



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: I.S. 228 DAVID A. BOODY
DBN (i.e. 01M001): 21K228
Principal: DOMINICK D'ANGELO
Principal Email: DDANGELO3@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dominick D'Angelo	*Principal or Designee	
James Eugenio	*UFT Chapter Leader or Designee	
Heather Fiorica	*PA/PTA President or Designated Co-President	
Anne Cianci	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Amanda Woehrle	Member/ Teacher	
Lorraine Calafiore	Member/ Teacher	
Emanuela Ashiku	Member/ Teacher	
Tami Manfredi Dina Arlia Judy Barreca	Member/ Parent Parent Parent	
Linda Dalton	Member/ Parent	
Anne Marie Ruriani	Member/ Parent	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 21K228

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	1048	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	7	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2013-14)					
# Visual Arts	15	# Music	14	# Drama	N/A
# Foreign Language	9	# Dance	3	# CTE	N/A
School Composition (2012-13)					
% Title I Population	66.3%	% Attendance Rate		92.9%	
% Free Lunch	77.6%	% Reduced Lunch		7.0%	
% Limited English Proficient	17.2%	% Students with Disabilities		17.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American		8.8%	
% Hispanic or Latino	27.2%	% Asian or Native Hawaiian/Pacific Islander		34.3%	
% White	29.2%	% Multi-Racial		0.1%	
Personnel (2012-13)					
Years Principal Assigned to School	5.31	# of Assistant Principals		4	
# of Deans	1	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	3.0%	% Teaching Out of Certification		8.2%	
% Teaching with Fewer Than 3 Years of Experience	20.9%	Average Teacher Absences		6.1	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	22.7%	Mathematics Performance at levels 3 & 4		31.4%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		66.1%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.3%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		No
White	No	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
SCEP addressed school specific needs as per SED and DOE reviews						
Describe the areas for improvement in your school's 12-13 SCEP.						
1. Improved academic performance of ELLs and SWDs						
2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
List the 13-14 student academic achievement targets for the identified sub-groups.				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
Describe how the school leader(s) will communicate with school staff and the community.				
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
Describe your theory of action at the core of your school's SCEP.				
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning				
Describe the strategy for executing your theory of action in your school's SCEP.				
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teacher practices to ensure consistent alignment to the school's philosophy and beliefs about students learning to promote increased student outcomes.

Review Type: QR	Year: 2011	Page Number: 4	HEDI Rating: E
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader's vision		2.3 Systems and structures for school development
x	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

▪ Strategies/activities that encompass the needs of identified subgroups

1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards, f-status teacher will provide additional support to ELL students and their teachers to ensure ESL instruction is aligned with the CCLS. Delivery of ELL instructional will be via computers, additional hardware will be purchased.
2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher. Per diem will be used for teacher coverage during professional development sessions.
3. Supervisory staff will meet individually and in small groups with staff to review student data and develop plans for improving individual student achievement. A smart board (equipment) will be purchased for small group professional development. Per diem will be used for teacher coverage during professional development sessions. A curriculum and staff development provider, Literacy Support Systems and an f-status teacher will provide PD to instructional staff,
4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress

▪ Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, teachers
2. Principal, assistant principal, teachers
3. Principal, assistant principal, teachers
4. Principal, assistant principal, teachers

▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. By February, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice
7. Completion of individual professional development plan for each teacher
8. Completion the initial review of student data and the development plans for improving individual student achievement
9. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress

▪ Timeline for implementation and completion including start and end dates

1. September to February 2014
2. September to November 2013

3. September to November 2013
 4. September 2013 to May 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Time for professional development, per session and per diem
 2. Scheduled time during the school day for individual conferences with each teacher and an administrator
 3. Scheduled time during the school day for individual conferences with each teacher and an administrator
 4. Scheduled time during the school day teacher observation and pre- and post conferences

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There are uneven opportunities for students across the school to be engaged in rigorous learning experiences and produce meaningful work products

Review Type:	QR	Year:	2011	Page Number:	5	HEDI Rating:	E
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS. Teacher per session will be utilized for after school professional development focusing on development of CCLS aligned plans and tasks.
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum

4. Teachers will utilize a “Looking at Student Work” protocol to gather information about student learning and inform revision of instructional units.
 5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study
- B. Key personnel and other resources used to implement each strategy/activity**
1. Data specialist, teachers
 2. Educational consultants, assistant principal, teachers
 3. Network instruction support staff, teacher teams
 4. Teachers, network achievement coaches and ELL specialist
 5. New teachers, principals, per diem and per session
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Completed data analysis for each student, observation of implementation of monthly professional development
 2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
 3. Minutes of weekly planning sessions detailing planning time
 4. Observation of implementation of the LASW protocol during teacher team planning time
 5. High attendance of new teachers at voluntary principal meetings
- D. Timeline for implementation and completion including start and end dates**
1. September to November 2013
 2. Quarterly, October 2013 to May 2014
 3. Monthly, October 2013 to April 2014
 4. Weekly, October 2013 to June 2014
 5. Twice-monthly October 30 February 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session for data analysis for after school meeting
 2. Per session for after school and per diem for PD coverage
 3. Scheduled time during the school day for common planning
 4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
 5. Meet and Eat meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

The practice of assigning student learning tasks based on identified academic need is inconsistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement

Review Type:	QR	Year:	2011	Page Number:	5	HEDI Rating:	E
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities

selected to address the goal.			
	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, all students, including ELLs and SWDs, will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data. Additionally technology, unit price under \$5000, therefore scheduled in supplies) will be purchased to support professional development and individualized student curriculum in K228's School of one.
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teachers teams as they develop ELA units and tasks for ELLs. Technology purchases will support specialized ESL approaches which use technology to support the delivery of ELA curriculum for the ELL.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.

B. Key personnel and other resources used to implement each strategy/activity

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

D. Timeline for implementation and completion including start and end dates

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Few teachers, working with key sub-groups, such as Black, Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse									
<i>Note The QR did not address Social emotional developmental Health</i>									
Review Type:	QR	Year:	2011	Page Number:	5	HEDI Rating:	E		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	5.2 Systems and partnerships				x	5.3 Vision for social and emotional developmental health			
	5.4 Safety					5.5 Use of data and student needs			

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students									
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.									
3. Effective use of school counselor to address absence and lateness, guidance counselor per session will allow outreach to parents and counseling of students to ensure attendance and participation in after school programming.									
B. Key personnel and other resources used to implement each strategy/activity									
1. Teacher, data specialist, administrative staff									
2. Administrators, guidance counselor, Data specialist									
3. Administrators, guidance counselor									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
1. Report of all students deemed at-risk as per attendance and lateness									
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness									
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students									
D. Timeline for implementation and completion including start and end dates									
1. September 2013-October 2013									

2. September 2013-June 2014
 3. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. ATS and other attendance reports to be generated and analyzed
 2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
 3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students in day and afterschool programming

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

21 Century

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
x			
PF Positive Behavioral Management Programs	PF RTI	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps

Note The QR did not address Family land Community Engagement

Review Type: QR	Year: 2011	Page Number: 5	HEDI Rating: E
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events, PTA initiated fundraisers, drives and social events, Parent outreach by the PTA through social media, e-mail blasts and flyers

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers, Parent Teacher Association

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completed Family outreach plan
 2. Attendance at Parent Orientation/Family Night/Open House for Parents
 3. Parental attendance at parent offerings
 4. Parent/Parental attendance at Student recognition events
- D. Timeline for implementation and completion including start and end dates**
1. August-June, ongoing
 2. Fall, Spring
 3. Day time workshops, breakfasts, evening events
 4. Ongoing, September 2013-June 2013
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
 2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
 3. Parent coordinator's planning and hosting of parent offerings
 4. Staff attendance at Student recognition events

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Reading Remediation	Small Group	During the school day
Mathematics	Math Remediation	Small Group	During the school day
Science	Achieve 3000	Small Group	During the school day
Social Studies	Achieve 3000	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Counseling Sessions	One to one and small group	During the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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; 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 21	Borough Brooklyn	School Number 228
School Name David A.Boody		

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

Principal Dominick D'Angelo	Assistant Principal Scott Herman, Theresa Johnson
Coach Amanda Wohrle	Coach type here
ESL Teacher Carolyn LeBel, ESL Coord.	Guidance Counselor Betty Tang
Teacher/Subject Area Kim Melman, ESL Teacher	Parent Heather Fiorica, PTA President
Teacher/Subject Area Jacqueline Agosto-Monett, ESL	Parent Coordinator Gina Poggi
Related Service Provider Nancy Panarella, Dir. Spec Se	Other Claudia Montoya-Gaudreau
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1051	Total number of ELLs	144	ELLs as share of total student population (%)	13.70%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese, Russian, Spanish

