



I.S. 228 DAVID A. BOODY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: I.S. 228 DAVID A. BOODY
ADDRESS: 228 AVENUE S
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TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100010228 **SCHOOL NAME:** I.S. 228 David A. Boody

SCHOOL ADDRESS: 228 AVENUE S, BROOKLYN, NY, 11223

SCHOOL TELEPHONE: 718-375-7635 **FAX:** 718-376-1209

SCHOOL CONTACT PERSON: DOMINICK D'ANGELO **EMAIL ADDRESS:** DDAngelo3@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Eugenio and Douglas Monroe

PRINCIPAL: DOMINICK D'ANGELO

UFT CHAPTER LEADER: Lea Silverman

PARENTS' ASSOCIATION PRESIDENT: Laura Lopez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association - CFN #533

NETWORK LEADER: NANCY RAMOS/WILLIAM COLAVITO/Christine Etienne

SUPERINTENDENT: ISABEL DIMOLA

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Douglas Monroe	Admin/CSA	
Lea Silverman	UFT Chapter Leader	
Amanda Woerhle	UFT Member	
James Eugenio	UFT Member	
Anne Cianci	DC 37 Representative	
Laura Lopez	PA/PTA President or Designated Co-President	
Robert Hernandez	Parent	
Felice Denny	Parent	
Elizabeth Collazo	Parent	
Sharon Crowley	Parent	

* Core (mandatory) SLT members.

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 100% "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 2009-2010 was 93.6%.

During 2010, I.S. 228 became New York City's showcase for the innovative, individualized, high-tech "School of One" math program that has attracted attention from top media outlets, including *Time Magazine*, the *New York Times*, and the *Wall Street Journal*. I.S. 228 was one of three schools that began an after-school trial of the program with sixth graders and then was the only school selected to carry forward the "School of One" into the daily sixth-grade curriculum. I.S. 228 implemented the program for sixth, seventh and eighth graders in the 2010-2011 school year, becoming the first school in the city to do so. Students enjoy the computer-based program, which incorporates a real sense of fun with carefully targeted learning. Each student is taught at his or her own pace. Highly trained and motivated teachers monitor the progress of the students. An entire wing of the school's second floor has been renovated to teach School of One in bright, color-coded, Brooklyn-themed rooms. "School of One provides an engaging, creative, and exciting learning environment for all levels and types of students," says Principal Dominick A. D'Angelo. "It's not only fun and effective for the students, but it also makes the job easier for teachers. Students are on task, focused, engaged, and excited. This is a 'win-win' for all concerned." The School of One allows I.S. 228 to make major strides in student achievement in math. Our goal is to move our math proficiency of 82% to 90-plus % above Level 3.

In 2011, I.S. 228 also became the city's showcase for the rollout of the NYC Connected Learning Initiative, which provided free home computers and software for all sixth-grade families. The school will continue the program for new sixth-grade families in the 2011-2012 school year.

Our school is taking important steps towards better communication between parents, students and teachers through implementation of the Skedula program from Datacation, which provides a full report of assignments, behavior, grades and attendance online each day, and an exciting new school Web page.

I.S. 228 not only offers a rigorous standards-driven academic program, it also provides an extensive menu of magnet subjects (talent areas) to challenge and inspire all students. In addition, the school strives to meet the needs of student subgroups. For example, Boody instituted the first middle-school Transitional Bilingual Chinese education program in District 21, providing the children of recent

Chinese immigrants with instruction in both Chinese and English. The school also has ESL programs in place for other students who are not proficient in English. Boody's Special Education Program includes Collaborative Team Teaching Classes (CTT) in grades 6, 7, and 8. I.S. 228 is 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 challenging, collaborative 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 leading students to achieve academic excellence in literacy and technology;
- To provide a diverse, respectful environment in which 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.

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. Forty percent of our music students are part of the Brooklyn Borough Wide Orchestra and performed at Carnegie Hall. The Boody Orchestra played at the inauguration of Brooklyn Borough President Marty Markowitz. The Boody Chess Team won the New York City Championship in the Junior-High Novice competition four years in a row, starting in 2008. In 2010, our chess team placed first in the 44th Annual Greater New York High School Chess Championship – Novice Division.

Our school maintains a major emphasis on discouraging all forms of bullying. In 2010, more than 100 students were involving in creating a rousing original musical, "The Dragonslayer," retelling an ancient myth in the setting of a modern New York City school. The play, produced in conjunction with the Council for Unity, carried a powerful, anti-bullying message and is now an annual production at our school as well as other schools throughout the city. In 2010, every student in the school heard a compelling presentation about cyber-bullying from John Halligan, a parent whose son committed suicide after being bullied in a Vermont school. Students wrote about their reaction to the story.

To support the magnet program, Boody has 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 21st Century, 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.
- Art, Dance, and Drama 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: Bronx School of Science, Brooklyn Tech, 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 help all our students achieve their academic and personal goal in an enriching, supportive environment.

