Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : I.S. 228 DAVID A. BOODY MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K228

PRINCIPAL: DOMINICK D'ANGELO EMAIL: DDANGELO3@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Dominick D'Angelo	*Principal or Designee	
Lea Silverman	*UFT Chapter Leader or Designee	
Victoria Marascia	*PA/PTA President or Designated Co-President	
Anne Cianci	DC 37 Representative, if applicable	
n/a	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
n/a	CBO Representative, if applicable	
James Eugenio	Member/SLT Chairperson/Teacher	
Amanda Woehrle	Member/Teacher	
Emanuela Ashiku	Member/Teacher	
Maria Cavaretta	Member/Title I Chair	
Tami Manfredi	Member/Parent	
Annmarie Ruriani	Member/Parent	
Jane Lee	Member/Parent	
Bonnie DeRossi	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June of 2012 70% of students will be able to produce a level 3 or higher argumentative piece of writing as assessed by a four point grade level rubric using adequate support.

Comprehensive needs assessment

- After reviewing student portfolios in Language Arts classes as well as looking at student work across all content areas, it has been decided that in order for our students to adequately meet the Common Core State Standards for writing and be college and career ready, argumentative writing must be taught across the major content areas, including but not limited to Language Arts, Social Studies and Science.

Instructional strategies/activities

a) In ELA classes, the Writing Matters Curriculum will be used. This curriculum is heavily rooted and aligned to the CCSS and fully teaches the entire writing process with technology infusion.

b) Teachers of ELA as well as our school's literacy coach will work closely with teachers of Science and Social Studies to help create bridges between all three subject areas. This will be done through meetings in which instructional strategies are shared and student work is reviewed as well as cross-curricular projects and assignments.

c) Teachers in all three content areas will receive professional development on how to properly support students when writing argumentative pieces.

d) Teachers will increase the amount of nonfiction materials and texts used for instruction. These texts will include various examples of argumentative sources from a variety of sources, both current and historical.

Strategies to increase parental involvement

- Parents can communicate with teachers about the curriculum via e-mail as well as through our school's website and Skedula. Parents will be informed of instructional strategies being used and our increased focus on argumentative writing at our PTA meetings. A workshop focused on the implementation and purpose of the CCSS may also take place for parents through Title I.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers across all content areas will receive extensive professional development. This professional development will cover topics related to this goal such as instructional shifts created by the CCSS, literacy supports questioning, and training in teaching editorial writing from Writing Matters. Teachers will meet regularly with our school's literacy coach as well as a special coach provided by Teaching Matters, the company that created the Writing Matters curriculum. Teachers involved in achieving this goal are licensed to teach English Language Arts to grades 7-12, Social Studies to grades 7-12, Science to grades 7-12 and Special Education (multi-subject) to grades 5-9.

Service and program coordination

- Teaching Matters, who funds and operates the Writing Matters curriculum, will provide both on and off site assistance through a writing coach. We also provide support to teachers through an F status Literacy Coach.

Budget and resources alignment

- As a Title I SWP School conceptual consolidation will allow us to combine federal and local funds such as fair student funding (Tax levy, Title I funds, Title III and human resources) to implement this action plan from September 2011 to June 2012 as indicated below. Additional funds are allocated through Writing Matters and per session provided through 21st Century Learning Grants.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June of 2012, 50% of students with disabilities will demonstrate an increase in scale score of 10 points on the New York State Math Exam.

Comprehensive needs assessment

- According to last year's NYS Math Exam results, 85% of SWDs achieved a proficiency level of 1 or 2. Only 16% managed to achieve a level 3 or higher.

Instructional strategies/activities

a) Select SWDs will be identified and participate in the School of One curriculum to supplement what is being taught to them in their self-contained special education math classes.
b) I.S. 228's School of One program offers students unique and individualized instruction specifically geared towards the needs of the individual student.
c) I.S. 228 offers afterschool math tutoring to all its students twice a week in small group settings.
d) Many of our SWDs who achieved a low proficiency level on last year's NYS Math exam will attend an additional math skills class once a day. Also, selected whole CTT classes will attend a math skills class as part of their regular program. This will be in addition to their regular math instruction.

Strategies to increase parental involvement

- Free workshops will be offered for parents on how to help their children prepare for the NYS Math Exam.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will attend professional development sessions and daily common planning meetings. The Inquiry Team, which will be playing an important role in monitoring the achievement of this goal, will share their work and findings with the entire staff as well as develop strategies for teachers of this population. Teachers involved in achieving this goal are all highly qualified to teach mathematics and include both licensed teachers for mathematics grades 7-12 as well as special education multi-subject.

Service and program coordination • Activities, both in-school and after school, will be coordinated using the School of One program. We have a full time Math Coach who offers support to teachers as well as students.
Budget and resources alignment • As a Title I SWP School conceptual consolidation will allow us to combine federal and local funds such as fair student funding (Tax levy, Title I funds, Title III and human resources) to implement this action plan from September 2011 to June 2012 as indicated below. Per session funds provided by School of One.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June of 2012, 50% of black and Hispanic students will demonstrate an increase in scale score of at least ten points on the New York State Math Exam.

Comprehensive needs assessment

- After reviewing the results of the 2011 NYS Math Exam, it was noted that a vast majority of black and Latino students did not meet the proficiency standard for their expected grade level. Only approximately 38% of Hispanic students of both genders achieved a level 3 or higher while just 34% of black students were deemed proficient.

Instructional strategies/activities

a) I.S. 228's School of One program offers students unique and individualized instruction specifically geared towards the needs of the individual student.
b) I.S. 228 offers afterschool math tutoring to all its students twice a week in small group settings.
c) Those students who did not achieve a proficiency level of two or higher on the NYS Math Exam will attend a daily Math Skills Magnet to receive additional help in targeted areas of deficiency.

Strategies to increase parental involvement

- Free workshops will be offered for parents on how to help their children prepare for the NYS Math Exam.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will attend professional development sessions and daily common planning meetings. The Inquiry Team, which will be playing an important role in monitoring the achievement of this goal, will share their work and findings with the entire staff as well as develop strategies for teachers of this population. Teachers involved in achieving this goal are all highly qualified and licensed to teach mathematics to grades 7-12.

