



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

21K228

School Name:

DAVID A. BOODY

Principal:

DOMINICK D'ANGELO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: David A. Boody School Number (DBN): 21K228
School Level: Intermediate School Grades Served: 6-8
School Address: 228 Avenue S
Phone Number: (718)-375-7635 Fax: (718)-998-4013
School Contact Person: Dominick D'Angelo Email Address: Ddangelo3@schools.nyc.gov
Principal: Dominick D'Angelo
UFT Chapter Leader: James Eugenio
Parents' Association President: Heather Ann Fiorica
School Leadership Team
Chairperson: James Eugenio
Student Representative(s): N/A

District Information

District: 21 Superintendent: Isabel Dimola
Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn, NY, 11235
Superintendent's Email Address: idimola@schools.nyc.gov
Phone Number: (718)-648-0209 Fax: 718-648-2165

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 533 Network Leader: Nancy Ramos

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dominick D’Angelo	*Principal or Designee	
James Eugenio	*UFT Chapter Leader or Designee	
Heather Ann 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 J. Woehrle	Member/ Teacher	
Lorraine Calafiore	Member/ Teacher	
Angela Alighieri	Member/ Teacher	
Linda Dalton	Member/ Parent	
Maria DiGraziano	Member/ Parent	
Dina Arlia	Member/ Parent	
Judi Barreca	Member/ Parent	
Diana Riveron-Carballo	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Instructional focus: This year we are creating assessment-driven learning intentions that are rigorous and clear so that ninety percent of our students are engaged in learning. We will know we are successful when our formative assessments show student growth. (Domain 3)

The instructional leadership team (administrators and coaches) developed our instructional focus. Team members divided into small groups visiting each class and doing a needs (formative) assessment. In addition, last year's 'Advance' data was analyzed for pedagogical weaknesses. After compiling the data we found that the three greatest areas of need amongst our staff were the following:

- Learning Targets (Productive Disequilibrium and Formative Assessment)
- Communicating with Students
- Classroom Culture

After coming up with these three major needs we were able to construct our instructional focus which we modeled into the learning target frame that we suggested the teachers use as well. Under three major categories we developed subcategories that we will focus on cyclically each month.

The Danielson Framework for teaching helps us to promote a common definition and understanding of excellence in teaching. We began exposing our teachers to the framework a few years ago by unpacking each domain and analyzing what each would look like in the classroom. We used Teaching Channel and ARIS videos to analyze best practices. Last year we began evaluating teachers using Danielson and this year we continue to use Advance for evaluation purposes. We developed our instructional focus by looking at data from various sources including Advance where we noticed that further developing our teachers in the areas of questioning, student engagement and formative assessment would be beneficial. Next we created a comprehensive, cyclical PD action plan that would hit on all of these areas, several times, over the course of the year. Both the CCLS and the framework have similar underlying philosophies, the centerpiece of each being student engagement: a classroom of students who are "intellectually active." Furthermore we want to promote that although learning activities for students may be "hands on" they should always be "minds-on." The ultimate goal is to empower teachers to create a community of learners, in which students assume a large part of the responsibility for the success of their learning. Essentially, the Danielson Framework in tandem with the CCLS shifts helped to drive our PD plan, which in turn will assist teachers in driving their daily instruction.

High expectations and rigor are embedded in and serve as the foundation of our school's instructional focus and professional development plan. If teachers can create a clear, explicit learning intention that is differentiated, leads to problem solving and inspires imagination and curiosity in their students, rigor is present. Our PD partnerships are designed to allow teachers to have a support system and ongoing conversation regarding a culture for high expectations. In accordance with this ideal the administration worked collaboratively with teachers to create a set of school wide non-negotiables.

1. Limit lectures via the gradual release model (ex: I do, we do, you do)
2. Utilize formative assessments
3. Establish Routines/Procedures
4. Differentiate parts of the lesson.

Our belief in the power of teacher teams is clearly evident in the way we have programmed teachers over the past several years. Initially we had common planning only in math and ELA. Over time we have built capacity throughout the building. Now each subject area (math, ELA, SS, science and the arts) has common planning on a regular basis. Our paramount goal for teacher teams this year was for teams to be self-sufficient and teacher led. Instead of a coaches or administrators facilitating the meetings we are empowering teachers to take on leadership roles on a rotating basis. At the end of last year a group of teachers across curriculum were identified to take place in a Teacher Leadership Institute in which they became equipped with several protocols and team building strategies to use with their colleagues. Later this year we will send another group of teachers to the same training.