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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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	I.S. 228 David A. Boody								
District:	21	DBN #:	21K228	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.3	94.2	93.6		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.2	93.66	94.1		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	304	301	236	<i>(As of October 31)</i>	2007-08	2009-10	2010-11		
Grade 7	318	299	312		63	77.2	78.5		
Grade 8	356	318	319						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2008-09	2009-10	2010-11		
Grade 11	0	0	0		6	6	3		
Grade 12	0	0	0						
Ungraded	2	1	5	Recent Immigrants - Total Number:					
Total	980	919	872	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					48	46	30		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	39	51	43	Principal Suspensions	160	191	209		
# in Collaborative Team Teaching (CTT) Classes	12	21	36	Superintendent Suspensions	31	41	64		
Number all others	37	35	41						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	25	46				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	110	85	83	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	7	27	14	Number of Teachers	69	66	70
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	15	12
				Number of Educational Paraprofessionals	3	8	8

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	17	% fully licensed & permanently assigned to this school	100	100	98.4
				% more than 2 years teaching in this school	71	68.2	83.1
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	58	56.1	67.7
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80	77	86.2
American Indian or Alaska Native	0.1	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	96.2	89.3
Black or African American	19.3	16.4	13.8				
Hispanic or Latino	20.6	22.6	23.9				
Asian or Native Hawaiian/Other Pacific Isl.	32.2	33.7	33.7				
White	28.0	27.2	28.5				
Multi-racial							
Male	56.1	56.3	56.1				
Female	43.9	43.7	43.9				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
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Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	√	√					
Multiracial	-	-					
Students with Disabilities	Ysh	√	-				
Limited English Proficient	Ysh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	71.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your 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. 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.

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities	✓ S H	✓ S H	✓ S H	✓								
Limited English Proficient	✓	✓	X	✓	✓ S H	✓	X	✓	✓ S H	✓		

Key: AYP Status

- ✓ Made Adequate Yearly Progress
- X Did not Make Adequate Yearly Progress

✓ 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	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ELA	SINI Year 2	SINI Year 2	CA	CA	In Good Standing	In Good Standing
MATH	SINI Year 2	SINI Year 2	I In Good Standing	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 plan 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, 2008 and 2009 indicates the following:

All Students: The number of students placing in Level 1 (12.4%) and Level 2 (42.2%) in 2010 increased from the previous year. Much of the increase can be attributed to the rescaling of the state exam. In 2010, 39.5% of all students placed in Level 3, a 28.4% decrease from the previous year. This can be attributed to the rescaling of the state exam. We are still, however, concerned about the low percentage of students placing in Level 4, although it increased 1.9% to 5.9% from the previous year. We are also concerned by the wide gap between the percent of students placing in Level 4 in ELA and the percent placing in Level 4 in Mathematics.

At the commencement of the 2009-2010 school year, the America’s Choice curriculum was introduced into the sixth grade. Teachers received extensive training on how to implement this new curriculum during the summer leading into the school year as well as during the school year. Students on the sixth grade are now being taught in a complete workshop model in which they receive instruction geared toward reading comprehension and writing skills on a daily basis. Classes are programmed into double block periods resulting in students receiving ten periods of Language Arts a week. This curriculum will be implemented into the seventh and eighth grades for the 2010-2011 school year.

ELL Students: Our ELL students continue to struggle in English Language Arts. In the 2009-2010 school year, 55.7% of the ELL students placed in Level 1, an increase from 14 percent in 2008-2009. Students placing in Level 2 made up 42.3% of the population, a decrease from 73.3 % the previous year. Only 2.1% of the ELL students placed in Level 3, a decrease from 12.8 %. Again, these results are largely attributable to the rescaling of the state test. 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.
- Continuing the Saturday Academy, which includes test sophistication and treatment of tests as a genre.
- Continuing to include content area teachers in our efforts to improve writing skills by ELL students. This includes professional development and common planning periods.
- 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 will continue to receive 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.
- Increasing the amount of ELL students in our Inquiry Team’s List of Targeted Students to enter the “Sphere of Success”—an initiative that has proved very successful in the past.
- Utilizing accountability measures, which include weekly meetings between supervisors, ESL faculty and content area teachers.

Students with Disabilities: We experienced significant drops in scores for students with disabilities, again largely attributable to the rescaling of the state test. In this population, 40.7% scored at Level 1, compared with only 3.3% the year before. The percentage of students with disabilities scoring at Level 2 decreased from 73.9% to 53.8 percent, and only 5.5% scored at Level 3, compared with 22.8% in 2008-2009.

The results for 2009 had been mixed. There was a decrease of 10.8% in the number 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. In June of 2010, preliminary data showed that approximately 29 students with disabilities did not meet the promotional criteria based on the ELA Exam.

We are still working on refining our ELA Special Education curriculum. The Voyager Reading Program will continue to be used in self-contained Special Education classes and in Reading Skills classes. America’s Choice will continue to be used in CTT classes. The use of America’s Choice will also be used for the first time with the 7th and 8th grade CTT classes. We have added an additional sixth-grade CTT class and we have begun collaboration between teachers of SETTS and General Education. We have hired a new Director of Special Services to oversee daily operations of all classes with SWDs as well as to foster collaboration between General Ed and Special Ed teachers.