Service and program coordination

- Activities, both in-school and after school, will be coordinated using the School of One program. We also have a full time math coach that provides support to teachers and students.

Budget and resources alignment

- As a Title I SWP School conceptual consolidation will allow us to combine federal and local funds such as fair student funding (Tax levy, Title I funds, Title III and human resources) to implement this action plan from September 2011 to June 2012 as indicated below. Per session employment provided by School of One.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June of 2012, 50% of students in our ELL population will increase at least one proficiency level on the NYSESLAT.

Comprehensive needs assessment

- Upon reviewing the 2011 NYSESLAT results, it was noted that a vast number of students were unable to test proficient in the modalities of reading and writing. This is disproportionate to the amount of students testing proficient in the modalities of listening and speaking.

Instructional strategies/activities

a) Afterschool remedial English Language Arts classes will be offered twice a week.
b) ESL teachers will devote more class time and inform instruction in accordance with the different modalities of the NYSESLAT, with special attention to the modalities of reading and writing.
c) Saturday ESL classes will be offered for ELLs students.
d) ESL teachers will increase the amount of time spent in the language lab, thus affording students more opportunities to utilize the Rosetta Stone program for listening and speaking.
e) Certain classes containing beginner ELLs will receive an additional reading skills class as part of their regular weekly program of instruction.
f) Incorporating Achieve 3000 into the Instructional curriculum offered to ELLS.

Strategies to increase parental involvement

- I.S. 228's Parent Engagement Center offers a variety of materials and resources for parents of ELLs in all languages. Our parent coordinator serves as a liaison for the majority of our parents of ELLs, providing translation services in both Mandarin and Cantonese. All parents are welcome to attend our free workshops for parents on how to prepare their children for the NYS Exams that we will be holding later in the school year through Title I.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers of ELLs will receive an extensive amount of professional development. This professional development, which is part of a program known as ELL Instructional Leadership, will be given several times throughout the school year. All staff will be familiar with our Language Allocation Policy (LAP). Teachers involved in achieving this goal are licensed ESL teachers.

Service and program coordination

- Our afterschool program is operated under the 21st Century Learning grant. Other programs run in accordance with Title III.

Budget and resources alignment

- As a Title I SWP School conceptual consolidation will allow us to combine federal and local funds such as fair student funding (Tax levy, Title I funds, Title III and human resources) to implement this action plan from September 2011 to June 2012 as indicated below.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	48	40	N/A	N/A	6	N/A	4	N/A
7	31	14	N/A	N/A	2	N/A	4	N/A
8	30	16	N/A	N/A	5	N/A	10	N/A
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	**Students who are at risk in the area of Language Arts receive supplemental ELA Reading Skills instruction once a day. This instruction is provided through the online Voyager program and Achieve 3000 as well as teacher-made materials. Selected whole classes (such as a beginner ELLs class) are also programmed for an additional Reading Skills class. Afterschool ELA tutoring is also available to all students twice a week.**
Mathematics	**Students who are at risk in the area of Mathematics receive supplemental Math Skills instruction one period a day. This instruction is provided in small groups using teacher made materials created through the School of One Program as well as assessments and work created through Edperformance and Math Connects. Targeted students also receive pull-out math services. Selected whole classes (such as ICT classes) are programmed for an additional Math skills class. Students are also given an opportunity to attend afterschool Math tutoring through the School of One program.**
Science	**N/A**
Social Studies	**N/A**
At-risk Services provided by the Guidance Counselor	**The guidance counselor consults with teachers and utilizes all available data to provide the most appropriate services possible to her individual cases. She follows the crisis protocol and reinforces the ideas behind our school's anti-bullying program with students. She sees students both one-on-one and in small groups depending on the student's needs. Students are pulled out of non-core subjects to meet with her.**

At-risk Services provided by the School Psychologist	**No students are currently receiving regular services by the school psychologist, however she is on hand to see students on an as-needed basis. She is responsible for coordinating the services evaluation process for students and serves as a liaison between the student, their parents and their teachers in this process.**
At-risk Services provided by the Social Worker	**The Social Worker meets with students at a minimum of once weekly, sometimes twice depending on the student's individual needs. Students will use part of their lunch period to meet with her or they are pulled-out of non-academic classes. She is also available to see students as-needed in addition to their regularly scheduled appointments. The Social Worker's primary function is to provide support to students within their individual situations.**
At-risk Health-related Services	**N/A**

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; how to prepare your child for the NYS Exams; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 21K228 **School Name:** David A. Boody

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: X Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: ☐ Basic X Focused ☐ Comprehensive

Intervention: X School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) ☐ Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

   David A. Boody's SWD and LEP students have failed to meet AYP for two consecutive years as evidenced by the NYS ELA exam grades 6, 7 and 8. Our goal this year is for our SWD and LEP students to demonstrate progress towards achieving basic standards in literacy, as measured by a 3% increase on the 2012 NYS ELA exam as compared to the 2011 ELA exam. The groups were identified by a careful analysis of the 2011 ELA results, including the item skill analysis in ARIS.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

   Intermediate School 228K will implement intervention plans during the school day and after school to support improved achievement in literacy of our SWD and LEP students. In grades 6, 7 and 8, our after school program for LEP students will span five months and will concentrate on the specific needs of our LEP students to prepare for the NYS ELA and NYSLAT exams. The teachers will provide proficiency level small group instruction in literacy. Appropriate skills and strategies will be taught by ELA and ESL licensed teachers. The program will run each Tuesday and Wednesday for two hours. The duration of the program will be from November to April serving the majority of our ELLS. The intervention program for our SWD will run twice a week during our elective/magnet period to target the specific needs of our SWD. Small groups will receive small group instruction in literacy by teachers who have demonstrated expertise and are skilled in working with special education students. The program will run from November through April twice a week for 48 minutes.