We pride ourselves in our dynamic and varied opportunities for both academic and social-emotional growth. As mentioned previously we have worked diligently to improve student's academic growth by offering a cyclical PD plan and daily common planning. We are especially proud of the work we've done with teacher teams this year. Teachers have now taken on leadership roles and are facilitating common planning meetings with their colleagues. Like all aspects of our PD this year, we are trying to build capacity so that our PD efforts can be sustainable in the long term.

Another area of pride is our innovative math program: School of One. This is a multi-faceted program which organizes student's time into two week periods known as "rounds." For each round SO1 matrix selects a cohesive set of skills from each student's personalized library. The student will focus on those skills, known as the student's "playlist," throughout the two week-round. During a round, each student engages in three different types of learning sessions to master the skills in his/her playlist. The first is a "Pick-Up" session which allows students to learn and practice discrete but related academic skills through a variety of live, collaborative, and online approaches. In "task" sessions students apply multiple skills from their playlist in real-world contexts to build a deeper conceptual understanding of mathematics. Lastly, "Math Advisory Sessions" is where students have the chance to focus on goal setting, relationship building, persistence, and general mathematics principals.

Access to technology has been a major push at our school over the past few years. To date technology is available in every classroom on a daily basis. There are laptops available for regular student/teacher use, smart boards, document cameras and I-Pads to help implement rigorous, engaging lessons. This year we are piloting an I-Pad based reading program in several ELA classes called Light Sail. This will allow our students access to over 80,000 fiction and nonfiction texts. This a completely differentiated and individualized learning experience. Student reading lists are optimized by performance on in-text assessments. Readers seamlessly move up the staircase of text complexity, keeping within their zones of proximal development. Assessments embedded within texts help students and teachers monitor daily progress with built-in cloze items provided by MetaMetrics, creator of the Lexile framework. Common Core-aligned questions, developed by Light Sail's master teachers, appear throughout each text to monitor students' comprehension. Simple digital note taking illuminates student thinking in real time. All student annotations are instantly visible, so teachers can provide real-time responses to student thinking. Students see their own progress updated with every reading session – motivating greater achievement. Teachers can view up-to-the-minute classroom progress across several performance metrics.

As part of our continued commitment to our anti-bullying campaign we are implementing a program called Bridg-it. The program allows students, faculty and parents to instantly and confidentially alert school administrators of problematic behavior via any web-enabled device. This allows problems to be spotted sooner, so help can reach the right people faster. Furthermore, we held our first annual leadership summit this year, which was primarily focused on the initiatives developed by the DAB community to create, maintain and contribute to a culture of tolerance and an equitable learning environment. These initiatives are inclusive of all community leaders, administrators, teachers, students and parents, and will offer tools and strategies to: combat bullying in an urban setting, contribute to and maintain a positive school culture and respond to and resolve conflicts with effective restorative methods.

I.S. 228 offers a wide range of activities to students before school, after school, on Saturdays and during school to improve not only academically but also socially, emotionally and physically. We offer: bilingual math, bilingual ESL, ESL prep, remediation in math and ELA, specialized high school prep in math and ELA, sports (soccer/basketball, gymnastics), cheerleading, Chinese dance, art, physical fitness, Council for Unity, Girl Scouts, drama, 'Dragon Slayer'(acting/drama), newspaper staff, dance and hip hop. During "zero" period students are offered assistance in mathematics, strings, winds and can participate in photography and creative writing via yearbook staff.

The science department has an ongoing partnership with the NYC Park Rangers, New York Aquarium, Prospect Park Zoo and the Museum of Natural History. Through these partnerships, our magnet students go on trips that emphasize experimental learning as well as careers in science. In collaboration with Urban Advantage, our science teachers receive professional development in STEM (Science, Technology, Engineering, and Math). We have also started a program called; Enrichment Academy that takes place every Saturday. EA was created specifically to meet the needs of ELLs, former ELLs, and SWDs in the eighth grade as well as sixth and seventh grade ELLs. Teachers work with small groups of fifteen students on building skills and breaking down complex concepts in mathematics, science, and ELA.