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)							3	2	2					7
Freestanding ESL														
Discrete ESL class							1	1	1					3
Push-In														0
Total	0	0	0	0	0	0	4	3	3	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	138	Newcomers (ELLs receiving service 0-3 years)	74	ELL Students with Disabilities	32
SIFE	0	ELLs receiving service 4-6 years	45	Long-Term (completed 6+ years)	19

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	16	0	0	7	0	0	0	0	0	23
ESL	58	0	0	38	0	13	19	0	7	115
Total	74	0	0	45	0	13	19	0	7	138
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	
	EL	EP	EL	EP																
Chinese													3	7	2	4	7	13	12	24
Russian													3	15	2	6	0	0	5	21
Spanish													1	15	0	0	0	0	1	15
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	7	37	4	10	7	13	18	60

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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: <u>0</u>	Asian: <u>24</u>	Hispanic/Latino: <u>15</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>20</u>	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							12	10	7					29
Chinese							22	12	12					46
Russian							4	4	7					15
Bengali							0	0	0					0
Urdu							6	1	3					10
Arabic							3	3	3					9
Haitian							0	0	1					1
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							7	4	6					17
TOTAL	0	0	0	0	0	0	54	34	39	0	0	0	0	127

Part III: Assessment Analysis

Assessment Breakdown

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

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)							13	8	10					31

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							5	8	9					22
Advanced (A)							33	19	22					74
Total	0	0	0	0	0	0	51	35	41	0	0	0	0	127

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	28	12	1	0	41
7	29	2	0	0	31
8	25	6	1	0	32
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	21	3	10	2	8	2	0	1	47
7	29	0	11	6	2	3	0	2	53
8	21	0	10	2	1	4	0	1	39
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0		
Integrated Algebra	0	0		
Geometry	0	0		
Algebra 2/Trigonometry	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and	0	0		
Geography	0	0		
US History and	0	0		
Foreign Language	0	0		
Government	0	0		
Other	0	0		
Other	0	0		
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	3	5	1	4	3	0	1	0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. ELLs are assessed initially with several placement tests: the Performance Series, the National Geographic Insider Series placement test, and the Acieve 3000 placement test. The data from all sources indicate that there is a wide discrepancy between the group of Newcomer ELLs with no prior exposure to the English Language and those who had some education in English in their home countries. Most Newcomer ELLs score at a Beginner level on all pre-tests since they have no literacy in English, but those who have had some previous education in English as a foreign language score on the Advanced level in English on the LAB-R, though below grade level on other initial assessments. Classroom experience reported by ESL teachers indicates that even with ELLs who have scored better than non-English newcomers, the listening and speaking assessments indicate a lower proficiency in English than do the reading and writing assessments. The data informs our instructional plan in that it affects placement in academic classes, remediation programs and in the determination of lexile levels for classroom instruction and grouping.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSESLAT

Although the RNMR report does not include modality data for the 2013 NYSESLAT scores, a close examination of the REXH report data for the 2013 NYSESLAT shows some patterns across proficiencies for all the grades (6,7,8).

Grade 6

Among 13 Beginner ELLs, 10 were in the 601 class, 1 in the Russian Dual Language Program, and 2 in Special Education classes. In the Regular Ed 601 monolingual class, total scores on the NYSESLAT ranged from 25-39; Listening from 8-12, with most from 8-9; Speaking ranged from 0-24, with most from 5-9; Reading from 5-16, with most from 8-9, and Writing from 5-10, with most from 5-7. In the Dual Language (Russian) class, the 1 Beginner had a total score of 35, with 9 in listening, 11 in Speaking, 8 in Reading and 7 in Writing. In the Special Ed class, the 2 total scores ranged from 47-55, with Listening from 6-13, Speaking from 21-28, Reading from 9-11, and Writing from 4-10, showing that Reading and Writing scores were significantly lower than the Listening and Speaking scores. In the 6th grade, Intermediate and Advanced ELL students scored lower in Listening than in the Reading and Writing sections as a rule, and Speaking scores were high.

Grade 7

Among the 8 Beginner ELLs, 6 were in the 701 class, none were in a Dual Language Program, and 2 were in a Special Ed class. In the 701 monolingual class, total scores ranged between 41-46; Listening from 10-15, with most from 10-11; Speaking ranged from 10-15, with most from 10-11; Reading ranged from 5-16, with most at 12; and Writing ranged from 5-13, evenly distributed. The 2 Intermediate ELL students in Grade 7 scored well in Speaking compared to the other measures, but scored lowest in Reading and Writing (in Reading scores were 13 and 18, and both scored 12 in Writing.) In the Dual Language (Chinese) class, the 1 Intermediate scored a total of 70 points, with Speaking being the highest score, and Writing the lowest. Of the 15 Advanced ELL students in Grade 7, NYSESLAT total scores ranged from 79-98; Listening scores ranged from 16-22; Speaking from 21-34; Reading from 15-26; and Writing from 13-21. Listening and Writing were the lowest scores for Advanced 7th grade ELLs, with Reading not too far ahead. Advanced ELLs in Dual Language programs scores higher than those in the monolingual classes.

Grade 8

Among the 9 Beginner ELLs in Grade 8, all were in the 801 monolingual class, and total NYSESLAT scores ranged from 25-58. Listening ranged from 5-14; Speaking from 5-21; Reading from 9-19; and Writing from 2-14. There are 0 Beginners in Dual Language and 0 in Special Ed programs. Among the 7 Intermediate ELLs in Grade 7, total scores ranged from 62-81; Listening from 14-22; Speaking from 21-30; Reading from 11-22 and Writing from 12-19. Reading and Writing scores were still quite low in the Intermediate group. Among Advanced 8th grade ELLs --9 in Regular Ed monolingual classes, 5 in Dual Language (Chinese) class, and 7 in Special Ed classes -- in Regular Ed classes, total scores ranged from 83-98; Listening from 17-24; Speaking from 25-34; Reading from 17-26; and Writing from 13-21. In the 8th Grade Dual Language Chinese class, total scores ranged from 91-99; Listening from 17-22; speaking from 27-32; Reading from 20-26; and Writing from 19-21. Vocabulary seems to be the main block to higher reading scores in the DL class. In the 8th Grade special Ed classes, Advanced ELLs' total scores ranged from 82-94; Listening from 14-26; Speaking from 28-34; Reading from 13-26 and Writing from 14-19. Most Special Ed Advanced ELLs in Special Ed are Long-term ELLs whose Reading and Writing scores tend to reflect their particular disabilities rather than comprehension of the English language.

LAB-R

LAB-R scores on new admits this year reflect a larger number of ELLs who have been educated abroad for at least one year in English as a foreign language, with most scoring at the Advanced level, while fewer new admits from abroad have little or no knowledge of English and therefore scored at the Beginner level. Those who were educated in English abroad scored higher in Reading and Writing than they did in Listening.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As discussed above in Q.2, data from the LAB-R over the past few years, including this year, indicate that those ELL students who had at least one year of English as a foreign language in their native country tended to score at an Advanced level on the LAB-R. In addition, these students were successful in making gains each year thereafter, on the NYSESLAT, and tended to “test out” earlier than other newcomer ELLs. Those ELLs who had appropriate or higher level educational experiences and literacy in their home language, also tended to make larger gains on the NYSESLAT from year to year than those with more limited educational experience. This finding was true across grade levels. Another pattern across grade levels is the difference between Regular Ed ELLs’ and ELL-SWDs’ performance on the NYSESLAT over time. On all grade levels, Beginner ELLs in Regular Ed made faster progress in achieving gains on the Reading and Writing components of the NYSESLAT than they did in Listening and Speaking. ELLs in Special Education classes made faster gains in Listening and Speaking than they did in Reading and Writing. Intermediate ELLs’ progress showed the same discrepancies between Regular Ed and Special Ed ELLs, but on the Advanced level, students in all grades had the most difficulty with the Listening section of the NYSESLAT as compared to their success in other parts of the exam. With ELL-SWDs, even the Advanced students who could be described as fluent in English, made little progress from year to year on the Reading and Writing sections of the NYSESLAT, leading to the conclusion that their lack of progress in those areas may be attributed to particular disabilities rather than to a lack of proficiency in understanding English. In the Dual Language programs, ELLs tended to improve more rapidly in Reading and Writing than they did in Listening and Speaking, with the slowest progress in the Listening sections.