Part B: For Title I SINI Schools Only

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

   The funding for our Professional Development will allow the school to implement and sustain a Language Framework, Questioning Techniques, Differentiated Instructions and Common Core Workshops. There is a need to improve teacher practice to support increased student performance. Teachers SWD and LEP students will have an increased opportunity to improve their practice, work collaboratively, and increase their understanding of the needs and strengths of SWD and LEPs. Teachers will collaborate and craft student profiles and craft alternative strategies in order to promote greater student success. Professional Development will take place several times a month in after school

sessions and during the school day by our Literacy coach, Assistant Principals, network personnel and consultants from Literacy Supports, Teaching Matters and Education Consortium.

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

   IS 228 is committed to further developing the effectiveness of our teachers. We have paired experienced teachers with newer teachers, instituted common planning periods and initiated a critical friends program. Our Assistant Principals and coaches provide on-site professional development includes but is not limited to classroom environment, writing goals, questioning and discussions, differentiation, and Language Frameworks for both new and experienced teachers. This mentoring is done via staff developers modeling, debriefing sessions, and inter-visitations and the sharing of best teaching practices.

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

   David A. Boody Intermediate School will notify parents about the school's identification as a school in Need of Improvement by utilizing the parent letter template provided by the State Department of Education. The school will customize the letter to address and reflect our school's specific needs and services.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Debra Maldonado/Nancy Ramos	District 21	Borough Brooklyn	School Number 228
School Name David A. Boody Intermediate School			

B. Language Allocation Policy Team Composition ⓘ

Principal Dominick D'Angelo	Assistant Principal Scott Herman
Coach	Coach type here
ESL Teacher Carolyn LeBel ESL Teacher	Guidance Counselor
Teacher/Subject Area Dong Yan Bush, Bil.Tchr.	Parent Maria Cavaretta
Teacher/Subject Area Claudia Montoya, Spanish Tchr.	Parent Coordinator Betty Jiang
Related Service Provider	Other John LaLima, Testing Coord.
Network Leader	Other James Eugenio, SLT Chairperson

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	825	Total Number of ELLs	148	ELLs as share of total student population (%)	17.94%

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. Our largest group of English Language Learners is made up of Chinese-speakers.

Identification and Placement of ELLs:

1. To identify and place our ELLs in language-learning programs, we have organized as follows:

(a) and (b) (Procedures to accommodate Parents with NL support during HLIS intake, and Languages Spoken/Licenses Held by Participating Pedagogues) addressed here:

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 with Native Language support. 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, ESL teacher, Bilingual Chinese teacher , Parent Coordinator, and other pedagogues and school staff who are fluent in various languages. The ESL Coordinator , ESL teacher , Bilingual teacher, or bilingual (Chinese) Parent Coordinator, who is a licensed Guidance Counselor, conducts the interview, accompanied by another member of our staff who speaks the family's native language if the parent speaks a language other than Chinese or English. If necessary, when appropriate staff members are not available, the Translation Unit will be called to help with translation/interpretation over the phone. 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
Betty Jiang	Licensed Guidance Counselor,	bilingual Chinese/English: fluent in Mandarin and Cantonese
Dong Yan Bush	Bilingual Teacher	Licensed Chinese Bilingual/ Math teacher
Claudia Montoya Gaudreau		Licensed Spanish, CB: fluent in Spanish; working on Bilingual Extension
Nataliya Gasidzhak	Math Teacher	Licensed Math teacher; fluent in Russian and Ukrainian
Lea Silverman	Grade 8 Dean	Licensed social Studies Teacher, Fluent in Hebrew
Fran Favaloro	Secretary	Fluent in Italian

Based on parent responses to the HLIS, the ESL Coordinator determines if the child is eligible for LAB-R testing and, within 10 days of admission, administers the LAB-R test. For Spanish-speakers, the Spanish teacher then administers the Spanish LAB test. Testing is conducted by a licensed pedagogue in a classroom under approriate testing conditions. Results are hand-scored by the administering

teacher and kept by the ESL Coordinator and/or the Testing Coordinator in a "Continuous Testing" file. 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. If either have been taken previously, then, depending on the child's level of English Proficiency, the ELL student is 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 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.

(c)

Proscribed steps are taken at I.S. 228 to ensure that all ELLs in our school take the NYSESLAT in the Spring of each year. ATS reports are consulted by the ESL Coordinator and theTesting Coordinator, who meet regularly throughout the year to ensure that students do not "fall through the cracks." First, the RLER reports in ATS, which list (a) all students who are eligible for LAB-R testing and all (b) students who are eligible for NYSESLAT testing, are printed weekly, to capture all students who are currently ELLs and all those who have been admitted wihin the week who need to be LAB-r tested. During the first month of school, we print these reports every 2 or 3 days and compare them against class lists and admission/discharge reports. We also print out the RLAT report from ATS to determine which students are continuing ELLS and which have "tested out" in the past two years. From this report we can assemble a list of former ELLs who have become proficient in English within the past 2 years and who, therfore are to be given the same testing accommodations on the upcoming State exams as our current ELL population. To be sure that information is correct for all ELLs and to look at their test history in total, we also print out the schoolwide REXH report several times a year . In the Fall, we can look at each ELL's test history to be sure that he or she did not "test out" at an earlier date, or to look at progresss over time on the NYSESLAT. We print the RYOS report from ATS to look at ELLs' number of years of ESL service in order to know who must be exempt from the ELA exam in the coming year and to place ELLs in the newcomer, 4-6 year or long-term ELLs categorry . Depending on where they fall in these ranges, we can place them in groups to receive particular interventions or place them in targeted after-school and Saturday programs for ELLs that are offered through our Title III supplemental program. The RNMR report, which details ELLs' performance on the four modalitites of the NYSESLAT exam, is consulted to understand particular students' strengths and areas that need support in order to guide instruction.

Throughout the school year, the ATS reports mentioned above are printed to include recent admits so that we can make sure all the ELLs in our building are accounted for and given appropriate services.