MATHEMATICS:

In May of 2010, I.S. 228 was chosen to be the first school in New York City to implement the School of One curriculum into the regular school day. The School of One is a truly differentiated program of study that utilizes computer technology as well as intensive teacher involvement to determine exactly what each student needs to learn. Assessments are made daily and individual lesson plans are designed daily to address the specific needs of each student. We hope that this new cutting-edge curriculum will push our students’ proficiency to higher than 90% at levels 3 and 4 from the current 82%. By September of 2010, both the 6th and 7th grades will be using School of One for their daily math curriculum. Our school continues to conduct tours of this promising technology for educators from around the country and such dignitaries as Mayor Bloomberg and former Florida governor Jeb Bush.

All Students

In addition to Language Arts, we have seen a decrease in proficiency levels in the domain of mathematics. These results, however, are slightly better than the outcomes were for Language Arts. For 2009-2010 year, 10% were Level 1, compared with 2.8 % the previous year; 29.5 % were at Level 2, compared with 13.8% the previous year; at Level 3 were 33.7%, compared with 53.3% in 2008-2009; and Level 4s were 26.9%, compared with 30.2% the previous year.

ELL Students: Our ELL student scores in mathematics were extremely encouraging, with the amount of students scoring at Level 4 nearly doubling, from 15.1% in 2008-2009 to 20.1% in 2009-2010. However, the gains were less in other proficiency levels. The percentage of Level 1's increased from 13.4 in 2008-2009 to 24.6 in 2009-2010. In 2009-2010, 33.6% were at Level 2 in 2009-2010, compared with 24.4% in the previous year. Finally, 21.6% were at Level 3 in 2009-2010, compared with 47.1% the year before. We feel that the inclusion of these students in the School of One environment will contribute to an increase along all proficiency levels.

Students with Disabilities:

As with the ELL population, the number of students at Level 4 also increased in the Students with Disabilities category, with 3.3% at the top level in 2009-2010, compared with only 1.1 % the previous year. Unfortunately, despite the small success at the top level, the number of students achieving a Level 1 tripled, with 35.6% at that level in 2009-2010, compared with 12.2% the year before. Level 2 stayed about the same, with precisely half of the special education students at that level, compared with 48.9% the year before. At Level 3, the percentage in this population fell to 11.1% in 2009-2010 from 37.8% the year before. Students in CTT classes are able to take advantage of School of One math instruction as well as students in half of the self-contained classes.

SCHOOL ENVIRONMENT:

ATTENDANCE: For the past three years, the average rate in attendance has been 92%. 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.

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 in community and city-wide media outlets, especially the Chinese, Hispanic and Russian language media, in addition to traditional English-language media language.

SUSPENSIONS: For the year 2009-2010, there were 209 Principal's Suspensions reported, up from 191 the year before. The 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. There were 64 Superintendent Suspensions in 2009-10, compared with 41 the year before.

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.

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	7.3	Average	Average	Average
Communication	6.2	Average	Average	Below Average
Engagement	6.6	Above Average	Average	Below Average
Safety and Support	6.9	Average	Average	Average

For the year 2010-2011, 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. There will also be several more Title I workshops offered on various educational issues. We are implementing the Skedula online program from Datacation for improved communication with parents, who can get daily updates on their student’s performance online, as well as a new school Web page.
- **Safety and respect:** Continuing to address bullying related issues.

TEACHERS

- **Academic Expectations:** Increase opportunities for teachers to collaborate in improving their instructional practices through common planning periods and by implementing a “critical friends” system.
- **Communications:** Increase the amount of written information sent to parents as to what is being taught and what is expected to be learned. Some teachers will set up class websites with information for parents and students on them.

- **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:**

Employ strategies to promote respect and trust among the faculty and with the administration.
Involve teachers in the school's anti-bullying campaign.

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 all subject areas.

- **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.

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, 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 base 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” and 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.
- Performance by our Symphony Orchestra at the Inauguration of Marty Markowitz as Brooklyn Borough President.
- 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. The team placed first in the Junior-High Novice Division for four straight years, beginning in 2008.
- First place in the Tabula Digita Tournament – I Learn –OIT, NYCDOE in 2007.

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. Many of our teachers now have iPads for use in their classrooms.
- 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 (2010-2011), Approximately 300 students are participating in our after school program.

Updating of school’s physical condition:

- Modernization of school library.
- Parent Engagement Center.
- 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. 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.
- Title I Workshops to help parents prepare students for state exams.
- 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.

In conclusion, after conducting our needs assessment, the SLT found that 45.5% of our student population achieved a level 3 or higher on the NYS ELA Exam. The SLT feels that numerous steps must be taken in order to improve scores. Also, in accordance with the goals outlined in last year's CEP, the SLT feels a need to increase the awareness of proper peer relations for students. Steps need to be taken to expand upon the safe and comfortable environment that was a product of last year's action plan. As a result, our goals for the 2010-2011 will be focused on addressing these needs.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
Through professional development activities, and through the full implementation of the America's Choice curriculum, the number of students achieving a level 3 or higher on the 2011 NYS ELA Assessment will increase by 3%.	Through professional development activities, and through the full implementation of the America's Choice curriculum, the number of students achieving a level 3 or higher on the 2011 NYS ELA Assessment will increase by 3%.
According to the 2009-2010 state exam results, 40.7% of students with disabilities did not meet the promotional criteria based on NYS ELA exam scores and 35.6% of students with disabilities did not meet in Math. By June 2011, the percentage of students who fall into this category will decrease to 35% in ELA and 30% in Math.	According to the 2009-2010 state exam results, 40.7% of students with disabilities did not meet the promotional criteria based on NYS ELA exam scores and 35.6% of students with disabilities did not meet in Math. By June 2011, the percentage of students who fall into this category will decrease to 35% in ELA and 30% in Math.
By June of 2011, our SETSS students will see a scale score increase of five points on the NYS Math Exam through the use of the School of One curriculum.	By June of 2011, our SETSS students will see a scale score increase of five points on the NYS Math Exam through the use of the School of One curriculum.
By June of 2011, at least 80% of our student population will have been educated in sensitivity to bullying and sexual harassment.	By June of 2011, at least 80% of our student population will have been educated in sensitivity to bullying and sexual harassment.