The dance magnet partners with the Joyce Theater and City Center where educators choose from a broad spectrum of performances by leading national and international dance companies reflecting the rich cultural, ethnic and stylistic diversity for their students to experience. We are also fortunate enough to have an ELA teacher accepted into the Astor Educators program at the Metropolitan Museum of Art. This is a yearlong learning community that will investigate ways students can develop one or more key skills identified in the Common Core Learning Standards through experiences

with works of art.

This year we are in the second year of small group student teacher mentor program known as: "STOMP" (Student Teacher Outreach Mentorship Program) to our students. This is a chance for groups of identified at-risk children in all grades to "check-in" with a teacher mentor once a week during a lunch period. During this time students get to talk about life goals, community service, issues and problems that they may be facing. Moreover, it offers a safe environment to receive important information, advice and feedback from a trusted teacher and group of peers. The following four major topics will be addressed: Self-Reflection, Self-Advocacy, Career Readiness and Community Service.

Finally, we would like to note that David A. Boody is the only school in Brooklyn to offer dual language programs in Russian, Chinese and Spanish (in grades 6, 7, 8). Students enrolled in the program have the opportunity to take science and social studies in their native tongue. We have also recently submitted a request to offer a dual language Hebrew program in September of 2015. In preparation for this we started an after school Hebrew program. We are proud to support our students and their families in this unique way, to become fluent in multiple languages. In this global economy being multilingual is an extremely valuable skill in any career path a student may choose to embark on.

We believe it's important to give our students opportunities for new experiences, in turn shaping them into well rounded individuals ready for the world beyond school

21K228 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1280	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	41	# SETSS	N/A	# Integrated Collaborative Teaching	56
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	27	# Drama	N/A
# Foreign Language	23	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	74.9%	% Attendance Rate			94.0%
% Free Lunch	76.4%	% Reduced Lunch			8.0%
% Limited English Proficient	13.2%	% Students with Disabilities			19.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			8.4%
% Hispanic or Latino	26.4%	% Asian or Native Hawaiian/Pacific Islander			33.5%
% White	31.2%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.31	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	3	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)			4.76
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	26.5%	Mathematics Performance at levels 3 & 4			41.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			66.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			97.7%
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO
White	YES	Multi-Racial	NO
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the feedback DTSDE from 2013, our primary focus for this year is in the area of 3.3. Specifically, we found that there was:

- Little evidence of school-wide use of pacing calendars to guide instruction, other than in mathematics
- Uneven opportunities for students to engage in activities that guided them in higher order questioning and strategic thinking
- Uneven teacher knowledge in how to create CCLS aligned tasks
- Heavy reliance upon photocopied text and graphic organizers as supports for writing activities

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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 and 4 on the NYS ELA assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
Significant funds will be allocated to purchase Common Core-aligned technology and materials that meets the all students, particularly SWDs. For instance, planned technology purchases are iExcel Math, I Ready, Light Sail, and Achieve3000. Glencoe texts written at varying lexile levels and accompanying teacher guides that assist in differentiation and other pedagogical strategies will also be purchased.	Students with Disabilities (SWDs)	Daily, September 2014-June 2015	Principal, assistant principal, coaches, teachers
Teacher programs will include daily common planning time that will be utilized to write Common Core aligned curricula; analyze data, and differentiation for all types of learners. Supervisory and support staff will guide teachers in focus areas.	All teachers	Daily, September 2014-June 2015	Assistant principals, coaches, teachers
A cyclical professional development plan will be developed based on teacher feedback, student data, and Advance data. Supervisory staff and PD consultants such as Education Consortium, Teaching Matters, and Literacy Support will create targeted PD opportunities.	All teachers	Weekly, September 2014-June 2015	Assistant principals, coaches
The ESL department will prepare a series of workshops that will train teachers in a uniform writing process that is appropriately scaffolded and differentiated for all types of learners. This will expose all teachers to strategies previously thought reserved for ELLs and SWDs.	All teachers	Monthly, September 2014-June 2015	ESL department, assistant principal
In addition to daily common planning time, teachers will be given the opportunity to form interdisciplinary teams to facilitate discussion of a particular class. This will foster the development of interdisciplinary academic connections and student support from all teachers. Supervisory staff will provide guidance and facilitate discussion.	At risk students, ELLs, and SWDs	Monthly, September 2014-June 2015	Assistant principals, coaches
The school leader will utilize grant funds to develop enrichment activities specifically targeted for ELLs and arts enrichment. For instance, there will be three dance troupes, video game design club, and ESL Academy (both after school and on weekends) offered to our students. Additionally, adult ESL classes will be offered to families of our ELL students.	All students, families of ELLs	Daily, October 2014-June 2015	Principal, assistant principals, teachers
We will continue our in house small group mentoring sessions STOMP (Student Teacher Outreach Mentorship Program). This program offers at risk students in all grades to check in with a teacher mentor and peer support group once a week during a lunch period. During these sessions students talk about issues they are facing both socially and academically and develop strategies for how to deal with them.	At risk students	October 2014-June 2015	Teacher volunteers, guidance counselor, social workers
Purchased software programs will facilitate data collection for teachers in the areas reading, writing, and math. Teachers will also be guided in data analysis during daily common planning meetings as well as staff PD once per week.	All teachers	September 2014-June 2015	Principal, assistant principals, coaches, teacher leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master schedule programming to allow two periods a week of common planning time for all teachers
- Network SWD staff to provide professional development
- Funding for vendor to provide SIOp training
- Funding for partner to provide parent outreach programming
- Funding for teacher coach