Patterns across the modalities and across the grades will affect instructional decisions in that we intend to create listening labs in all ESL classes; increase the number and format of Listening tasks in the ESL and Dual Language programs; increase collaboration between ESL teachers and the ELA and content-area teachers to develop and incorporate Listening and Speaking tasks within the ELA and content-area curriculum. Our school uses information about the AMAOs to adjust instruction and professional development to focus on the actual needs of our ELL students. To sustain annual growth and improve overall progress of our students, we look at instructional successes and share those with staff, while at the same time examining the areas in which we are not making desired progress. Then we meet with staff at grade and content-area planning meetings and staff conferences to plan improvements in instructional practices. Adjustments are made in the areas of scheduling, teacher assignments, student class groupings, professional development choices and the selection of materials. Recently, the data reveal that there is not enough movement on the part of many ELLs from year to year, and thus teachers are receiving Professional Development in instructional best practices from outside consultants such as Education Consortium and CUNY-NYSIEB staff under our Emergent Bilinguals grant, and from our Assistant Principal for Instruction. In addition, a turn-key protocol has been put in place to ensure that all staff receive training in the areas earmarked for needed improvement. ESL and Bilingual teachers who receive instructional PD turn-key the information they have received by meeting with content-area and ELA staff to share information. In developing a multilingual, multicultural school ecology as fostered under the Emergent Bilingual Instructional Leadership program, our school is aware that effective instruction of emergent bilinguals cannot be done solely by ESL teachers, and that the entire school staff must be engaged in improving instruction for ELLs. Overall, the data gleaned from ELL students’ performance on the NYSESLAT reveals that, while we saw improvement in ELLs’ performance over the previous year on both the ELA and the NYSESLAT, the level of improvement still did not meet our instructional team’s high expectations.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

(a) For both programs, the patterns across proficiencies and grades were discussed in #s 1,2 and 3 above. Overall, students in Dual Language programs are faring better on State exams in Math and Science taken in their native language – e.g. the majority of ELL

Chinese DL students scored 3's or 4's on the State Math exam, while their scores on the ELA exam were heavily 2's and 1's for Beginners and Intermediates. Russian DL students are mostly EPs this year and they scored high on Math exams taken whether in Russian or English, but their ELA scores are mostly 2's – lower by far than their Math scores. On the other hand, Spanish Dual Language students, whether EPs or ELLs, take teacher-made assessments in Reading and Writing throughout the year, and they tend to do better on the assessments in English, as reported by the DL Spanish teacher, who is working, especially on Writing, to improve their proficiency in Spanish. These students have no prior testing experience in Spanish, as the program was just introduced this year.

(b) ELL Periodic Assessments reflect the same trends and discrepancies between students at each level of proficiency in the 601, 701, and 801 classes, the Dual Language classes and the SWD classes as described above. School leaders and teachers use the results of the ELL Periodic Assessments to adjust lesson-planning within units of study to address the needs revealed both in the Periodic Assessments and in the State exams –specifically, to incorporate more Writing tasks and more Listening tasks into the ESL, content-area and ELA lessons across the grades.

(c) What we have learned from the ELL Periodic Assessments, aside from the technical difficulties we continue to experience in retrieving the data, are the trends and needs that are described above in (a) and (b.)

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A We are a Middle School.

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

Children's second language development is considered when making instructional decisions. ELL students who are at Beginner and Intermediate proficiency levels in English are placed in 601, 701 or 801 classes, where teachers of all subjects have ongoing professional development regarding differentiation of instruction for ELLs, and these students have 10 periods a week of ESL instruction, with each proficiency level group assigned to a separate ESL class for intensive English instruction. When newcomers with little or no English are placed in these "monolingual" classes, teachers pair them up with same-language buddies whenever possible, so that class procedures, classwork and homework assignments, etc. can be explained to them in their home language at first. Teachers are receiving translanguaging PD from CUNY-NYSIEB staff and turn-key PD from in-house ESL staff so they can scaffold learning in all areas not only through the incorporation of many tasks that can be done in the student's home language, but also so that visual and auditory scaffolding is embedded in the lesson planning for these students. In our Dual Language Chinese, Russian and Spanish programs, we have considered the students' second language proficiency in placing students. Almost all of our current Dual Language students are either at an Advanced or Proficient level of English and are fluent speakers of their "second" language, so that instruction proceeds at a challenging pace, and reading and writing strategies are explored in depth.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

(a) In all three DL programs (Russian, Chinese and Spanish), English Proficient students (EPs) are assessed in the target language through teacher-made formative assessments, end-of unit tests, required essays and other writing pieces, and through conferencing with teachers. In addition, in the Dual Language Chinese and Spanish programs, EPs are assessed with the Chinese and Spanish Reading Tests.

(b) The overall level of language proficiency in the second target language is [fill in]

(c) EPs in the DL programs perform, almost uniformly, well on State Math and Science tests, but not as well on the ELA [continue]

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

We evaluate the success of our ELLs based on their demonstrated ability to listen with understanding, speak, read and write the English language. We evaluate our programs for ELLs based on how many students are able to do these things within the time period they are with us at I.S. 228. The measures we use to evaluate the success of our programs are teachers' observations of student progress in class work assigned, students' progress on teacher-made formative assessments, curriculum-based assessments, Performance Assessments, on ELL Periodic Assessments, and on State NYSESLAT, ELA, Math and Science exams. When there is sufficient growth in students' performance on all of these tasks from month to month and/or year to year, we can say that our programs for ELLs are successful. Obviously, the State measure of AYP for ELLs is a measure we strive to meet or exceed each year, so that when we examine students' progress in all of the ways mentioned, we look at areas of strengths and weaknesses, and then we work with teachers to ensure that instructional methods are adapted to focus on the areas of need.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 Guidance Counselor, conducts the interview, accompanied by another member of our staff who speaks the family's native language. If necessary, when appropriate staff members are not available, the Translation Unit will be called to help with translation/interpretation over the phone. 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
Jacqueline Agosto-Monett	ESL Teacher	fluent in Spanish and Mandarin
Kim Melman	ESL Teacher	Licensed ESL teacher, speaks some Spanish
Betty Tang	Licensed Guidance Counselor	bilingual Chinese/English: fluent in Mandarin and Cantonese
Shuya Zhang	Licensed Mandarin Teacher, DL Teacher	native speaker of Mandarin Chinese
Dong Yan Bush	Bilingual DL Teacher	Licensed Chinese Bilingual/ Math teacher; native speaker of Chinese
Claudia Montoya Gaudreau	Licensed Teacher of Spanish, CB	fluent in Spanish, administer Spanish LAB
Nataliya Gasidzhak	Math Teacher	Licensed Math teacher; fluent in Russian and Ukrainian
Yuliya Mikhels	Licensed Bilingual Teacher of Russian DL Class	native speaker of Russian
Theresa Johnson	8th Grade Assistant Principal, AP for Dual Language Programs	
Scott Herman	Assistant Principal, AP for Instruction	
Fran Favaloro	Principal's Secretary	Fluent in Italian

Based on parent responses to the HLIS, including the Parent Interview, with or without an interpreter, when appropriate, 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. (In mid- February, 2014, the LAB-R testing will be replaced by the new NYSITELL exam for initial screening of ELLs.) Testing is conducted by a licensed pedagogue (the testing coordinator, the ESL Coordinator or ESL teachers) in a classroom under appropriate 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 (later, NYSITELL) 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.

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.

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 online 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, ESL Teacher or other pedagogue, with interpreter, 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
- Parent choices for their child's English language learning program are recorded in ATS on the ELPC report.
- 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 language fluency to help them communicate with staff at school. Due to parent interest and to our commitment to the idea of encouraging a multilingual, multicultural school ecology, we have created three Dual Language programs – Chinese, Russian and Spanish --in the past 5 years and encouraged parents to select these for their children whenever appropriate.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. At Boody, we are proactive in creating bilingual programs.

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.