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 2010-11 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, PLA, 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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Through professional development activities, and through the full implementation of the America's Choice curriculum, the number of students achieving a level 3 or higher on the 2011 NYS ELA Assessment will increase by 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Provide professional development on the incorporation of reading and writing skills into daily lessons not only to ELA teachers, but to Science and Social Studies teachers as well. • Incorporate the America's Choice curriculum into the 6th, 7th and 8th grades, which provides students with ten periods of Language Arts per week. Also, common planning periods will be provided for all teachers of core subject areas.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Title I SWP • Language Arts will be taught by teachers who hold licensure under the discipline of English for grades 7 through 12. These teachers will be fully state certified to teach English Language Arts for the middle grades.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Examine Acuity/Scantron student results to project student progress in the 2010-11 school year. 2. Use Voyager Interim ELA Assessment in February to monitor student progress. 3. Voyager online assessment component 4. Utilize the Acuity Basement tools – (ITAs and Predictive Assessments) 5. Portfolios and teacher assessment

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**Subject Area
(where relevant) :**

Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>According to the 2009-2010 state exam results, 40.7% of students with disabilities did not meet the promotional criteria based on NYS ELA exam scores and 35.6% of students with disabilities did not meet in Math. By June 2011, the percentage of students who fall into this category will decrease to 35% in ELA and 30% in Math.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>To achieve the goal, CTT teachers will receive extensive professional development and will meet regularly both as a department and with General Education teachers. SETSS students will be included in the School Of One Math Program as well as half of the self-contained SWD population. SWDs enrolled in CTT classes will learn ELA through the America’s Choice program. ELA Students with Disabilities in a self-contained setting will continue the Voyager ELA and Math Curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I SWP</p> <p>For the 2010-2011 school year, several new Special Education teachers will be hired. These will include CTT teachers and a new director of special services.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> - Examine Acuity/Scantron student results to project student progress in the 2010-2011 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

Subject Area
(where relevant) :

School Climate/Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June of 2011, at least 80% of our student population will have been educated in sensitivity to bullying and sexual harassment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Existing programs (Council for Unity, Shifting Boundaries, Anti-Bullying Campaign) will be supplemented by workshops for students and parents by John Halligan.</p> <p>Also:</p> <ol style="list-style-type: none"> 1. Continuing and expanding upon the anti-bullying campaign started by the school's 6th grade dean in the 2009-2010 school year. This campaign will now be school wide and include all three grades. 2. A slight reorganization of the school's administration resulting in the appointment of an Assistant Principal of Security and Discipline.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I SWP</p> <p>Council for Unity Liasons</p> <p>Assistant Principals, Deans and designated teaching staff</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The Learning Environment Survey results for 2009-2010 will help the SLT in assessing our success in achieving last year's goal regarding student safety and will allow us to modify our action plan for the 2010-2011 school year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7	44	20	20	44	20		1	4
8	56	46	46	56	35	1	4	4
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> 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 8 periods per week to 10 periods. Extended Day: 3:-4 PM, Homework help (Monday to Friday 3-6PM); Saturday ELL Academy (8-11 A.M.)</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>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.</p> <p>Extended Day: 3-4 PM, Homework help (Monday to Friday 3-6PM); Saturday ELL Academy (8-11 A.M.)<input type="checkbox"/></p>
<p>Science:</p>	<p><input type="checkbox"/> 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 (Monday to Friday 3-6PM).</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> 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 (Monday to Friday 3-6PM).<input type="checkbox"/></p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> 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.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Available as needed; crisis intervention; student testing; evaluations; IEP conferences.</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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 - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6,7,8

Number of Students to be Served:

LEP 80

Non-LEP 10

Number of Teachers 16

Other Staff (Specify) 1 supervisor for Saturday Academy

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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 an 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.