The NYSESLAT is administered each spring during the testing period proscribed by New York State. It is administered by all the ESL and Bilingual teachers as well as by other licensed teachers on our staff. Our testing calendar is posted and parents are informed that the test will be given on the dates that are chosen. Testing rules and regulations are adhered to, and the NYSESLAT is given under the same testing conditions as the other State tests. The Listening section of the test requires a CD player in each classroom that is used, and we try to choose rooms that offer the quietest surroundings outside the school. Listening, Reading and Writing sections of the exam are given on separate days in the order recommended by the State. Students are grouped by grade, and students with disabilities are placed in testing locations consistent with their IEPs. Children are prevented from passing by the testing rooms during the test and bathroom visits are allowed only if student is accompanied by a staff member.The ESL Corordinator, the Testing Coordinator and the Director of Special Services meet before the assignment of testing locations to make sure that the groups are divided according to grade level and partic[illegible] require ELL accommodations are grouped together with current ELLs for testing purposes [illegible] AT is administered individually to each student by the ESL teachers, in quiet classrooms und[illegible] riod given by the State.. Before administering the Speaking section, the ESL coordinator meets with the ESL and Bilingual teachers to go through the scoring training and discuss questions that might arise. The Testing Coordinator keeps all testing materials in a locked location and distributes them to the ESL teachers according to testing regularions at the approriate time. All testing materials are returned to the Testing Coordinator immediately after testing so they can be stored and returned according to directions .

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 ○

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. Native language support is offered during the Parent orientation by same-language-speaking staff members, as mentioned above. The timeline for our orientation process is as follows:

September- June:

---Parents and new students are welcomed in the Parent engagement Center, with native language support from staff

----Parents fill out HLIS with NL support as described above

----Interview conducted by ESL Coordinator, Teacher or Parent Coordinator with interprepter, if needed, as described above

----Based on responses to HLIS, parents are invited by the Interviewing Pedagogue to a Parent Orientation, and student is LAB-R tested by the ESL Coordinator or other ESL teacher, depending on availability, as described above

----Parents are sent an Entitlement Letter and invitation to a Parent Orientation, if they have not already attended one on the day of admission

----At the Parent orientation, parents sign in, receive an agenda and listen to a presentation with native language support from appropriate staff members, as described above

----Orientation contains greetings, and explanation of the school's structure and programs, information about district 21, our Principal, our Assistant Principals and Parent Coordinator

----Parents view the Orientation video online in the Parent Engagement Center or in the Computer Lab, depending on number of parents participating

----Q and A session follows an explanation of the 3 types of programs offered by the NYCDOE

----Parents complete the Parent Choice Form in their home language with assistance, if needed from interpreters

----School retains the Parent Choice forms, makes a copy of each, places the original in the student's cumulative folder and stores the copy in a file in the Parent Engagement Center

----If parent fails to attend the orientation, the Parent Coordinator does an outreach to the family and invites the parent in at a convenient time in the next day or two so that all procedures may be accomplished and the student placed correctly within 10 days of admission

----Parents are invited to visit the school whenever they like, and to bring their own interpreters if they choose or to rely on one of our licensed pedagogues with the relevant languge fluency to help them communicate with staff at school

3. Entitlement and placement letters are distributed to students to take home to their parents. the blank letters are kept in the Parent Engagement Center and the ESL Coordinator or other ESL teacher determines which letter is to be sent out. 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. Copies of the letters that are sent out are stored in a file in the Parent Engagement Center.

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. Last 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 the Mandarin- and Cantonese-speaking Parent Coordinator is 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. With the Intake Team approach to identifying and placing ELLs at IS 228, we have now seen an increasing trend toward choosing bilingual education among our Chinese parents.. 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 bilingual program for their child. We spoke informally with parents at our 6th grade parent orientation last June , and we expected we might have candidates for a Spanish bilingual program that we planned to open.As yet, we do not have a mandate for another bilingual language program since the parents of incoming and existing students at IS 228 have elected Freestanding ESL, for their children but we are exploring the possibility of opening a Transitional Bilingual Spanish/English program next year if we get parent support. Last year, we believed we might have a mandate for Spanish TBE program, and, under a DOE grant, we planned for that for the coming year. The vast majority of incoming Spanish-speaking ELLs this year, however, are at an advanced level of proficiency, and parents chose Freestanding ESL 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 25 parents who chose TBE for their Children -- all Chinese speakers. 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 Spanish bilingual program next year if parents choose it.
6. (a) A chart of Trends in parent Choice shows the following:

(b) As of now, our program models are aligned with parent requests. To make sure this continues, we plan to continue our policy of giving parent orientations in our Parent Engagement Center as each student is admitted, having an interpreter available to make sure they understand their choices as discussed by the ESL Coordinator and to help them fill out the choice form, if they need assistance.

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** ○

This school offers (check all that apply):

Transitional bilingual education program	Yes ❄	No ○	If yes, indicate language(s): Chinese
Dual language program	Yes ○	No ❄	If yes, indicate language(s):

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	148	**Newcomers (ELLs receiving service 0-3 years)**	100	**Special Education**	32
SIFE	0	**ELLs receiving service 4-6 years**	30	**Long-Term (completed 6 years)**	18

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	22	0	0	3	0	0	0	0	0	25
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	78	0	2	27	0	7	18	0	4	123
Total	**100**	**0**	**2**	**30**	**0**	**7**	**18**	**0**	**4**	148
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							1	16	8					25
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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**
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	1	16	8	0	0	0	0	25

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

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							15	8	15					**38**
Chinese							15	13	10					**38**
Russian							8	3	3					**14**
Bengali							0	0	1					**1**
Urdu							2	3	2					**7**
Arabic								3	4					**7**
Haitian							0	0	0					**0**
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	5	5					**17**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**47**	**35**	**41**	**0**	**0**	**0**	**0**	**123**

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here
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

A. Programming and Scheduling Information

model which is a combination of "pull out" (for only 5 class periods a week) and "push-in" (for the remaining 3 periods.) All ELLs in grades 6-8 who have scored at a Beginner or Intermediate level on the NYSESLAT are placed in the "601/701/801" 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," which we are calling "pull out" only because they attend the ESL Magnet at a time when non-ELLs on their grade level attend various other Magnet programs, such as chorus or dance. The highly qualified ESL teacher also pushes into their regular ELA 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 2 "push-in" cohorts for each grade level because there are beginner and intermediate students at each grade level, and the Beginning and Intermediate ELLs receive the 3 push-in periods in addition to their 5-period magnet ESL class. Advanced students are placed in the "603/703/803" 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 "pull out."