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 the presence of many Spanish-speaking families in our community, and to an increasing influx of Chinese- and Russian-speaking students in particular in our neighborhood, we have also chosen to do an affirmative outreach to Chinese-, Russian- and Spanish-speaking families to let them know of our commitment to bilingual education and of the excellent Dual Language programs that we offer to students at our school. Brochures in English/ Chinese, English/Russian, and English/Spanish have been created to inform parents about the programs, and the Principal and several teachers regularly visit “feeder” elementary schools to discuss bilingual educational opportunities at our school. We encourage articles to be written in the local foreign-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 Bilingual programs, and they came and interviewed teachers and students and aired a piece on our school on their network. Currently, the Russian language press is preparing coverage of our Russian Dual Language program.

When we place newly admitted ELLs in our Dual Language or freestanding ESL programs, 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 Guidance Counselor, the Russian, Chinese, and Spanish Dual Language teachers, as well as the Arabic-Speaking ESL Teacher, are available to help meet their needs. Our Chinese-speaking School Nurse interprets for us as well.

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

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 the Testing 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 within 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, therefore 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 progress 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 category. 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 modalities 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 Coordinator, 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 particular accommodations. Former ELLs who require ELL accommodations are grouped together with current ELLs for testing purposes. The Speaking section of the NYSESLAT is administered individually to each student by the ESL teachers, in quiet classrooms under testing conditions during the testing period 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 regularizations at the appropriate time. All testing materials are returned to the Testing Coordinator immediately after testing so they can be stored and returned according to directions. Paste response to question here:

6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms for the past four years, we have noticed some trends: One is clearly that new incoming Chinese and Russian immigrant families are choosing our Dual Language programs. Also, Spanish-speaking families who attended our incoming 6th-grade Parent Orientation program last Spring showed an increased interest in having their bilingual or English-speaking children attend our Dual Language Spanish program. 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 a growing number of our parents. Another 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. The majority of incoming Spanish-speaking ELLs this year are at an advanced level of English proficiency, and most parents chose Freestanding ESL. We were fortunate, however, to have found a group of parents who want their children to participate on a Spanish Dual Language program to ensure that their Spanish language is strengthened as well as their English. 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 72 families who chose Dual Language for their Children – 36 Chinese, 21 Russian and 15 Spanish. 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 the recipients of a CUNY-NYSIEB Emergent Bilingual Leadership grant which has also been helpful in providing us with assistance and guidance in growing the multilingual ecology of our school. 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. Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

(a) and (b) The organizational/program models for our three types of English language learning programs are as follows:

 - Freestanding ESL Program: All Emergent Bilingual students who are entitled to ESL services, and who do not participate in the Chinese, Spanish or Russian bilingual programs, are placed in the “601/701/801” cohort class for self-contained ELA and ESL scheduling. They attend a “block” of ELA/ESL classes for 10 45-minute periods per week, taught by licensed, highly qualified ESL/ELA teachers. This class follows the school’s ELA curriculum, so that Advanced ELLs receive the requisite 180 hours of ELA in addition to the requisite 180 minutes of ESL, and Beginner and Intermediate ELLs receive extra ELA instruction on top of the mandated ESL. Instruction is differentiated, depending on level of proficiency and particular student needs. In addition, all beginning and intermediate students in the cohort attend another block of ESL classes for 10 45-minute periods per week. They are never pulled out of ELA or any other content-area subject class. All Beginning and Intermediate ESL students receive more than the mandated 360 minutes of ESL through this organizational plan, and Advanced students receive ELA instruction plus ESL.
 - Dual Language Chinese, Russian and Spanish Programs: The three separate Dual Language programs in grade 6 (Spanish, Russian and Chinese) and grade 7 (Russian and Chinese) are self contained for Science, Social Studies and Native Language Arts. The students are integrated with Freestanding ESL program students for ESL, and receive ELA instruction from a certified ELA teacher. They receive NLA from teachers licensed in their home language, and they are integrated with other students on their grade level for Math in our School of One. While Dual Language students receive math instruction in English, they are grouped for math with math teachers who are fluent in the home language of each DL group.
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)?

Freestanding ESL:

In the Freestanding ESL program, all 6th, 7th and 8th grade Beginner and Intermediate ELLs receive 10 periods of ESL per week, in excess of the mandated 360 minutes.

The following is the schedule for Class 601, containing all Beginning and Intermediate 6th grade ELLs in the Freestanding ESL Program. The schedules for the ELL classes in grades 7 and 8 are similar:

601: Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	ESL	ESL	ESL	ESL	ESL
2	ESL	ESL	ESL	ESL	ESL
3	Social Studies				
4	Science	Science	Science	Science	Science
5	Math	Math	Phys. Ed.	Math	Math
6	Math	Math	Phys. Ed.	Math	Math
7	Lunch	Lunch	Lunch	Lunch	Lunch
8	Magnet	Magnet	Magnet	Magnet	Magnet

Dual Language Programs (Chinese, Russian and Spanish):

In the Dual Language Programs, Native Language Arts is taught in 2 intensive periods per week in addition to being integrated into the Science and Social Studies curriculum, which is taught in the home language. ELLs in the DL programs are all Advanced and receive ESL and ELA instruction from dually licensed ESL/ELA teachers, meeting the 180 minutes of mandated ESL instruction and exceeding the 180 minutes of ELA instruction. All ELA/ESL instruction in Dual Language classes follows the mandated ELA Core Curriculum, as does Science, Social Studies and Math instruction.

615: Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Russian LA	Math (English)	Math (English)	Math (English)	Math (English)
2	Russian LA	Math (English)	Math (English)	Math (English)	Math (English)
3	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL	ELA

4	ELA	ELA	ELA	ELA	ELA
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Magnet	Magnet	Magnet	Magnet	Magnet
7	SS(Russian)	SS(Russian)	SS(Russian)	SS(Russian)	SS(Russian)
8	Science (Russian)	Science (Russian)	Phys. Ed.	Science (Russian)	Science (Russian)
614: Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Mandarin LA	Math (English)	Math (English)	Math (English)	Math (English)
2	Mandarin LA	Math (English)	Math (English)	Math (English)	Math (English)
3	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL	ELA/ESL
4	ELA	ELA	ELA	ELA	ELA
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Magnet	Magnet	Magnet	Magnet	Magnet
7	Soc Stud (Chinese)	Soc Stud (Chinese)	Phys. Ed.	SocStud (Chinese)	Soc Stud (Chinese)
8	Science (Chinese)	Science (Chinese)	Phys. Ed.	Science (Chinese)	Science (Chinese)

616: Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Spanish LA/Culture	Math (English)	Math (English)	Math (English)	Math (English)
2	Spanish LA/Culture	Math (English)	Math (English)	Math (English)	Math (English)
3	SocStud (Spanish)	Soc Stud(Spanish)	SocStud (Spanish)	SocStud (Spanish)	Phys. Ed.
4	Science (Chinese)	Science (Chinese)	Science (Chinese)	Science (Chinese)	Phys. Ed.
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Magnet	Magnet	Magnet	Magnet	Magnet
7	ELA	ELA	ELA	ELA	ELA
8	ELA	ELA	ELA	ELA	ELA

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 foster language development and meet the demands of the Common Core Learning Standards.

Content-Area Delivered in Each Model

Freestanding ESL:

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

- (1) provide academic content-area instruction in English to all ELLs using ESL methodology and instructional strategies, and by using as much native language support as possible to make content comprehensible
- (2) incorporate strategic ESL instruction into the school day
- (3) help students to achieve the state-designated level of English proficiency for their grade, and
- (4) help ELLs meet or exceed the Common core Curriculum Standards
- (5) support the development of a multilingual ecology in our school by supporting “tanslanguaging” practices

ELA, Science, Social Studies and Math instruction follow the New York State Core Curriculum.

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 and whiteboard resources. Individual ESL teachers are fluent in several different languages, including Spanish, Arabic, Chinese and Italian. Translation "pens" with word-to-word translation capabilities, are available to students in the ESL program during School of One Math, and individual Math teachers are fluent in several different languages, including Spanish, Russian, French, Haitian Creole, and Chinese. Same-language buddies are assigned within the regular classrooms whenever possible to provide native language support to ELLs. In the "School of One," math instruction for 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.