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

1. Administrative observation of implementation of differentiation of instruction for ELLs, SWDs and at-risk students in general education classroom
2. Improved performance of ELLs in ELA as evidenced by interim assessments
3. Increased attendance at parent and family programs

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

-By February 2015, supervisors will have conducted a minimum of half the informal observations for each teacher. Using this Advance data, supervisors will assess the next steps in the progression toward the goal.

-By February 2015, teachers will use formative assessment data to gauge the progress of their students, particularly ELLs, SWDs, and higher-achieving students.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Inconsistent understanding amongst teachers regarding student social emotional health and their role in this area as connected to the school vision.
- Need to improve student conduct as part of the push to improve student achievement.
- Many teachers do not go beyond the action of making calls to student's homes to inform families, or reporting an incident to the dean.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will develop a communication accountability system involving all school constituents. Clear and consistent communication supports students social/emotional development a fosters a strong school/home communication.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems 			

<p>and structures needed to impact change</p> <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
A repurposed school mission and vision statement was created to address the social and emotional development needs for all students.	School wide	Mission/ Vision Statement will be created by October 2014	Principal, Assistant principals
Weekly common planning has been designed for the special education teachers and their co-teachers to support the instructional goals that arise in the special education classroom.	All teachers	Weekly, October 2014-June 2015	Assistant principals, coaches
IS 228 will utilize grant funding from the NYCDOE to service ELL and Students with Disabilities. This grant will allow for our school to provide weekly arts classes to promote positive ways for our most challenged students to increase their academic/social/emotional success.	All students	Weekly, January 2015-April 2015	Assistant principals, teachers, PD partnership
Increase our student participation with Bridg-it. Bridg-iT is an online reporting system where students can report any problematic behavior directly to an administrator. Bridg-iT representatives will hold information sessions with parents and students. Topics will include: how to utilize the reporting system, discuss confidentiality, and benefits of using the system.	All teachers, students, parents	Monthly, September 2014-June 2015	Assistant principals, Bridg-iT team
In an effort to fully support the social and emotional development of our students, we have increased our school staff to include, 1 Assistant Principal of Special Education, 2 full-time guidance counselors, 1 social worker, 33 paraprofessionals, 2 full-time deans, and 3 part-time deans. These staff members have been trained to deal with multiple social/emotional issues.	All teachers, students, parents	Staff will be selected by October 2014	Assistant principals, school support staff
Student programs will include one period per week of Advisory time. During Advisory, the Assistant Principals and Deans address student needs beyond academics. This can include daily stressors, self-esteem, motivational guest speakers, and tailored to meet the specific needs of the student population.	All students	September 2014-June 2014	Assistant Principals, deans
Identified leaders and at risk students will be selected to participate in our in house mentorship program STOMP (student Teacher Outreach Mentorship Program). Once a week students will meet during an advisory or lunch period in a small group led by a teacher. Social/emotional as well as academic topics will be discussed. Students learn to interact with one another and develop positive strategies for coping with issues.	Identified at risk students and student leaders	October 2014-June 2015	Guidance Counselor, Social Worker, volunteer teachers
Partnership with Children, a free program provided by the Department of Education, will provide at-risk counseling to any student in need. This includes individual and group counseling, as well as peer mediation and social/emotional classroom curriculums.	All students	Monthly, November 2014-June 2015	Partnership with Children, Principal, Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Selected teacher programs to include one weekly period of Special Education common planning
- Consultants from outside partnerships to provide professional development workshops throughout the year
- Funding for additional supervisory staff, including Assistant Principal for the Special Education, as well as support staff such as guidance counselors, social workers, deans, and paraprofessionals.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic	x	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Arts for ELL & SWD Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Meet with the school PTA to assess the schools vision/mission statement to establish whether or not parents feel that the social/emotional developmental health of their students is being supported.
2. Review the number of dean referrals and suspensions to determine if our restorative approaches to address if student’s social/emotional needs are being met.
3. Mid-point conference with each teacher to discuss their common planning practices and progress towards their instructional goals.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The IS228 learning community has analyzed data from the 2013 DTSDE, the 2014 Focused QR, the 2014 PPRO, observation reports from ADVANCE and our own formative assessments to identify concerns. According to the latest DTSDE team, we received an overall score of developing. In particular, we were challenged to correct section 4.2 and 4.3.