Section III. Title III Budget

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$17,611.23	<input type="checkbox"/> <p style="text-align: right;">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</p> <p style="text-align: right;">Chinese Art and Dance 1 Teacher x 4 hrs x \$49.89 x 18 wks = \$3,3592.08</p> <p style="text-align: right;">ESL After-school Program 1 Teacher x 3 hrs x \$49.89 x 18 weeks = \$2,694.06</p> <p style="text-align: right;">Bilingual Chinese After-school Program 1 Teacher x 3 hours x \$49.98 x 20 weeks = \$\$2,694.06</p>

		<p style="text-align: right;">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</p> <p style="text-align: right;">Total per session plus fringe = \$17,611.23</p>
Purchased services - High quality staff and curriculum development contracts	Contribution in-kind \$ 0.	<input type="checkbox"/> 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.	\$2,288.77	<input type="checkbox"/> Saturday ESL Academy Content-area books and materials; literature trade books, picture dictionaries, art and writing supplies = \$500.00 Chinese Art and Dance CDs; art supplies for scenery; fabric and notions for costumes = \$500.00 ESL After-school Program Content-area books and materials; literature trade books; = \$300.00 Bilingual Chinese After-school Program Content-area and bilingual books and materials; literature trade books; = \$300.00 Evening Parent ESL Program Bilingual dictionaries for parents; writing supplies; work books = \$5400.00 Staff Professional Development Supplies Writing supplies; chart paper for QTEL-related tasks for ESL teachers, ELA teachers and Math teachers of ELLs = \$288.77 <p style="text-align: right;">Total Supplies and Materials = \$2,288.77</p>
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A

Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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 reviewed the procedures in place to assist parents whose primary language is not English. Meetings were held with the Parent Coordinator and ESL Supervisor. The LAP committee met to discuss the need for translation and interpretation services for parents. Documents that are sent out to all parents were considered, and discussions as to which other documents will be needed in the future for translation were discussed. Adding part-time staff who are fluent in the languages spoken by our ELL parents was discussed, and we were fortunate to have added Betty Jiang to our school community as our Community Assistant. She helps as interpreter for all Parent Orientations and ongoing intake of new ELL students. The presence of two licensed Chinese bilingual teachers on our staff, as well, allows us to use their services to translate many documents that go out to parents, so that our large Chinese-speaking population is addressed. In addition, we use the services of the NYCDOE Translation Unit to translate our many flyers and brochures that go out to school parents throughout the school year. Our ELL Intake Team members also volunteer to translate notices and permission slips that go to the families of children who speak Spanish, Russian, Urdu and Arabic when time does not allow for a quick enough turnaround from the Translation Unit. Team members 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-teacher 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. In addition to the notices that were generated from the Translation Unit, thus ensuring communication in a timely

and successful manner. The members of our ELL intake committee have also volunteered their translation services as mentioned above, 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 DOE Translation Unit or school staff, whenever needed, 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 for you, " in the targeted language. (Example: Uzbek- and Georgian-speaking parents.)

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 from ELL Intake Team and, occasionally, parent volunteers will provide translation and interpretation services. Our Parent Coordinator, bilingual Community Assistant, and School Secretary will assist parents in obtaining information in their own language by utilizing the translation and oral interpretation services provided by NYC DOE, or by securing an outside contractor, as was the case last 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 2010-11:	\$576,756	\$316,400	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,952		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,838	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$57,676	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94%

6. If the percentage of high quality teachers during 2009-2010 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.

For the 2010-2011 we anticipate filling all vacancies with “highly quality teachers.”

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

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. This School Parent Involvement Policy has been updated on June 21, 2010, 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.

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 2010-2011..

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

Section I: Schoolwide Program (SWP) Required Components

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 for overall description of our programs, as well as Appendix 1)

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 pages pages 5 and 6, and Appendix 1)
o Help provide an enriched and accelerated curriculum.

o (See page 16, “strengths of our school” section)
o Meet the educational needs of historically underserved populations.

(see pages 12-14)
o 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)
o Are consistent with and are designed to implement State and local improvement, if any.
 Appendices 1-4

3. Instruction by highly qualified staff.

- 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 17)

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.

1. 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. For the year 2010-2011, we are adding the innovating "School of One" computer-based mathematics program, as well as America's Choice for ELA. Both of these programs have a built-in assessment component.

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 them 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. For 2010 to 2011, we will be focusing on anti-bullying activities (see Action Plan)

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$484,475	True	pg 19-21
Title I, Part A (ARRA)	Federal	Yes			\$313,275	True	pg 19-21
Title II	Federal		No				

Title III	Federal		No			
Title IV	Federal		No			
IDEA	Federal		No			
Tax Levy	Local		No			

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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 two students in temporary housing who are currently attending our school. An allocation of \$2,886 has been set aside to provide services and support for these students.
2. Please describe the services you are planning to provide to the STH population.

On a "as needed basis," we plan to:

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

Part B:

Part B - For Non-Title I Schools

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_21K228_110110-143312.docx

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 (2010-2011) Language Allocation Policy to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS

GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN533	District 21	School Number 228	School Name David A. Boody
Principal Dominick D'Angelo		Assistant Principal Scott Herman	
Coach Cathy Hayes, Math Coach		Coach type here	

Teacher/Subject Area Carolyn LeBel, ESL Coordinator	Guidance Counselor Elaine Polemeni
Teacher/Subject Area Ching Fang Chen, Bilingual	Parent Laura Lopez
Teacher/Subject Area James Eugenio, ELA	Parent Coordinator Theresa Francis
Related Service Provider Nancy Panarella	Other Betty Jiang, Community Assist't
Network Leader Nancy Ramos	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	809	Total Number of ELLs	139	ELLs as Share of Total Student Population (%)	17.18%
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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.

Paste response to questions 1-6 here

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. Spanish-speakers make up the next largest group, followed by speakers of Uzbek, arabic and Georgian. At David A. Boody, the Language allocation Policy is a living document that reflects the constantly-changing composition of our ELL student body. It is shared with all staff meetings at staff conference and grade meetings so that all classroom teachers and administrators are aware of who the Ells are in their classrooms and the programs we have created to address ELL student needs. Suggestions and questions from staff are addressed on an ongoing basis.