ESL and ELA teachers collaborate to align ELA and ESL instruction, providing the six major scaffolds for ELLs: (1) modeling, (2) bridging, (3) contextualization, (4) schema-building, (5) text re-presentation and (6) metacognitive development. ESL Instruction follows the ELA Core Curriculum and uses the National Geographic ESL curriculum to engage ELL students in collaborative, interactive learning activities in the four modalities of English proficiency. Our Assistant Principal for ELA and ESL holds regular staff development sessions to align instructional strategies between ESL and ELA instruction, and teachers work with our Literacy Coach as well. An outside consultant, Rosa Delgado, provides ongoing staff development for ESL and Dual Language teachers, giving support to our staff in providing rigorous academic instruction to all emergent bilinguals. ESL instruction uses the research-based National Geographic curriculum to supplement the ELA Common Core Curriculum. Scaffolding for ELLs, intensive grammar practice and multiple opportunities for collaborative, hands-on group interaction are an integral part. Through a CUNY-New York State Initiative for Emergent Bilinguals grant, ESL and content-area teachers have been engaged in incorporating “translanguaging” practices into the curriculum as well. As a result, though all classes in the Freestanding ESL Program are taught in English, the educational value of using the student's home language to enhance understanding is recognized, and discrete learning activities that give students the opportunity to make meaning in their own home languages are incorporated into classes for ESL students as well as DL Program students. Grade-level meetings and content-area meetings are held regularly. In addition, our afterschool and Saturday ESL programs provide Title III supplementary support, creating opportunities for increased practice in English proficiency through targeted instruction in Listening Speaking, Reading and Writing. Another school-day enrichment activity for ELLs in the ESL Program is the use of the arts to scaffold instruction through contextualization. This is an Urban Arts Partnership with the goal to bring art into the public school classrooms in the city. We work with teaching artists. The woman we work with, Katherine Toukhy, is an arts educator and visual artist. She is also bilingual in Arabic & English. The program combines art with vocabulary and reading. A typical session will be viewing a painting and using language to discuss the painting. Then we will do a reading related to a theme. Then the artist will model how to do a particular type of work or kind of drawing. The students are able to create art using vocabulary related to what they are doing. Then they have a reflection and discuss the process.

In the Mandarin, Russian and Spanish Dual Language programs, Native Language Arts, Science and Social Studies are delivered in the home language. Math, ELA/ESL are delivered in English, as are the "Magnet" choice classes, such as Art, Music, Dance, Chess, and the Physical Education classes. Translanguaging opportunities are incorporated into the content area classes, as in the Freestanding ESL program, to enhance learning across the curriculum. The professional Development activities mentioned above include Dual Language teachers as well as ESL teachers, and will increase in scope to include all teachers of beginner and intermediate ELLs in the coming year. For Dual Language Program ELL and EP students, afterschool programs in English, Math or home language NLA supplement the regular school day programs and are available to all students whose parents choose to enroll them.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All Dual Language teachers are native speakers of the language other than English that they teach. In addition to administering the Reading Test in the appropriate language, DL teachers administer teacher-made tests in the students' home language that correlate to the units of instruction and particular lessons for the subject areas being taught. While our Core Science and Social Studies classes in the Dual Language program follow the English Core Curriculum, the Chinese and Russian program teachers are engaged in translating materials from English texts where necessary and writing their own test materials in the home language of their students. These materials are used to evaluate students' progress in their own home languages.
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The National Geographic Insider ESL curriculum includes Reading, Writing, Listening and Speaking activities in English, along with testing materials that correlate to each activity, including pre-assessment, unit and end-of-term testing materials. These, together with teacher-made quizzes, assigned writing activities and listening/speaking activities, ensure that ELLs are appropriately evaluated in all four modalities over the course of the academic year. In addition, for Advanced ELLs, the ELA curriculum provides practice and evaluation in all 4 modalities.
 6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- (a.) SIFE: SIFE will be served with interventions that are appropriate to their needs: They will be placed in Beginning ESL

classes, and in the 601,701 or 801 regular classrooms or the bilingual programs, depending on parent choice. Differentiated instruction and classroom libraries for beginning readers, and various manipulatives in math and science are available. The School of One math program allows them to work at their own pace with guided teacher instruction. SIFE students will be placed in after-school intervention programs in reading and math for ESL students, using the RIGOR program and various math interventions that are developed through our School of One and available in a 1-1 learning situation. In addition SIFE students will attend our funded reading programs. Multilingual classroom libraries in all the -01 classes, provided through our CUNY-NYSIEB grant funding as well as through Title III and other funding, are augmented whenever funds are available.

(b.) Newcomers: Newcomers are placed in the 601,701 or 801 classes if parents choose the Freestanding ESL program. ESL strategies are used to support learning in the ELA and content-area classes. In addition to the mandated 180 minutes of ESL, newcomers attend ELA class daily, and whenever possible, are paired with non-ELL “buddies” who help orient them to classroom expectations and routines. Materials from the RIGOR program and the Achieve 3000 program are used to support reading and writing activities in the regular classroom. Classroom libraries with age-appropriate, levelled reading materials in English and other languages are provided. Parents of ELL newcomers are invited to workshops and Parent ESL classes that are provided through Title III and other sources of funding to supplement the Part 154 program so that they can be as effective in helping their children succeed as possible. An after-school program for ELLs in the 601,701, and 801 classes supplements the regular Part 154 program, providing extra opportunities for listening, speaking, reading and writing.

Newcomers in the Chinese, Russian, or Spanish Dual Language programs receive native language support through NLA and content-area classes taught in the home language. Bilingual teachers and administrators collaborate with ELA teachers to align the core curriculum classes that are taught in the home language (Russian, Chinese or Spanish) with the scope and sequence of the monolingual classes. Core Science and Social Studies classes are taught in the home language for all Dual Language students. The National Geographic curriculum that is used as a starting point for newcomers in ESL is aligned with the ELA curriculum across the grades. The Achieve 3000 individualized reading and writing program is also used. An after-school ESL program for Chinese, Russian or Spanish bilingual ELLs supplements the regular curriculum, focusing on skills and strategies for English proficiency and also gives more instruction in Native Language Arts.

All bilingual program newcomers are invited, along with other-language ELLs, to attend our ESL Saturday Academy, a Title III program that offers supplementary language-learning activities, and/or they are invited to participate in an after-school reading and writing program for ELLs.

(c.) Four-to-Six-Year ELLs:

Most 4-6-year ELLs at IS 228 have scored in the Intermediate to Advanced range on the NYSESLAT. They are grouped during Magnet period for ESL instruction based on their English proficiency. National Geographic curriculum is used as a starting point, and ESL instruction is aligned with the ELA curriculum after collaboration among ESL teachers and ELA teachers. Achieve 3000 reading and writing program supports 4-6-year and longterm ELLs’ English proficiency development as well as their proficiency in the use of computer technology. Bilingual dictionaries, leveled content-area books, and other native language support materials are available in the regular classrooms, and ESL class supplies additional focus on skills and strategies for Writing. Some Beginner 4-6-year ELLs are placed in a heterogeneous class grouping for ESL, so that they interact with Intermediate-level ELLs for extra support. These ELLs are also invited to attend the after-school supplementary program in English literacy skills as described above.

(d.) Long-Term ELLs:

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

(e.) Former ELLs (Newly English- Proficient Students)

In the first 2 years after Passing the NYSESLAT, former ELLs are afforded testing accommodations in the same manner as ELL students. Former ELLs are placed in class cohorts based on their overall academic achievement and scores standardized tests. They are placed in the Reading or Math magnets, when appropriate, and they are offered a variety of afterschool programs to support English language development and/or test-taking skills.

7. 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?

Instructional Strategies for ELL-SWDs

Differentiation of instruction for ELLs with disabilities is achieved in several ways: Achieve 3000, the technology-based intervention program for ELLs at our school, evaluates a student's reading level and provides individualized reading and writing activities at the student's reading level. ESL classes use the National Geographic ESL series that contains differentiated learning tasks for each lesson. ESL teachers consult student IEPs to choose tasks that give the student practice in the areas of need. Levelled books and materials are available in ESL and regular classrooms of ELLs so that students may strive toward meeting the same learning standards through scaffolded materials. In the ESL and other classes, QTEL-based tasks are integrated into the curriculum to give more targeted practice in listening, speaking, reading and writing skills through the use of collaborative, interactive learning tasks. "Translanguaging," or using the home language to support the development of understanding, is being integrated into the curriculum as well. Our School of One individualized, technology-based math program, allows ELLs, as well as all other students, to receive intensive math learning and practice activities beginning at their particular level of proficiency. ELL-SWDs are integrated into the regular ESL programs on all grades. They are integrated into the regular education program during lunch, physical education and magnet periods as well, and they form a significant portion of our after-school art and drama programs. Those whose magnet programs indicate ESL are able to participate in the arts after school.