- Units of study need to be revised to include multiple points of entry
- Daily lessons are not data driven
- General education class plans show lack of differentiation particularly for SWDs and ELLs.
- Instruction is too teacher dominated.
- Students are compliant but not engaged.
- Lack of common planning across the four major subject areas
- Lack of structures to build capacity within the learning community.
- Technology is underutilized during instruction.
- Inconsistent use of higher level questioning across the content areas.
- A need for rigorous tasks across the content areas to promote career and college readiness.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will become active members of teams that make decisions regarding curriculum, instructional practice, summative and formative assessments, and professional development so that all subgroups of students meet AYP on the mathematics, ELA and science state exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: I. Research-based instructional programs, professional development, and/or systems and structures needed to impact change II. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). III. Strategies to increase parent involvement and engagement IV. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher teams programmed for common planning by content area.	All teachers	September 2014-June 2015	Teachers, UFT chapter leader, programmer and the principal.
Build capacity for teacher leadership through a rigorous training program conducted by Teaching Matters	Two to four teachers from all content areas	June 2014-February 2015	Teachers, coaches, PD consultants, assistant principals
Lead teachers will participate in professional development with the Network, UFT, Literacy Supports, Educational Consortium and Teaching Matters. The PD foci will include UDL, Learning intentions, and formative assessments.	Two to four teachers from all content areas	Weekly, June 2014-June 2015	Teachers, coaches, and PD consultants.
Lead teachers will turn-key to their discipline each Monday.	All teachers	Weekly, September 2014-June 2015	Teachers, coaches, PD consultants and assistant principals
Create a committee to assess teacher needs regarding PD and best practices.	Volunteer teachers from each content area.	Monthly meetings from June 2014-June 2015	Teachers, coaches, PD consultants, assistant principals and principal
Create an inter-visitation program among teachers (Critical friends and instructional rounds) so that teachers can offer each other authentic feedback regarding instruction and student achievement.	All teachers	Monthly, September 2014-June 2015	Teachers, coaches, PD consultants, assistant principals and principal
Create a group of lead teachers who will participate in inter visitations with other schools to focus on curriculum, writing and	Two to four teachers	Several times a year;	Teachers, coaches and PD consultants

rigor. They will turn-key possible programs and best practices for use at IS228.	from the four major content areas to visit other schools; turn-key to all teachers	November 2014-May 2015.	
Teacher teams will create a list of non-negotiables to support the school-wide instructional focus and improve instructional strategies.	All teachers	Written by December 2014 and implemented from December 2-14-June 2015	Teachers, UFT chair and coaches.
Teacher teams will collaboratively analyze, adapt and implement CCLS units of study and daily lesson plans which include multiple access points for all students especially ELLs and SWDs.	All teachers	July 2014-June 2015	Teachers, coaches, PD consultants, assistant principals and principal
Teacher teams will create daily lesson plan templates which include multiple points of entry, differentiation and formative assessments.	All teachers	Daily, September 2014-June 2015	Teachers, coaches, PD consultants, assistant principals and principal
Create vertical and horizontal teams conducted by Lead Teachers to examine student work, analyze data and identify class trends and student needs.	All Teachers	September 2014-June 2015; Weekly examination of data and computerized reports; looking at student written work after each unit of study.	Teachers, coaches, PD consultants, assistant principals and principal.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources Needed for Tenant Four