Identification and Placement of ELLs:

1. To identify and place our ELLs in language-learning programs, we have organized 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; former ELL ISS, SDA; fluent in French
Floyd Baty	ESL Teacher	Licensed ESL teacher, speaks some Russian and Spanish

Ching Fang Chen Bilingual Teacher Licensed Chinese Bilingual teacher

Dong Yan Bush 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 Grade 8 Dean Fluent in Hebrew

Betty Jiang Community Assistant Fluent Cantonese and Mandarin

Fran Favaloro Secretary Fluent in Italian

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.

2. 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 on an ongoing basis. 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.

3. 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.

4. 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. This year we invited a local Chinese-language television station (Sinovision) to visit our Chinese TBE program, and they came and interviewed teachers and students and aired a piece on our school on their network.

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 DOE Translation Unit and 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 both the Parent Coordinator and the Mandarin- and Cantonese-speaking Community Assistant are available to help meet their needs.

5. After reviewing the Parent Survey and Program Selection forms for the past four years, we have noticed two trends: One is clearly that new incoming Chinese immigrant families are choosing Transitional Bilingual Education. Four 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 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. We hired a third bilingual teacher in September 2010. 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 well as a Dual Language Spanish/English program. At I.S. 228K, we steadfastly follow Part 154 of the Chancellor's Recommendations, and believe that parent choice is paramount. This year, we have 45 parents who chose TBE for their Children -- all Chinese speakers. Previously, these parents stated, they were paying to send their children to "Chinese school," and were very happy to hear that the children could continue their Chinese language studies at our school with a highly qualified teacher. As of today, parents of the other languages represented at our school have chosen Freestanding ESL, stating, for the most part, that they preferred their children to be "in English classes all day long." At our Orientation meetings, we encourage each parent to consider choosing a bilingual program of either type, as we believe that a strong bilingual education produces the most successful learners. We are, as we said above, considering starting a Dual Language program regardless of whether we have enough requests and then doing an outreach to the community to show them the benefits of having their child join in.

6. As of now, our program models are aligned with parent requests

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained							0	0	0					0
Push-In							3	3	3					9
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	114	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	9

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	46	0	0	1	0	0	0	0	0	47
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	68	0	2	15	0	9	9	0	6	92
Total	114	0	2	16	0	9	9	0	6	139

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	9	10	11	12	TOTAL
Spanish														0
Chinese							12	6	28					46
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	12	6	28	0	0	0	0	46

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	9	10	11	12	TOTAL
Spanish							9	10	5					24

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese							6	11	8					25
Russian							1	2	2					5
Bengali							0	1	0					1
Urdu							3	2	3					8
Arabic							3	1	1					5
Haitian							0	1	0					1
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	1					1
Other							7	4	12					23
TOTAL	0	0	0	0	0	0	29	32	32	0	0	0	0	93

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

Paste response to questions 1-4 here

1. How is Instruction delivered?

a. 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. 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." 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, we have listed 3 "push-in" cohorts for each grade level because there are beginners, intermediates and advanced students at each grade level. 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 "push in."

(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.

b. 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 have "push in " ESL together as a group. Sixth and seventh grade Beginner ELLs attend ESL in a heterogeneous group, during Magnet period, 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. Advanced eighth grade ELLs attend 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 plus an eighth grade Chinese bilingual class. ELLs in each of these programs 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.

2. 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, 7th and 8th grade ELLs receive all ESL instruction from the licensed Chinese bilingual teacher. She teaches eight periods per week of ESL for all TBE students, but 4 of these periods are broken into two groups so that the Advanced ESL students in this program receive ELA instruction from her as well in a differentiated setting. 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 is delivered by as licensed bilingual teacher, (although a very recent move to another school by our third bilingual teacher has necessitated their being served by a licensed ESL teacher for Social Studies and Science until a replacement can be found.). 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 814» C= Instruction in Chinese, E = Instruction in English, no mark= Chinese or English differentiated by time period within the class flow or by day of the week, depending on student need

Eighth Grade

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Time
1	ESL/ELA (E) Chen Room 329	ESL/ELA (E) Chen Rm 329	ESL/ELA (E) Chen Rm 329	ESL/ELA (E) Chen Rm 329	Science Leung Rm 325	8:06-8:54
2	ESL (E) Chen Rm 329	ESL (E) ESL Chen Rm 329	Soci. Studies (E) Leung Rm 325	SS/ESL (E) Leung Rm 325	ESL (E) Chen Rm 329	8:56-9:44
3	CLA (Ch) Chen Rm 329	CLA (Ch) Chen Rm 329	CLA (Ch) Chen Rm 329	CLA (Ch) Chen Rm 329	Gym gym	9:46-10:34
4	Soc Studies	Social Studies	Gym	Science	Math (E)	10:36-11:24

	Leung Rm 325	Leung Rm 325	gym	Leung Rm 325	Yan Rm 327	
5	Math ©	Math ©	Math ©	Math ©	Math ©	11:26-12:14
	Yan Rm 327	Yan Rm 327	Yan Rm 327	Yan Rm 327	Yan Rm 327	
6	Science	Math (E)	Science	Math (E)	CLA (Ch)	12:16-1:04
	Leung Rm 325	Yan Rm 327	Leung Rm 325	Yan Rm 327	Chen Rm 329	
7	Lunch	Lunch	Lunch	Lunch	Lunch	1:06-1:54
8	Magnet	Magnet	Magnet	Magnet	Magnet	1:54-2:44

3. 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. All IS 228 staff and administrators are engaged, during staff and grade meeting, in aligning the curriculum with the new Core Curriculum standards, with discussion and planning for ESL scaffolding as well.