Instructional materials for ELL-SWDs

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

Least Restrictive Environment

Using the instructional strategies and materials mentioned above, in #7, the school also provides SETSS instructional periods to ELL-SWDs, including Reading, Math and Speech, to those ELLs attending regular education classes as well as to those in self-contained or ICT classes. Students are never referred to self-contained special education classes unless placement in a less restrictive setting has proved inappropriate to meet the student's needs. ELL-SWDs are fully integrated into the regular ESL instructional periods along with regular-education ELLs. In each classroom, instruction is differentiated by student in order to provide appropriate scaffolding for ELL-SWDs, as per their IEPs.

Courses Taught in Languages Other than English ⓘ

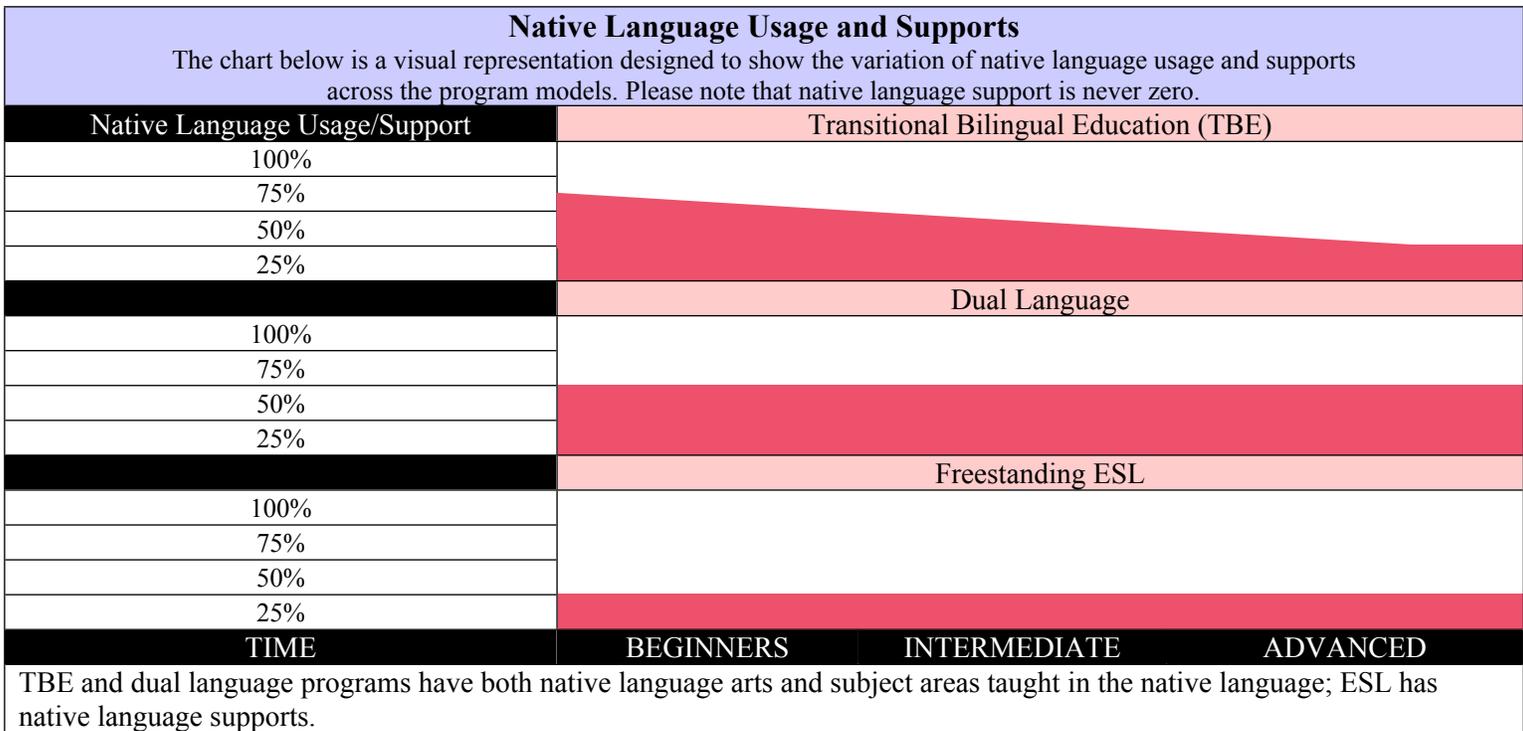
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	Mandarin, Russian, Spanish			
Social Studies:	Mandarin, Russian, Spanish			
Math:				
Science:	Mandarin, Russian, Spanish			

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

9. 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.

ELA targeted interventions include an alternate curriculum from Achieve 3000 that is included in the programs of ELLs; individualized tutoring; and/or an extra period of remediation in lieu of another Magnet class. Achieve 3000 also offers targeted intervention in Science and Social Studies, since the program contains reading and writing tasks based on non-fiction Science and Social Studies topics. Interventions in Math include the iReady Math program and the School of One Math Program, which, in itself, is based on a "learning algorithm" which considers factors such as a student's academic history and profile, the previous day's assessment data, and the available content, space, staffing and technology. These interventions are offered in English and, for Achieve 3000, in Spanish. Except for Achieve3000 which is a part of all ELLs programming, interventions are assigned for ELLs on a case-by-case basis. ELLs with IEPS receive services mandated for them as well. In addition to the school-day services mentioned above, all ELLs are invited to attend after-school and Saturday ESL Academy programs to supplement language learning and offer an opportunity for more social interaction in English. Test-taking skills, Chinese Dance, Sports, Mathematics, ELA and other programs are open to ELLs as well on a first-come, first served basis.

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

Our current ESL and Dual Language programs are effective in meeting the needs of our ELLs by grouping students according to grade, age and proficiency level in English. The programs provide more minutes per week in ESL/ELA instruction for ELLs than is mandated under Part 154 of the Chancellor's Regulations. They provide hands-on experiences in a variety of subject areas such as Arts, Music, and Sports, which research shows provide effective scaffolds for building language literacy, through the Magnet Program. Afterschool and Saturday programs in ESL and the target languages supplement ELLs' language development as well. Last year and this current academic year, professional development for all teachers of ELLs has been increased and expanded in scope, from a focus on adapting ESL to the Core Curriculum mandates, to increasing the use of translanguaging strategies in the ESL and Dual Language classrooms, to a focus on reading and writing non-fiction through Achieve 3000, to the adoption of the new National Geographic Insider series for ESL. Our Dual Language programs are effective in teaching Core Social Studies and Science in the target languages, and in the monolingual classes, ELLs have classroom libraries available to them in English and a variety of home languages. We have 4 new ESL teachers who are highly effective and use best practices in ESL instruction, and our Dual Language teachers are experienced in teaching both in English and in the target languages of their programs. We would like to increase the knowledge of best practices in ESL instruction to all of our classroom teachers of ELA and the content areas, which we are beginning to do through the variety of PD activities described elsewhere in this document. A "Reflection Cycle" protocol is used in monthly meetings conducted by our APfor Instruction, so that the needs of ELLs can be discussed and addressed on an ongoing basis with feedback from all involved. Through more collaboration between and among teachers of all subjects and the ESL professionals, through the use of translanguaging strategies in all classrooms, which we hope to put in place within the next year, through the use of targeted technology programs, listening labs, and the incorporation of more listening, speaking and writing activities into the curriculum, we hope to continue to see our students progress from year to year in their English proficiency.

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

We are working with CUNY-NYSIEB under the Emergent Bilinguals leadership grant to incorporate translanguaging strategies into the ESL and Bilingual programs as well as for use across the curriculum for all students at IS 228. Our CUNY-NYSIEB partners have already presented translanguaging workshops to the staff at large and to selected teachers in the ESL and Dual Language programs, and we plan to foster the multilingual ecology of our school by making transparent the high value we place on multilingualism. As we prepare our teachers to incorporate the use of students' home languages through targeted activities in all content areas, we expect to better serve our Emergent Bilingual population in the coming year and in the years to come. In addition to the Achieve 3000 program for ELLs in English and Spanish, we are considering using another Curriculum Associates program for Advanced ELLs as well as a computer-based extension of the National Geographic Insider Program for ESL students.

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

No afterschool or Saturday programs for ELLs are being discontinued. The use of the Highpoint series (which has been discontinued by Hampton Brown) for ESL instruction has been discontinued and replaced by the National Geographic Insider series, which is used as a support for the Core ELA curriculum.