- Coaches
- Professional development consultants from Teaching Matters, Literacy Supports, Education Consortium, the UFT, ELI (CSA) and our Network.
- Content area teachers
- Lead teachers
- Assistant principals/Principal
- Liaisons to community organizations, colleges and museums
- Computer programs
- Additional laptops and carts

- Ipad and carts
- Smart Boards and needed cables
- Textbooks, classroom libraries, and e library
- Schedule/Program adjustments and common planning
- Weekly PD hours

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)	x	Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
5. Specify a timeframe for mid-point progress monitoring activities.

Progress Monitoring

- 1 By February 2015 lead teachers:
 - will be trained and guiding teams.
 - will have received additional PD in best practices and will turn-key to teams of teachers as noted by agendas and attendance sheets from PD sessions and observation reports on ADVANCE.
 - will lead teaches as they collect data from multiple sources, utilize a google doc to track student progress and analyze data.
 - will lead teams as they align curriculum maps and units of study to the CCLA and DOE scope and sequence.
 - will lead teams as they imbed cycles of reflection after units of study.
 - will lead teams as they share what they learned at other schools and in each other’s classrooms.
- 2 By February 2015, an instructional committee of teachers and administrators:
 - will arrange and monitor professional development with PD consultants
 - will monitor professional development and common planning sessions via google docs, drop boxes and observations of meetings.
 - will arrange and implement one or two inter-visitations with other schools.
 - will arrange and implement inter-visitations across all content areas via the use of critical friends and instructional rounds.
- 3 Administrators will use formal and informal observations to reflect on best practices from PD sessions and inter-visitations.
- 4 The principal will use reports from ADVANCE to norm PD for assistant principals and to track the effectiveness of PD plan and make adjustments as needed.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In reviewing our DTSDE from 2013, we are proud that our leadership team is highly effective in making strategic decisions to organize resources and personnel that support school and student goals (2.4).

At I.S. 228, we effectively:

- use evidence-based systems to examine and improve individual and school-wide practices in critical areas (2.3).
- set up a fully functional system to conduct targeted and frequent observations in order to track progress of teacher practices based on student data, feedback, and professional development opportunities (2.5)

Our area of improvement, which we continue to develop, is ensuring the school’s vision is articulated, understood, and shared across the community, while conveying a sense of urgency about achieving school-wide goals aligned with the vision.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will set up an accountability system to measure teacher progress toward our school-wide goal of aligning meaningful and measurable class activities to rigorous learning targets. Since this goal is directly related to our school's vision, teachers will be regularly reminded of our collective purpose at I.S. 228.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A concise school-wide instructional goal will be written based on Quality Review feedback and school formative assessment data from Advance and in alignment with our school's vision.	All teachers	The goal will be written and revised by January 2015	Assistant principals and coaches
Common planning was reorganized as grade-level teams in order to align curriculum and instructional practices and drive student achievement. Teachers will be trained to lead these meetings autonomously.	All teachers	Daily, September 2014-June 2015	Assistant principals, coaches, and teachers
All teachers will be paired with a supervisory PD partner that is either an AP or a coach. Through these partnerships, teachers will be informed of a weekly PD benchmark aligned to our school-wide instructional goal. Teachers will also be guided in the reflection and refinement of their instructional practices in each PD focus area.	All teachers	Weekly, September 2014-June 2015	Assistant principals, coaches, and PD consultants
With guidance from their PD partner, each teacher will write professional development goals aligned to the school-wide instructional goal in order to guide their professional growth.	All teachers	Monthly, October 2014-June 2015	Assistant principals, coaches, and teachers
Topics for weekly PD sessions will be developed collectively based on the PD plan, teacher feedback (including UFT consultation), and formative assessment data from informal classroom observations. The goal of these sessions is to monitor and make progress towards the school wide instructional goal.	All teachers	Monthly September 2014-June 2015	Assistant principals and coaches
Additional supervisors will be hired to assist with targeted and frequent teacher observations in order to develop greater pedagogical accountability. Supervisors will set up procedural norms such as weekly student data review so that teachers can reflect and adjust their instructional practices regularly.	All teachers	September 2014	Principal, assistant principals, and coaches
Ample funds will be set aside to purchase equipment, software, and other crucial curricular materials necessary to help teachers meet our school-wide goal of high quality, rigorous instruction. School leaders carefully considered which student groups would benefit most from each purchase and trained teachers accordingly.	All teachers and students	Monthly, September 2014-June 2015	Principal, assistant principals, and coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Master schedule programming to allow for at least two periods of common planning per week
- PD consultants from outside organizations to provide professional development workshops throughout the year
- Funding for teacher coach
- Funding for additional supervisory staff – Assistant Principals for the special education and science departments
- Funding for PD consultants
- Funding for curricular materials (equipment, software, textbooks, etc.)