(b)Chinese Transitional Bilingual Education Program:
The Chinese TBE program is self-contained. The Chinese bilingual teachers normally share the responsibility for providing ESL, ELA, Chinese Language Arts, Math, Science and Social Studies. Because we lost 2 bilingual teachers this year, the 1 bilingual teacher is providing Math and Science instruction in Chinese, a highly qualified ESL teacher provides ESL instruction in English and the teacher of Mandarin teachers the Native Language Arts class to bilingual students.. TBE students also attend physical education class and a Magnet period of Vocal or Instrumental Music, Computers or Art , in English, 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 student at each proficiency level.This year all 6th-grade ESL students are grouped into 2 cohorts, heterogeneously for ESL class.. Beginner and Intermediate 7th and 8th grade ELLs are grouped heterogeneously during magnet periods (5x per week) but in a separate group for each grade level. During the three push-in periods when ESL teachers push into ELA classes, students are served in smaller, homogeneous groups within the regular classroom. Advanced 7th grade ELLs attend ESL together as a group during the magnet period. Advanced eighth grade ELLs attend as a group as well.
(b) Chinese TBE Program: Chinese TBE students are currently placed in a grade 6/7 self-contained "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:
Freestanding ESL:
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 "pull-out" 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. They receive the same 10 periods of ELA instruction as the non-ELLs in their regular classroom.
The following is the schedule for an intermediate and a beginner student in the Freestanding ESL Program:

	Monday	Tuesday	Wednesday	Thursday	Friday
period 1	Art	Math	Math	Math	Math
period 2	Art	Math	Math	Math	Math
period 3	Science	Science	Science	Science	P.E.
period 4	Soc. Studies	Soc. Studies	Soc. Studies	soc. Studies	P.E.
period 5	ESL	ESL	ESL	ESL	ESL
period 6	L	U	N	C	H
period 7	Eng/ ESL Push in	English	Eng/ ESL Push in	Eng/ ESL Push in	Eng/ ESL Push in
period 8	English	English	English	English	English

A. Programming and Scheduling Information

An Advanced ELL student's program is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
period 1	English	English	English	English	English
period 2	English	English	English	English	English
period 3	Math	Math	P.E.	Math	Math
period 4	Math	Math	P.E.	Math	Math
period 5	Science	Science	Science	Science	Science
period 6	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies
period 7	L	U	N	C	H

Chinese TBE:

In the Chinese Bilingual Program, 6th, 7th and 8th grade ELLs receive all ESL instruction from from a highly qualified ESL teacher. There are eight periods per week of ESL for all TBE students. Four of these periods are broken into two groups so that the Advanced ESL students in this program receive ELA instruction as well. Native Language Arts is given by the licensed Mandarin Chinese teacher to all students in the TBE program five periods per week. Science is taught in Chinese by the bilingual teacher, and Social Studies instruction is given by a licensed ESL teacher. licensed bilingual teacher, The licensed bilingual /math teacher delivers math instruction 8 periods per week in Chinese.

a. Chinese/English TBE students receive 8periods of ESL intruction in English per week from a licensed ESL teacher. They receive 8 periods of Math instruction in Chinese per week and 4 periods of Science in Chinese. They receive social studies from a licensed ESL teacher in English. The sample schedule from one of the bilingual classes (814), shwing 17 out of 35 periods in Chinese is modeled below:

	Monday	Tuesday	Wednesday	Thursday	Friday
period 1	ESL	ESL	P.E.	ESL	Science (Chinese)
period 2	Science (Ch)	S.Studies	Science (Ch)	SStudies	ESL
period 3	Science (Ch)	S.Studies	Science (Ch)	S.Studies	ESL
period 4	NLA (Ch)	NLA (Ch)	NLA (Ch)	Science (CH)	S.Studies
period 5	Math (Ch)	Math (Ch)	Math (Ch)	Math (Ch)	NLA (Ch)
period 6	Math (Ch)	Math (Ch)	Math (Ch)	NLA (Ch)	Math (Ch)
period 7	L	U	N	C	H

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%			
75%			
50%			
25%			

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

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 using as much native language support as possible to make content comprehensible

(2) incorporate strategic ESL instruction into the school day

(3) help students to achieve the state-designated level of English proficiency for their grade, and

(4) help ELLs meet or exceed New York Sta

ELLs in the Freestanding ESL program attend all content-area and ELA classes with their regular class cohort. Content-area and ELA instruction is delivered in English, but students have access to native language support through the use of bilingual dictionaries, texts in their native languages and levelled books andwhiteboard resources . Translation "pens" with word-to-word translation capabilities, are available to students in the ESL program during School of One Math. Achieve 3000, a research-based reading and writing program for ELLs, provides native language support to Spanis

A. Programming and Scheduling Information

ELLs is achieved through this individualized, technology-based Math learning program in which ELLs have an opportunity to learn and practice Math skills at their own level of proficiency as they build their proficiency level higher.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here Paste response to questions 5-14 here

8. 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 any 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 After-school Math and Passport Reading programs twice weekly and Saturdays. Some ELLs and former ELLs participate in the Chinese Dance and Art program to give context to language development. They are also included in the 21st Century after-school Drama and Dance programs and the ENHANCE program for collaboration and conflict resolution skills.

9. 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.

10. 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 begin the Spanish Transitional Bilingual Program that we planned for last year and over the summer. The majority of Spanish-speaking students this year are at the Advanced level of English proficiency and parents have not chosen TBE. That, coupled with our financial circumstances, have resulted in our delaying the start of the Spanish bilingual program that we would like to offer. In terms of learning programs in general for ELLs, the Achieve 3000 differentiated instruction program has been initiated for all ELLs, and students, including ELls in the regular freestanding ESL program, are participating in the research-based Writing Matters program in their ESL classes.