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 through the addition of bilingual dictionaries, texts in native languages and leveled books. Buddies who speak the same native language are assigned, whenever possible, in the regular classrooms to help provide native language support to fellow students.

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 and Social Studies classes are taught in English by a licensed bilingual/ESL teacher with native language support. Bilingual Interactive learning activities, Smartboard technology with native language support through CD-ROMs, individual laptops, and a growing library of leveled and native language books are used to engage students in learning.

4. Differentiation of Instruction for Subgroups:

SIFE: SIFE will be served with interventions that are appropriate to their needs: They will be placed in Beginning ESL classes, and in the 601,701 or 801 regular classrooms. Differentiated instruction and classroom libraries for beginning readers and various manipulatives in math and science are available. They will be placed in after-school intervention programs in reading and math for ESL students, using the RIGOR program and various math interventions that are developed through our School of One and available on a 1-1 learning situation. In addition SIFE students will attend our funded reading program, depending on scheduling demands..

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) or the 8th grade bilingual class (814), 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.

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



Native Language Arts and Native Language Support	
The chart below is a visual representation designed to show the variation of NLA usage/support across the program	
Please note that NLA support is never zero.	
NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. 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 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.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. 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 program.

and the ENHANCE program for collaboration and conflict resolution skills.

6. 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.

7. 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. If resources allow, we would like to start planning for a new Dual Language Program in the language for which we find the best response after an outreach to parents in the school and local community.

8. No Services to be Discontinued:

We plan to expand, not decrease services to ELLs across the board.

9. 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 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.

10. 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 classes 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. In addition, I.S. 228 is one of the three schools citywide to participate in the School of One initiative, so that Math instruction is achieved through this innovative, interactive computer-based learning program.

11. 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.

12. Services support and Resources Correspond to ELLs' ages and grade levels:

All services, materials and curricula are age and grade appropriate.

13. 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.

14. In addition to ESL and Native Language Arts for bilingual students, some ELLs may take Latin or Mandarin as a Foreign Language and we are discussing the possibility of offering more language electives depending on funding.

C. Schools with Dual Language Programs

D. 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.

Paste response to questions 1-3 here

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

1. All ELL staff attend the annual Dual Language Symposium and can choose from one or two PD Institutes or programs offered by the District. 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. In addition, a representative from our CFN conducts workshops in scaffolding for ELLs in the regular classrooms.

2. Assistant Principals on each grade meet with the ESL Coordinator and teachers of ELLs to pinpoint issues concerning transition from elementary or to high school during team planning sessions. Eighth grade ELL students are offered applications to the CUNY program for ELLs transitioning to high school.

3. 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 2010-2011 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 can attend at various times, depending on their own schedules. Any teacher who has not completed the 7.5 hours of ESL training as per Jose P. can do so before the end of the school year by attending the requisite number of hours of these workshops. These teachers may also enroll in courses and workshops offered by the DOE and by our Network, and they may receive training from our ELL Coordinator.

E. 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?

Paste response to questions 1-4 here

1. 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 on Wednesdays 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. This evening schedule enables the parent ESL classes to accommodate a large group of ELL parents.

2. IS 228 partners with other agencies and CBOs to provide workshops to ELL parents. Through our 21st Century grant, and the CBO, ENACT, we offer a series of parent workshops led by counseling professionals to strengthen family and parent/child relationships. We are also able to offer twice-weekly ESL workshops to ELL parents through this funding.

3. We evaluate the needs of the parents through several approaches: Our Parent Coordinator sends out flyers and invitations to ELL parents, and other parents, with dates and times of workshops. Parents are asked to reply with suggestions or requests for other workshops at different times, etc. At PTA meetings, to which ELL parents are urged to come, we conduct discussions as to the types of parent programs that are desired by parents. We also periodically send out questionnaires concerning parent needs translated into various languages that are present in our school community.

4. Our parent activities address the needs of parents by providing the most asked-for services, such as the adult ESL program and the counseling program; and our open-door policy, for parents to use the Parent Engagement Center and communicate with the Principal or Parent Coordinator whenever they need to, fosters a feeling of community and creates high levels of parent involvement. We also encourage parents, especially ELL parents, to accompany students on field trips to cultural and historic sites; and parents regularly contribute food and costumes from their cultures to dance recitals and school celebrations. Our Parent Engagement Center offers internet access to parents, and our Intake Team members, together with selected student interpreters, provide ad hoc interpreting assistance to parents who come to school to communicate with teachers or staff.