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

In general, ELLs are afforded equal access to all school programs. They are welcome in all before- and after-school programs, including Music, Chinese Dance, Hip-Hop, Academic support programs, Test-Prep, extra ESL, ELA and Math help, Chess, and Sports programs. ELLs in Dual Language Programs and Advanced ELLs participate in Magnet Choice programs during the Magnet period. Beginner and Freestanding ESL program ELLs receive ESL instruction during the Magnet period but are encouraged to participate in choice activities in the afterschool program. Saturday ESL Academy is an extra Title III Language and Arts program that is open to all ELLs in order to provide more practice in English language skills through Arts and cultural activities. Dual Language students may participate in any of the above activities, but also have an opportunity for afterschool programs in the target language.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs follow the Core ELA curriculum with support from the National Geographic Insider series. In addition the Achieve 3000 computerized learning program, which supports reading and writing of non-fiction texts in Science and Social Studies is being used to support ELLs progress in reading, writing and the content areas. All ELLs attend classes in which the Core Science and Social Studies curricula are followed. In addition to the School of One individualized learning program, the Curriculum Associates Math program, including a piece which is computer-based, is being used to support Beginner and Intermediate ELLs' progress in Math. All classroom teachers of ELLs receive a continuously-growing classroom library of age- and grade-appropriate reading materials in English and the home languages of the students in those classrooms, and laptop computer are available to all students for engagement in a wide variety of learning tasks and projects.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support in the Dual Language Programs (Chinese, Russian and Spanish) is delivered through the Native Language Arts classes; the programming of Social Studies and Science classes in the Native Language; the presence of Native Language textbooks, trade books, and fiction and non-fiction libraries in the classroom. In addition, Dual language classroom teachers are fluent in both English and the target Home language, so that communication with students and parents is easily accomplished. Translanguaging strategies are employed within the Dual Language classrooms, giving students the opportunity to use prior knowledge obtained in the Home language in order to make meaning in the new language being studied.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Support services are provided to ELLs in grade- and age-appropriate groups or individually, on a case by case basis, as per the student's IEP. All students with IEPs requiring special services are placed either in regular education or ICT classes that correspond to their actual grade level and age, or in self-contained Special Education classes which may be "bridge" classes between two contiguous grades. All classes and service providers use materials appropriate to the grade level and age of the students. Special Education and ICT classes also contain classroom libraries with age-appropriate high interest reading materials appropriate to the reading levels of the students in those classes.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In the fall of the year before students are to enter the 6th grade, we hold an open house for parents and students who are considering coming to Boody. Staff members who speak a variety of languages, including the most highly represented at our school, are available for translation and interpretation. We discuss the Magnet programs, the ESL and bilingual programs and the after-school programs available to all students, including ELLs and those that are specifically designed for ELLs. Informational brochures and notices are distributed in most of the home languages of our potentially incoming students and their families. We hold a similar Open House program at the end of the same year, with similar language support. Parents and students are encouraged to ask questions and tour the school. For new ELLs who arrive throughout the school year, in addition to the ELL Intake Program at our Parent Engagement Center, in which the DOE video on bilingual program choice is shown in the appropriate languages, same-language "buddy" students from the class to which each newcomer is assigned are invited to come down to the Parent Engagement Center, meet the new student, and shepherd him or her through the first few days of school. Buddies introduce new students to others in the class, interpret teachers' directions for the newcomer, answer questions in the home language, and generally try to make the newcomer feel more at home in our school. Teachers and other staff members have a welcoming attitude toward the new students, and the Parent Engagement Center is also used as a place where new students can come and ask for help if they are confused about where to go or any other problems. New ELLs are included in all activities, and they are offered a place in any of the appropriate after-school and/or Saturday programs.

18. What language electives are offered to ELLs?

This year there are no language electives.

19. For schools with dual language programs:

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

(a) Our Dual Language programs in Chinese, Russian and Spanish are currently serving Emergent Bilinguals who are either Proficient in English or Advanced English Language Learners. Because there are no Beginning or Intermediate ELLs in the programs, and most EPs are proficient or nearly proficient speakers of the target language, scheduling reflects the needs of this group of students. This year, one third of the DL program is taught in the target language for both EPs and ELLs and two thirds of the program is taught in English. The English portion includes Math, ELA (and ESL for Advanced ELLs), Magnet choice subjects, and Physical Education. Native Language Arts, Core Social Studies and Science is taught in the target language other than English.

(b) EPs and ELLs are integrated for the entire school day. School of One Math program is computerized and individualized, so that work is assigned and assessed individually. ELA/ESL is taught by dual licensed teachers, with differentiation of instruction for ELLs and EPs, but integrated within the same classroom.

(c) As mentioned above, language is separated by content area for instruction. ELA, ESL, Math and Magnet classes are taught in English. Core Science, Core Social Studies and Native Language Arts are taught in the target language other than English. In grade 6, one licensed bilingual teacher fluent in the target language teaches NLA, Core Social Studies, and Core Science. The other subjects are taught in English, and the students are integrated with the entire student body on each grade for Lunch and Physical Education. The 6th and 7th grade Russian DL ELA teacher is also a licensed ESL teacher, and is fluent in Russian. The 6th and 7th grade DL Math teacher in the Russian program is also fluent in Russian. The 8th grade Mandarin DL program has a Mandarin teacher for NLA and Core Social Studies, and a licensed bilingual teacher for Core Science.

(d) The Dual Language model, as described above, is a hybrid model particularly design for our current students' needs. It is neither strictly side-by-side nor entirely self-contained. (See sections above.)

(e) Emergent literacy, for the few EPs who are fluent speakers but not fully literate readers and writers in the target languages of their DL programs (Spanish, Russian or Chinese), is taught in the child's native language. ELLs in the DL programs this year are Advanced or Proficient in English.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All ELL personnel receive professional development on an ongoing basis in the following ways:

Teachers of ELLs attend 3 full-day seminars given by Education Consortium to support the alignment of ESL instruction and Core Curriculum; they receive 6 days of one-on-one coaching; they receive PD from Literacy Support in questioning techniques, lesson-plan writing and forms of assessment to support Core Curriculum ; and they have 3 full days of PD for Achieve 3000, the Social Studies and Science content-area computerized literacy support program. In addition, under the CUNY-NYSIEB Emergent Bilingual Leadership Grant, all staff have received a PD session on “translanguaging” strategies for the classroom; Dual Language Program teachers are receiving specific coaching on translanguaging from CUNY-NYSIEB staff ;and the CUNY-NYSIEB program staff meet periodically throughout the school year with the EBLT (Emergent Bilingual Leadership Team) to support the SIP goals and time frame for the development of a strong multilingual ecology in the school community.

2. Teachers of ELLs receive professional development from CUNY-NYSIEB staff under the Emergent Bilinguals Leadership grant, both as whole-staff lectures during staff meetings, and as individual and group PD sessions directed at ESL and Bilingual (Dual Language) teachers. The focus of these sessions is on integrating translanguaging techniques and activities into lesson planning for the Core Curriculum. Education consortium also provides a three-day seminar for ESL and Dual language teachers, plus a series of group PD sessions in which teachers take Units of Study from the Core Curriculum and scaffold these for ELLs. Under the guidance of the AP for Instructions, ESL and Dual Language teachers also meet to do lesson-plan writing in pairs and in groups, differentiating instruction for ELLs at various levels of English proficiency. A member of Education Consortium also meets with Chinese Dual Language program teachers to observe instruction and to engage the teachers in lesson-planning in Mandarin, finding Mandarin language materials to support the Core Curriculum standards and scaffold learning for Chinese-speaking ELLs and former ELLs in the program. In addition, teachers of ELLs observe each other in rounds, creating reflective cycles to look at student work and make changes to differentiate instruction and choose classroom and homework tasks that support learning.

3. Staff meetings held by the Principal in the Fall and the Spring address the needs of ELLs as they transition from one level of school to the next. Procedures for welcoming new ELL students during initial intake and for ensuring that all parents of ELLs are informed about ESL and bilingual programs before they make a choice are discussed. Teachers of ELLs are encouraged to welcome ELLs into the classroom, pair them with a same-language buddy whenever possible, and incorporate translanguaging practices into the Core Curriculum. Multi-language classroom libraries are available in classrooms, and grade- and subject-area meetings include discussion of strategies for supporting ELLs as they enter middle school. As ELLs transition to high school, our Guidance Counselor, who is fluent in Chinese (the language with the most representation among our ELLs) meets with 8th graders on a one-to-one basis to discuss their school choices and facilitate a transition to the most appropriate schools that students will qualify for. In addition, there are meetings held for 8th grade students as a group to discuss the process of applying for high school in NYC, and parents are welcome to come in to our Parent Engagement Center if they need help in deciding which schools to select for their children. Individual meetings are arranged as well. Our guidance counselor attends relevant DOE PD to ensure she is prepared to deal with the situations that arise in helping middle school students transition to high school. As our former Parent Coordinator, the Guidance Counselor is familiar with many of the parents in our school community as well as with the students, who were in the habit of coming to her for any and all problems or concerns throughout their middle school career. The Guidance counselor communicates regularly with classroom teachers of ELLs as well as other teachers, to discuss particular students’ needs as they relate to high school choice.