11. No Services to be Discontinued

We plan to expand, not decrease services to ELLs across the board. We are awaiting, at the time of this writing, the arrival of one or two more ESL teachers so that we may decrease the class size of our 6th-grade ESL classes and provide more ESL support for ELLs across the student body. We are planning to hire a bilingual Spanish teacher. No services have been discontinued.

12.Equal Access for ELLs:

ELLs are afforded equal access to programs. ELL-SWDs are integrated into the regular ESL-classroom and have equal access to ESL with the regular-ed ELL population. In addition to the after-school programs we have made available through Title III and other sources, sports, dance, art , study skills and homework help programs are available to all students, including ELLs. Descriptions of the programs specifically geared toward ELLs are found above in the "Newcomers," "Interventions," and "Transitional Support" sections of this narrative and in the "Instructional Materials and Technology" section below.

13. Instructional Materials and Technology:

ELLs receive ESL instruction using the High Point ESL program, the Achieve 3000 program and the Writing Matters programs mentioned above. ESL and ELA teachers receive training in implementing these programs.. ESL teachers incorporate the six major scaffolds (as per QTEL) 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

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

Courses Taught in Languages Other than English

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 DOE. They have ongoing professional development one period per week during ESL Team Planning, facilitated by the ESL Coordinator, a former ELL ISS who is QTEL-certified. In addition, a consultant to our CFN conducts workshops in scaffolding for ELLs in the regular classrooms. A Table of ELL-RelatedProfessional Development Activities at IS 228 follows:

Tentative Professional Development Calendar for working with ELLs
A total of 6 sessions of professional development will be held twice monthly. The dates are listed below:
2011-12

9/26/11
Attendees: Scott Herman, Assistant Principal ELL Instruction
Topic: Administrative Coaching and Instructional Support for teachers of ELLs

11/4/11
Attendees: Teachers of ELLs in the content areas of ELA, Social Studies and Science as well as Bilingual and ESL teachers:
Jill Bloom, English 7-12
Irene Delatorre, English 7-12
Andrei Hargobind, English 7-12
Dina Sclafani, English 7-12
Bevern St. Clair, English 7-12
Floyd Baty, ESL
Elena Bucciano, Social Studies 7-12
Thomas Ingram, Special Education 5-9
Cristen Losquadro, Social Studies 7-12
Veronika Weiss, Common Branches
Yan Bush Dong, Bilingual Mathematics
Jan Ford, Dance
Jane Lam, Science 7-12
Thomas Wengler, Special Education Science
Frank Yodice, Science 7-12
Carolyn LeBel, ESL
Topic: To initiate the beginning of an instructional leadership institute for teachers of ELLs. Teachers will be taught how to plan and create activities and tasks to promote English language development. tyhey will also learn the importance of using assessment data to create student profiles. Next steps will be determined by teacher-described needs.

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11/8/11
Attendees: Entire staff, including assistant principals, teachers, paraprofessionals, secretaries, guidance counselors and parent coordinator
Topic: Teachers will be exposed to and be provided with an explanation of this year's LAP

12/11 DateTBA
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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 an hour before the start of the PTA meeting, and include topics of interest to parents concerning school and outside-of-school issues. In addition, nutrition workshops are offered to parents on a monthly basis. A computer is available in our Parent Engagement Center for parents' use, and ESL classes are held twice weekly from 6-8 pm, as mentioned above. 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 strenghthen 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 appraches: 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, 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 questionaires 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 all 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 . Our Parent Coordinator, Betty Jiang, , who is fluent in both Mandarin and Cantonese, as well as being a licensed guidance counselor, serves as liason between parents and the school community. She coordinates and plans school events and workshops for parents, and she provides interpretation and translation services for all parent/school interactions with which she is involved. Betty receives and welcomes parents into the school, introduces them to our Parent Engagement Center, and provides ongoing support for parents and students alike on a daily basis.

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
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50%	
25%	
	Dual Language
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B. Programming and Scheduling Information--Continued

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8. 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 any 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 After-school Math and Passport Reading programs twice weekly and Saturdays. Some ELLs and former ELLs participate in the Chinese Dance and Art program to give context to language development. They are also included in the 21st Century after-school Drama and Dance programs and the ENHANCE program for collaboration and conflict resolution skills.

9. 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.

10. 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 begin the Spanish Transitional Bilingual Program that we planned for last year and over the summer. The majority of Spanish-speaking students this year are at the Advanced level of English proficiency and parents have not chosen TBE. That, coupled with our financial circumstances, have resulted in our delaying the start of the Spanish bilingual program that we would like to offer. In terms of learning programs in general for ELLs, the Achieve 3000 differentiated instruction program has been initiated for all ELLs, and students, including ELls in the regular freestanding ESL program, are participating in the research-based Writing Matters program in their ESL classes.

11. No Services to be Discontinued

We plan to expand, not decrease services to ELLs across the board. We are awaiting, at the time of this writing, the arrival of one or two more ESL teachers so that we may decrease the class size of our 6th-grade ESL classes and provide more ESL support for ELLs across the student body. We are planning to hire a bilingual Spanish teacher. No services have been discontinued.

12.Equal Access for ELLs:

ELLs are afforded equal access to programs. ELL-SWDs are integrated into the regular ESL-classroom and have equal access to ESL with the regular-ed ELL population. In addition to the after-school programs we have made available through Title III and other sources, sports, dance, art , study skills and homework help programs are available to all students, including ELLs. Descriptions of the programs specifically geared toward ELLs are found above in the "Newcomers," "Interventions," and "Transitional Support" sections of this narrative and in the "Instructional Materials and Technology" section below.

13. Instructional Materials and Technology:

ELLs receive ESL instruction using the High Point ESL program, the Achieve 3000 program and the Writing Matters programs mentioned above. ESL and ELA teachers receive training in implementing these programs.. ESL teachers incorporate the six major scaffolds (as per QTEL) 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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here Paste response to questions 5-14 here

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

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 DOE. They have ongoing professional development one period per week during ESL Team Planning, facilitated by the ESL Coordinator, a former ELL ISS who is QTEL-certified. In addition, a consultant to our CFN conducts workshops in scaffolding for ELLs in the regular classrooms. A Table of ELL-RelatedProfessional Development Activities at IS 228 follows:

Tentative Professional Development Calendar for working with ELLs
A total of 6 sessions of professional development will be held twice monthly. The dates are listed below:
2011-12

9/26/11
Attendees: Scott Herman, Assistant Principal ELL Instruction
Topic: Administrative Coaching and Instructional Support for teachers of ELLs

11/4/11
Attendees: Teachers of ELLs in the content areas of ELA, Social Studies and Science as well as Bilingual and ESL teachers:
Jill Bloom, English 7-12
Irene Delatorre, English 7-12
Andrei Hargobind, English 7-12
Dina Sclafani, English 7-12
Bevern St. Clair, English 7-12
Floyd Baty, ESL
Elena Bucciano, Social Studies 7-12
Thomas Ingram, Special Education 5-9
Cristen Losquadro, Social Studies 7-12
Veronika Weiss, Common Branches
Yan Bush Dong, Bilingual Mathematics
Jan Ford, Dance
Jane Lam, Science 7-12
Thomas Wengler, Special Education Science
Frank Yodice, Science 7-12
Carolyn LeBel, ESL
Topic: To initiate the beginning of an instructional leadership institute for teachers of ELLs. Teachers will be taught how to plan and create activities and tasks to promote English language development. tyhey will also learn the importance of using assessment data to create student profiles. Next steps will be determined by teacher-described needs.

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11/8/11
Attendees: Entire staff, including assistant principals, teachers, paraprofessionals, secretaries, guidance counselors and parent coordinator
Topic: Teachers will be exposed to and be provided with an explanation of this year's LAP

12/11 DateTBA
Attendees: Teachers of ELLs in the content areas of ELA, Social Studies and Science as well as Bilingual and ESL teachers:
Jill Bloom, English 7-12
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Bevern St. Clair, English 7-12
Floyd Baty, ESL

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 an hour before the start of the PTA meeting, and include topics of interest to parents concerning school and outside-of-school issues. In addition, nutrition workshops are offered to parents on a monthly basis. A computer is available in our Parent Engagement Center for parents' use, and ESL classes are held twice weekly from 6-8 pm, as mentioned above. 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 strenghthen 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 appraches: 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, 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 questionaires 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 all 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 . Our Parent Coordinator, Betty Jiang, , who is fluent in both Mandarin and Cantonese, as well as being a licensed guidance counselor, serves as liason between parents and the school community. She coordinates and plans school events and workshops for parents, and she provides interpretation and translation services for all parent/school interactions with which she is involved. Betty receives and welcomes parents into the school, introduces them to our Parent Engagement Center, and provides ongoing support for parents and students alike on a daily basis.

Part V: Assessment Analysis

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)							11	21	13					45
Intermediate(I)							14	14	16					44

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							32	14	13					59
Total	0	0	0	0	0	0	57	49	42	0	0	0	0	148

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B							3	2	1				
	I							10	13	7				
	A							23	14	14				
	P							16	9	17				
Reading/ Writing	B							6	12	9				
	I							13	12	17				
	A							23	12	12				
	P							6	2	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	16	2	0	46
7	20	7	1	0	28
8	27	10	0	0	37
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	1	21	5	11	3	6	1	51
7	4	4	10	3	2	7	3	4	37
8	13	0	13	4	6	1	1	2	40
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6	0	1	0	0	0	0	0	7
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	0	5	10	7				

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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:

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

School Name: David A. Boody		School DBN: 21K228	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominick D'Angelo	Principal		11/4/11
Scott Herman	Assistant Principal		11/4/11
Betty Jiang	Parent Coordinator		11/4/11
Carolyn LeBel	ESL Teacher		11/4/11
Maria Cavaretta	Parent		11/4/11
Claudia Montoya, Span. Tchr	Teacher/Subject Area		11/4/11
Dong Yan Bush, Bil. Chinese	Teacher/Subject Area		11/4/11
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		11/4/11
	Network Leader		1/1/01
John LaLima, Testing Coord.	Other		11/4/11
James Eugenio	Other SLT Chairperson		11/4/11
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 21K228 **School Name:** David A. Boody

Cluster: _____ **Network:** 533

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

Part A: Needs Assessment Findings

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

The SLT ELL subcommittee reviews the procedures in place to assist parents whose primary language is not English. Meetings are held with the Parent Coordinator and ESL Supervisor. The LAP committee meets to discuss the need for translation and interpretation services for parents. Documents that are sent out to all parents are considered, and discussions as to which other documents will be needed in the future to be translated are discussed. Adding staff who are fluent in the languages spoken by our ELL parents is considered when funds allow . The presence of a licensed Chinese bilingual teacher on our staff , as well licensed teachers of Mandarin Chinese and of Spanish allows us to use their services to translate many documents that go out to parents, so that our large Chinese-speaking population and our Spanish-speaking population are addressed. Our ELL Intake Team volunteers to translate notices and permission slips that go to the families of children who speak Spanish, Russian, Urdu and Arabic. They are available at various times during the school day, and they are consulted by staff and administration as to whether further communication solutions are needed for their respective language groups.

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

Our written translation and oral interpretation needs are increasing as we expand the services to parents through our parent Engagement Center. The LAP Committee, the SLT, Parent Coordinator, PAC, and PTA will continue to investigate how to best utilize the DOE interpretation and translation services, and what measures can be taken to improve communication between school and home, with the goal of eliminating all language barriers. The ongoing conversation of how to best address our parents' needs with respect to interpretation and translation was, and continues to be, discussed at our after-school professional development meetings on Mondays,as well as during ESL/bilingual Team Planning and SLT meetings. Teachers were, and are ,asked to submit ideas for documents and messages that they will need translated. Since interpreters will be needed at parent orientations and at parent-teachers conferences, this fact was reported to the school community during staff conferences. It was also reported that our Chinese -speaking teachers and Parent Coordinator have been calling parents and translating

notices that go home to Chinese-speaking families, thus ensuring communication in a timely and successful manner. The members of our ELL intake committee have also volunteered their translation services for notices that go home to parents who speak Spanish, Arabic, and Russian. This was reported to the school community during staff meetings as well.