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	0						13	10	22					45
Intermediate(I)							16	11	20					47
Advanced (A)							12	18	16					46
Total	0	0	0	0	0	0	41	39	58	0	0	0	0	138

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							4	5	8				
	I							7	5	13				
	A							16	24	14				
	P							6	2	14				
READING/ WRITING	B							9	7	18				
	I							9	11	23				
	A							11	13	10				
	P							1	6	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4					0
5					0
6	6	8	1	0	15
7	12	13	3	0	28
8	21	8	0	0	29
NYSAA Bilingual Spe Ed			1		1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4	0	13	2	1	6	0	2	28
7	12	0	11	1	7	2	4	2	39
8	13	2	10	7	4	5	1	13	55
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									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	12		2		9				23
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	0	5	9	15				

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 do 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.

Paste response to questions 1-6 here

1. IS 228 Uses Acuity testing, teachers' running records, LAB-R and NYSESLAT data and diagnostic testing from

the Highpoint series for English Language Learners to assess early literacy skills of ELLs. We will be using the RIGOR program as assessment tools as well. this information helps our school's instructional plan by letting us know at what level to begin instruction , and it gives us an idea of specific skills to teach to discreet groups of ELLs.

2. LAB-R data patterns reveal that our newcomer ELLs are virtually all on the Beginner level, with no very little or no English proficiency. In the first year, 113 or our 138 ELLs are Newcomers with 0-3 years of ESL service. As our ELLs progress, NYSESLAT data patterns reveal that listening and speaking skills progress as expected in the first 2 years, as BICs develop, and by year three most ELLs have made progress in reading comprehension, but that the most difficult skills for our ELLs to acquire, are writing skills. The data shows that writing, including basic English grammar and mechanics of writing, is the area most in need of work. An examination of Advanced ESL students' scores shows that many scored overall as Advanced, passed the Listening and Speaking portion of the NYSESLAT, while their reading and Writing scores were at the Advanced level. within that group, Writing cores were lower than Reading in many cases.

3. 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 are increasing the emphasis on this aspect of the curriculum during the school day and also in our supplemental programs. In addition, writing activities have been added to the base curriculum in ESL, and the connections between ELA instruction and ESL instruction are emphasized. Students are offered an increased range of genres to explore, and staff collaborate to create and share rubrics for writing. Reading and Writing activities in the ESL classes have been expanded from the textbook- driven tasks to include playwriting and play reading, followed by play production, including hands-on interactive activities around set design and scenery-making. Through this last part , we bring fine arts into the mix, since research shows that collaborative, interactive activities in the Arts promote collaborative problem-solving proficiency. Through the scaffolds of text re-presentation and schema-building that are so integral to the success of fine and dramatic arts activities, English proficiency is increased. We follow the mandates of the QTEL leader, Aida Walqui: amplify and simplify language!

4. 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. Looking at our Math results from 2009-2010, the advantage of taking tests in the native language for ELLs is illustrated by noting that there were more level 3's (1) and 4's (2) in the NL category than there were in the English category (1) and (2) respectively. In the 6th and 7th grades (where we had a bilingual program last year); and in the 8th grade, while there were 13 level 1's in the English category and only 2 in the NL category, virtually the opposite was true in the Level 4 group, with 13 level 4's in the NL category and only 1 in English. We don't have sufficient data for Social Studies or Science to make a comparison.

b. Periodic assessments: ELL Team members (all ESL teachers and ESL Coordinator) review the ELL Interim Assessment scores and use them to look at the types learning standards and question types that need the most instruction. Teaching plans are 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.

5. N/A

6. 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.

Additional Information

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

Paste additional information Here:

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominick D'Angelo	Principal		November 1, 1010
Scott Herman	Assistant Principal		
Theresa Francis	Parent Coordinator		
Carolyn LeBel	ESL Coordinator		
Laura Lopez	Parent, PTA Co-president		
Ching Fang Chen	Teacher/Bilingual Teacher		
James Eugenio	Teacher/ELA		
Cathy Hayes	Math Coach		
	Coach		
Elaine Polemeni	Guidance Counselor		
Nancy Ramos	Network Leader		
Nancy Panarella	Director of Special Services		
Betty Jiang	Community Assistant		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 228 David A. Boody					
District:	21	DBN:	21K228	School		332100010228

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.3	94.2	93.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	301	236	227				
Grade 7	299	312	251				
Grade 8	318	319	331				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	5	2				
Total	919	872	811				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.2	93.7	94.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	63.0	77.2	78.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	6	6

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	48	46	30

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	51	44	43	Principal Suspensions	160	191	209
# in Collaborative Team Teaching (CTT) Classes	21	29	36	Superintendent Suspensions	31	41	64
Number all others	35	39	41				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	25	TBD	Number of Teachers	69	66	65
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	15	10
# receiving ESL services only	110	85	TBD	Number of Educational Paraprofessionals	3	8	11
# ELLs with IEPs	7	27	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	3	17	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	71.0	68.2	83.1
				% more than 5 years teaching anywhere	58.0	56.1	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	77.0	86.2
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	100.0	96.2	89.3
Black or African American	19.3	16.4	13.8				
Hispanic or Latino	20.6	22.6	23.9				
Asian or Native Hawaiian/Other Pacific	32.2	33.7	33.7				
White	28.0	27.2	28.5				
Male	56.1	56.3	56.1				
Female	43.9	43.7	43.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf