (PTA, PAC).**

    d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, and programs provided by the school, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, including: "Back to School" nights for each grade; specific grade workshops for parents dealing with making high school choices; ongoing workshop schedules including topics such as curriculum, helping problem students, parenting, etc; enhancement of our Parent Resource Center.
    e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: school messages in different languages; website and fliers in various languages.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PAC. This policy was adopted by the David A. Boody I.S. 228 on June 5, 2006 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 1st each year thereafter..**

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part

of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

David A. Boody I.S. 228 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

School Responsibilities

David A. Boody I.S. 228 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. **The school will provide standards-based, data-driven, differentiated instruction that will meet the needs of its students. We will assist our teachers with the necessary professional development, and build a partnership with the parent community.**
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in the fall and the spring of each school year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: quarterly report cards, quarterly "danger of failure" notices.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent teacher conferences, and as requested by parents the extent it is feasible and appropriate.)
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities serving as a class parent, chaperone on trips and other events, serving on parent patrols to increase school safety, and assisting in "telephone trees," or other similar activities that promote parent involvement, and support the goals of this policy.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of our Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	**PARENT(S)**	**STUDENT**
_____	_____	_____
DATE	**DATE**	**DATE**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

   The School Leadership Team conducts a comprehensive needs assessment, analyzing various data including: New York State Assessments performance results, Quality Review results, School Progress Report, Learning Environment Surveys, etc.

2. Schoolwide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **(see pages 5 and 6)**

   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        Programming changes have resulted in a 10% increase in instructional time during the regular school day. We have "zero period" for music magnet students. Also, we have an extensive after school program (see page)
      - Help provide an enriched and accelerated curriculum. **(See page 11, "strengths of our school" section)**
      - Meet the educational needs of historically underserved populations. **(see page 12)**
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
        (Appendix 1, pages 22-23)
      - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff. For the year 2009-2010 our Professional Development Program will focus on:
   - Differentiation of instruction with the workshop model for Math, ELA, Social Studies and Science teachers.
   - Smartboard training by level of competency in the use of technology within the classroom
   - ESL strategies for content area teachers
   - Effective use of data in planning, delivering, and assessing instruction
   - Effective IEP writing

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our staff is encouraged to avail themselves of the various professional development opportunities by the New York City Department of Education. In addition, in house staff development is provided by our administrators and staff developers. Workshops are also provided for parents throughout the year.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

   At this time, I.S. 228 is not experiencing difficulties with attracting highly qualified teachers. Teachers who apply to our school undergo a rigorous screening. Applicants are interviewed by administrators and provide a demonstration lesson.

6. Strategies to increase parental involvement through means such as family literacy services. **(See page 16)**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **NOT APPLICABLE TO I.S. 228**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

   Teachers have created interim assessments for all grades in science and social studies (content areas that are formally assessed in grade 8) to ascertain strengths and weakness. There is on going articulation about assessments given in ELA and Mathematics, both diagnostic and predictive (Acuity, Scantron). A major topic of professional development is the effective use of assessments as a tool for: (a) formulating specific, measurable, achievable, results oriented, and time bound goals; (b) utilizing data to provide differentiated instruction. We have expanded the school based “Inquiry Team” that targets students outside of the “sphere of success” to differentiate instruction according to the needs of these targeted students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

   See pages 5 and 6 for overall description of our programs. In addition, we are striving to instill within each classroom the practice of goal setting by teachers and students, and to involve parents in that process. Instructional programs that have a built in assessment component such as the Voyager Programs(for both reading and math) are being utilized. We are also using Glencoe’s Math Connects and Triumph for struggling math students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

I.S. 228 strives to coordinate and integrate all Federal, State, local services and programs to support our middle school students as they face complicated social issues. For example, our students participate in the "Council for Unity" program, a vehicle that promotes character building and community service. Our pupil personnel staff (deans, guidance counselors, psychologist, SAPIS and social workers) also supports our students in the areas of conflict resolution and violence prevention, and peer mediation. Our staff, including our Parent Coordinator, provides parents with information about resources available to the on a variety of issues from the transportation needs of students in temporary housing to services provided by local city agencies. In addition, our school addresses some cogent issues such as "gang awareness" with parents, students, and staff. Community resources such as the 62nd Precinct Youth Development Unit are used as a resource for workshops. Our school community, SLT, PTA, and Title I Pac collaborate on events and workshops our learning community. For example, some of our workshop topics have been on health and nutrition—as well as gang awareness.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS NOT APPLICABLE TO I.S. 228

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT NOT APPLICABLE TO I.S. 228

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

[1] School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) NOT APPLICABLE TO I.S. 228

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	**Review Team Categorized Recommendations** (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	**Actions the school has taken, or plans to take, to address review team recommendations**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

[2] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
  Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Leadership Team formed a subcommittee to investigate whether this finding is relevant. The Committee included the SLT Chairperson, UFT Chapter Leader, SLT teacher and parent member. The committee surveyed school faculty and administrators.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable ☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Responses from survey indicate that although there is a topical curriculum map in place for ELA, there is a need for a more in depth curriculum with respect to ELA. addressing both the vertical and horizontal alignment of standards. Findings also indicated teachers in all content areas need support with respect to providing differentiated instruction to ELLs in their classrooms.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. Currently, ELA teachers are working on creating a spiraled, differentiated curriculum for all grades. Our investigation indicated writing skills to be a priority for all student populations, including ELLs and students with disabilities.

The school community, PSO, Inquiry Team, teachers, and administrators,, will collaborate in formulating a comprehensive ELA curriculum, incorporating the guidelines currently being drafted by the NYC Department of Education.

1B. Mathematics

Background
New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

<u>Please respond to the following questions for Key Finding 1B:</u>

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Leadership Team formed a subcommittee to investigate whether this finding is relevant. The Committee included the SLT Chairperson, UFT Chapter Leader, SLT teacher and parent member. The committee surveyed school faculty and administrators.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable ☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Findings are primarily based upon teacher feedback about the Impact Mathematics curriculum.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
For grade six, our school is using Math Connects to supplement the Impact Math curriculum. We are considering expanding the use of Math Connects to other grades in school year 2009-2010. We do not anticipate the need for additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION
Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction
Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

<u>Please respond to the following questions for Key Finding 2A:</u>

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Leadership Team formed a subcommittee to investigate whether this finding is relevant. The Committee included the SLT Chairperson, UFT Chapter Leader, SLT teacher and parent member. The committee surveyed school faculty and administrators.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

✓ Applicable ☐ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Feedback from administrators and teachers, as well as observations and walk-through.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We will continue to monitor this issue. We do not anticipate additional support from central on this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Gathering of input from teachers and Math Coach.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

✓Applicable Not Applicable

Use of technology in the classroom has increased—particularly the use of SMARTBOARDS by teachers. However, we would like to see more student use of technology—particularly for Students with Disabilities and ELLs.

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers were asked to reflect on the math curriculum currently in place. Teachers had concerns about the gaps in the alignment to standards and the Impact Mathematics curriculum. In September 2008, a new edition of the Impact Mathematics curriculum that addressed these gaps was implemented. In addition, a new instructional material, Math Connects – Course 1, was initiated for grade 6 to supplement the Impact Math curriculum. Teachers now feel that these changes have been beneficial in filling in the gaps, and that the current curriculum is aligned with state standards. Grade six teachers prefer the Math Connects curriculum over the Impact. The school is considering extending the Math Connects curriculum to grades seven and eight. In addition, the Voyager Math program was initiated to support our Students with Disabilities population. We have now in place a computer lab to support our Students with Disabilities and ELL population.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We do not anticipate additional support from central on this issue. With the assistance of our Math Coach, we will continue to monitor the effectiveness of the curriculum in place. We will continue to elicit input from teachers on this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

<u>Please respond to the following questions for Key Finding 3:</u>

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Review of employment data.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable ☐ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There is a significant number of new teachers in the school. One factor is that many teachers from the baby boomer generation have opted for retirement. Another factor is the school's budgetary and programming challenges which resulted in the excessing of several members.

a. If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school is currently in a transitional phase as to its staffing. More "baby boomers" are expected to retire. However, a high turnover is not anticipated, since our new teachers appear to be comfortable in the school. Some retirees have returned on an "F" status basis which is easing this transitional period. The reduction in class size has helped in limiting excessing and in providing continuity in staffing.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

All teachers were surveyed as to ELL related issues.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable ☐ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Surprisingly, many teachers were unaware of ELL based policies such as our Language Allocation Policy. Many teachers were not aware of professional development resources, such a QTEL. Teachers are unaware of the professional development opportunities advertised in the DOE's Teacher Newsletter.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The newly appointed ESL coordinator will collaborate with ESL teachers, and ELA teachers of ELLs, to support the instruction provided to ELLs. As part of our professional development program, content teachers will be provided with the opportunity to attend workshops such as those offered by QTEL, to support ELL students in the various content areas.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers were surveyed.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable ☐ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers indicated they were either not provided with ELL related data, such as NYSESLAT scored, or indicated that they needed support in the effective use of the data for instructional planning.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The ESL coordinator and ELA Supervisor will collaborate in providing professional development in becoming familiar with the NYSESLAT assessment, and in the interpretation of assessment data to differentiate instruction.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers were surveyed.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

√ Applicable ☐ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Many indicated they need support in correlating the IEP modifications and accommodations with the instruction that occurs in the classroom.
Special education teachers expressed they need support in bridging the gap between actual performance and standards. In addition, teachers need support in implementing effective Alternate Assessment practices for those students deemed to qualify for NYSAA.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

There is a need for an effective ELA curriculum for students with disabilities. Current programs, such as Wilson, are not meeting the needs of all students with disabilities—particularly in the area of writing. Jamestown, a program used last year, was deemed to be ineffective because of computer related issues. We need to modify the ELA Curriculum currently being developed to address the needs of our students with disabilities. Voyager Reading is being implemented for some students with disabilities. Voyager Math is a program that is being implemented to support students with disabilities in mathematics.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Findings will be based on teacher surveys and review of IEPs.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☐ Not Applicable NOT YET DETERMINED

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:
- *All* Title I schools must complete Part A of this appendix.
- *All* Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

---

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.
   We have one student in temporary housing who is currently attending our school. An allocation of $1,443 has been set aside to provide services and support for this student.

2. Please describe the services you are planning to provide to the STH population.
   On a "as needed basis," we plan to:

   1) Provide academic intervention programs, educational support services, including counseling services.
   2) Use research based programs that benefit highly mobile students
   3) Provide basic/emergency supplies, including books, glasses.
   4) Cover costs to enable student(s) to attend school functions/trips
   45 Cover transportation costs for parental involvement
   5) Cover transportation costs for parental involvement
   6) Cover transportation once the student is permanently housed

Part B: FOR NON-TITLE I SCHOOLS NOT APPLICABLE TO I.S. 228

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.