Part B: Strategies and Activities

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

Use of NYC DOE's prepared notices in targeted languages, and DOE's translation services, whenever feasible, especially—but not limited to—issues involving a student's health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms.

- Use of staff, whenever feasible, to translate notices
- Use of DOE's Translation services to translate notices of Title III and other after-school and Saturday programs
- In the case where translation is not possible, a standard blurb on important notices stating "This is an important document. Please have someone translate it to you," in the targeted language.

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

Whenever possible, school staff and parent volunteers will provide translation and interpretation services. Our parent coordinator will assist parents in obtaining information in their own language by utilizing the translation and oral interpretation services provided by NYC DOE, or to secure an outside contractor, as was the case 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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: David A. Boody	DBN: 21K228
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
This school is (check one): ❄conceptually consolidated (skip part E below) ⭘NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ⭘Before school ❄After school ❄Saturday academy ⭘Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ⭘K ⭘1 ⭘2 ⭘3 ⭘4 ⭘5 ❄6 ❄7 ❄8 ⭘9 ⭘10 ⭘11 ⭘12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

IS 228's Part 154 Program serves 148 ELL students in compliance with all state mandates. To supplement this program, our Title III language program aims to increase ELLs' English language proficiency and help them meet state academic achievement standards .

Rationale: "Catching up" to the required level of English proficiency in middle school is a daunting task for our many newcomer English language learners, and parents have requested more opportunities for their children to learn and practice English beyond the school day.Since research shows that it can take from 5-7 years to build cognitive academic language proficiency (CALP) in ELLs, we have designed a suplementary program to address both the basic interpersonal communication skills (BICS) ("social language") and the CALP ("academic language") needs of our newcomer ELL students as well as the students who have been here for several years but continue to need academic language support. The programs vary according to targeted students, languages of instruction and content-areas addressed, but they have in common the aim of improving listening, speaking, reading and writing skills among our ELLs, and bringing up their level of English proficiency enough to enable them to meet academic learning standards at each grade level.

1. Saturday ESL Academy: This program supports 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 certified, 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.Levelled books in English are needed to engage students at their appropriate reading levelws, and libraries of native-language books in the appropriate languages are needed in order to provide native language support. Students will be engaged in a variety of literature-based writing activities and interactive learning tasks to help them interact with a variety of texts; explicit instruction in English grammar with an opportunity to practice in authentic conversational situations will take place; and writing tasks will be integrated into the learning activities. Children will learn reading and writing strategies, and can practice them in
English and in their own native languges with support from the NL libraries and levelled English books we wil purchase.

2. After-School Chinese Art and Dance Program: This program supports ELLs in developing language proficiency and multicultural understanding through the arts by offering an after-school Chinese dance and art program. Target population is10 Chinese-speaking ELL students and10 former ELL students who speak other languages 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

Part B: Direct Instruction Supplemental Program Information

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. Music CDs , art materials and materials for costumes and sets will be needed

3. After-School ESL SupplementaryESL Program: this program supports 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 ESL teacher who teaches ESL to speakers of many different languages. Special emphasis will be on increasing students' knowledge base in Social Studies, particularly in the areas of American history and geography and in practicing the skills needed for reading comprehension and academic essay-writing in that content-area. Libraries of non-fiction and fiction books related to map skills, American history topics and biographies of americans from various backgrounds will be used. Bilingual glossaries and dictionaries will be used as well.

4. After-School Chinese Bilingual English Language Supplementary Program: Support the development of English proficiency in 25 ELL students in the Grade 6/7/8 Chinese Bilingual 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. The focus of this program will be on developing English language proficiency through Science and Math. This class is taught by 2 licensed, certified teachers; a licensed Chinese bilingual teacher who also teaches Science and Math in the bilingual program and an experienced Science teacher who will work collaboratively. Leveled trade books on Science-related topics, textbooks and interactive whiteboard resources will be needed for the program

5. Parent ESL Classes: (See Part D below)

Part C: Professional Development

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

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

Begin description here:

Rationale: To ensure high- quality programs that supplement the standards-driven Part 154 ESL program there is aneed for planning and coordination of the Title III after-school programs. To coordinate and plan for curiculum and teaching strategies in the after-school Title III programs,

Title III teachers will attend Professional Development meetings once a week for the first three weeks of the program and then twice at the end of the program to evaluate the outcomes. Each meeting will

Part C: Professional Development
be one hour, for a total of 5 hours. The ESL Coordinator, a highly qualified ESL teacher and certified QTEL trainer, will lead the Professional Development meetings, in which the four Title III teachers will participate. Topics to be covered include Scaffolding the Writing Process; Collarborative, Interactive Learning Tasks in the Content Areas; Shared Writing with ELLs; and Evaluating the Writing of ELLs.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Rationale and description of the program: 1.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 and English Skills workshops for parents on Tuesday and Thursday evening from 6:00 p.m – 8:00 p.m. for 18 weeks. The first hour will be devoted to teaching ESL to parents whose first language is not English.These classes are taught by a licensed ESL teacher with many years of experience in teaching both students and their parents. Parents will receive their own bilingual dictionaries and will 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. Parents will receive notebooks and writing materials. Newspapers and magazines will also be used. 2. Parent Skills and Strategies Workshop: The second hour of the ESL workshop each week will focus on giving the parents hands-on experience in accomplishing some of the reading and writing skills that their children are learning during the day. The ESL teacher will introduce a skill or strategy each week and, through shared reading and writing, will have the parents participate in creating responses to reading or writing in a particular genre. Parents will learn what their children are being asked to do during the school day, and will be encouraged to discuss these skills and strategies with their own children in their native languages. Libraries of trade books in English and various native languages will be purchased for use with this program. Parents will be notified of these parent workshops through flyers translated into the various home languages of our parents and brought home from school by students. Notices in the various languages will be posted in the main office as well. The Parent Coordinator will make flyers and sign-up sheets available in the Parent Engagement Center and announcements will be made at PTA meetings.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		