4. All teachers receive more than 10 hours of ELL training, exceeding the requirements of Jose P. In addition to the training given by CUNY-NYSIEB staff to teachers of ELLs, CUNY-NYSIEB staff also provides professional development sessions to the entire staff on translanguaging practices and on scaffolding learning in the Core Curriculum. All teachers on staff receive professional development in differentiation of instruction for ELLs from the AP for Instruction at grade and subject-area meetings, and some attend PD with Education Consortium staff as well. Sign-in sheets and agendas for initial PD sessions and for teacher turn-key sessions are kept in a central locations, and teachers are asked to maintain their own individual PD records as well.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. ELL parents are represented in all aspects of parent-school relations. ELL parents participate in the PTA; they accompany teachers and students on class trips; they are invited into various classrooms to discuss their jobs, their experiences and particular customs and traditions in their native countries, particularly in Dual Language classrooms. ELL parents help out with the Chinese Dance Program as well. ELL parents participate in the evening ESL classes for parents, and they are welcome every day in our Parent Engagement Center.
 2. I.S. 228 partners with the Global Language Project, a CBO which coaches ELL parents in helping their ELL children prepare for the State ELA and Math exams. In addition, ELL parents, together with non ELL parents, participate in a cooking workshop program run by Keys to Abundant Life, another CBO.
 3. Our Parent Engagement Center is open during school hours and parents are free to walk in at any time if they have questions or concerns. Our Parent Coordinator, ESL Coordinator, Family Worker and Principal's Secretary are available to help meet parent's individual needs on a case by case basis. Parents can make an appointment with any of their children's teachers as well, and an interpreter from our multilingual staff will be made available when necessary. In addition, we hold periodic Open Houses for parents of incoming students, two thirds of whom are ELLs or former ELLs, during which parents receive a tour of the school, a description of academic, arts and afterschool programs available to ELLs and /or their parents. The Principal, Assistant Principals and other staff members communicate regularly with the Parent Coordinator to discuss parental concerns and make suggestions for activities and programs that help address parents' needs.
 4. Our Parent Engagement Center addresses the needs of parents to have open communication with school administrators, teachers and staff. It also addresses pressing needs by providing immediate answers to concerns and questions that parents may have. Our Global Language Project for ELL parents addresses a concern that most ELL parents have expressed to us at meetings or in personal conversations with staff members: "How can I help my child get ready to take State exams when I don't speak English very well, or at all?" Global Language Project gives parents strategies for increasing skills and knowledge that they can share with their own children in their home language. Our Cooking program gives ELL parents a chance to meet and speak informally with other parents in the school community while also learning some new recipes. In the Spring, our International Multilingual Fair will celebrate similarities and differences among cultures and languages, addressing the needs of parents to be part of a vibrant, multilingual school community and, hopefully, facilitating cross-cultural exchange and developing friendships.

E. 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 response to question 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		12/18/13
Scott Herman, Theresa Johnson	Assistant Principal		12/18/13
Gina Poggi	Parent Coordinator		12/18/13
Carolyn LeBel, ESLCoordinator	ESL Teacher		12/18/13
Heather Fiorica	Parent		12/18/13
Kimberly Melman, ESL	Teacher/Subject Area		12/18/13
Jacqueline Agosto-Monett	Teacher/Subject Area		12/18/13
Amanda Wohrle, Literacy Coach	Coach		12/18/13
	Coach		12/18/13
Betty Tang	Guidance Counselor		12/18/13
	Network Leader		12/18/13
Claudia Montoya-Gaudreau	Other <u>Spanish Teacher</u>		12/18/13
Nancy Panarella	Other <u>Dir. Special Service</u>		12/18/13
	Other		12/18/13
	Other		12/18/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K228 School Name: David A. Boody

Cluster: 05 (CEI-PEA) 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 as 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-teacher 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

2013-14 Comprehensive Education Plan (CEP)

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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: David A. Boody	DBN: 21K228
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 or exceed 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. Parents have requested, and continue to request, 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 supplementary 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 or exceed 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 provides instruction for 15 Saturdays, three hours per week, and a licensed supervisor oversees 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 are used. Leveled books in English are needed to engage students at their appropriate reading levels, and libraries of native-language books in the appropriate languages are needed in order to provide native language support. Students are 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, takes place. Writing tasks are integrated into the learning activities. Children learn reading and writing strategies, and can practice them in English and in their own native languages, with support from the NL libraries and levelled English trade books we will purchase.

2. After-School Chinese Dance and Language Arts Program: This program supports ELLs in developing language proficiency and multicultural understanding through the arts by offering after-school Chinese Dance and Language Arts programs. Target population for the Dance program is 10 Chinese-speaking ELL students and 5 former ELL students 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 uses two of the most effective scaffolds for ELLs, i.e. contextualization and

Part B: Direct Instruction Supplemental Program Information

text re-presentation, to give ELLs and former ELLs , all emergent bilinguals, authentic experiences in English language use and opportunity for collaborative problem-solving. To that end, we are offering the Chinese dance and art program, with native language support for our Chinese-speaking ELLs, for three afternoons per week (two for Chinese Dance on Tuesdays and Thursdays and one for Chinese Language Arts on Wednesdays), two hours per session each day, for a duration of 18 weeks. The class is taught by our Chinese Dual Language teacher who is licensed in teaching Mandarin Chinese as a foreign language as well as in Reading and has taught Chinese dance to ELLs and non-ELLs for many years. Music CDs , art materials and materials for costumes and sets will be needed.

3. After-School ESL Supplementary ESL 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 meets on Wednesdays and Fridays for 18 weeks from 3:00 – 5:00 p.m. and is taught by a licensed ESL teacher who teaches ESL to speakers of many different languages. Special emphasis is placed 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 Bilingual Russian Language Arts& Cultural Supplementary Program: Support the continuing development of Russian language skills and cultural knowledge for 20 Russian Dual Language students and Russian-speaking students in the ESL program by offering this 18-week program on Tuesdays from 3:00 – 5:00 p.m. The Russian Language Arts program, taught by our licensed Russian bilingual teacher, gives 10 Russian -speaking ELLs and former ELLs an opportunity to develop grade-level Russian-language skills. The Russian Cultural Program , taught by our dually licensed ESL/ELA teacher serves 10 Russian-speaking emergent bilinguals (ELLs and former ELLs)and focuses on content-area knowledge about historical and contemporary socio-cultural and scientific events and accomplishments of people in the Russian-speaking countries from which the students and their families have emigrated. Russian-language books, newspapers, web-sites, etc. will be used.

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

Part C: Professional Development

- name of provider

Begin description here: Teachers in the Title III supplementary program receive professional development from CUNY-NYSIEB staff under the Emergent Bilinguals Leadership grant, both as whole-staff lectures during staff meetings, and as individual and group PD sessions directed at ESL and Bilingual (Dual Language) teachers. The focus of these sessions is on integrating translanguaging techniques and activities into lesson planning for the Core Curriculum. Education consortium also provides a three-day seminar for ESL and Dual language teachers, plus a series of group PD sessions in which teachers take Units of Study from the Core Curriculum and scaffold these for ELLs. Under the guidance of the AP for Instruction, ESL and Dual Language teachers also meet to do lesson-plan writing in pairs and in groups, differentiating instruction for ELLs at various levels of English proficiency. A member of Education Consortium also meets with Chinese and Russian Dual Language program teachers to observe instruction and to engage the teachers in lesson-planning in Mandarin and Russian, finding Mandarin and Russian language materials to support the Core Curriculum standards and scaffold learning for Chinese- and Russian-speaking ELLs and former ELLs in the programs. In addition, Title III program teachers meet for 2 days after school, two hours per day, before the program cycles begin to plan specific after-school and Saturday activities and units of study for the program.

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 evenings 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.

Part D: Parental Engagement Activities

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 (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		

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.
Travel		
Other		
TOTAL		