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Dual language planning grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. Supervisory staff will conduct a walk-through of the entire school in order to obtain a snapshot of progress towards meeting school-wide goals
2. Mid-point conference with each teacher to discuss progress towards their individual goals and the school-wide instructional goal.
3. Identify specific teachers that need additional support using data from Advance and provide coaching.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	H
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our DTSDE, we are already highly effective in terms of our school atmosphere and the creation of a warm, friendly and welcoming environment. We are also effective in terms of sharing data with families to empower them and increase student productivity and success. In order to bring ourselves to the level of highly effective, we need to ensure that all relevant staff are communicating with parents and families. We need to increase electronic communication and interface to achieve this.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 100% of teachers will have created and shown evidence of successful parent and family engagement through websites, e-mail and phone logs and other online interfaces.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
7. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>9. Strategies to increase parent involvement and engagement</p> <p>10. Activities that address the Capacity Framework element of Trust</p>			
<p>Parent engagement night will be held in order to acclimate parents and family members to our school. Parents will follow their child's daily schedule and have an opportunity to not only meet with their teachers but also hear their expectations for success in each subject.</p>	<p>Parents and other guardians.</p>	<p>September 2014</p>	<p>Principal, assistant principals, coaches, teachers</p>
<p>We have created a parent outreach system in order to maximize engagement and productivity during our weekly "Parent Engagement Time" on Tuesday afternoons. Each teacher in the building will be assigned a group of fourteen students for which they will be a point person. They will be responsible for checking in with these students, their teachers and their parents each month. The information they collect will then be added to an online Google drive tracker which all teachers of that child may access. This will help in having one central information collection location that will contain valuable resources for helping to promote a child's overall well-being, both academically and social-emotionally.</p>	<p>Teahcers/Students</p>	<p>September 2014-June 2015</p>	<p>Teachers, assistant principals, coaches, paraprofessionals</p>
<p>Teachers, administrators and paraprofessionals will receive professional development from both Teaching Matters and our school's Director of Technology as to how they can implement technological systems for parent outreach in their classrooms. This will include the creation of teacher blogs and websites, as well as instructions on how to properly utilize Google drive for the sharing of important information.</p>	<p>Teachers, Assistant Principals, Paraprofessionals</p>	<p>September 2014-June 2015</p>	<p>Teaching Matters consultants, Director of Technology</p>
<p>Our school already has a strong involvement in social media and online transmission of information. This will continue through weekly e-mail blasts to parents from the PTA, our IS228.org and PTA websites, and IS 228's Facebook page. To increase this involvement for the 2014-15 school year, IS 228 has partnered with Bridg-It, an online database where parents, students, teachers and other school staff can confidentially report incidents of bullying and harassment to administrators, deans and counselors if necessary.</p>	<p>Parents and Guardians, teachers and other staff</p>	<p>September 2014-June 2015</p>	<p>Administrators, Teachers, Guidance Counselors, staff and consultants from Bridg-It.</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Funding for Teaching Matters consultant
- Flexible programming and funding to allow for a compensatory time position of Technology Director
- Funding for per session pay for teachers

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Administrative observation of implementation of online initiatives.
- “Parent Outreach” Google drive will show evidence of having been edited at least weekly.
- Increased attendance by parents and guardians at meetings and school functions due to increased dissemination of information.
- At least 50% of teachers will have created class websites or blogs, or have taken an active role in parent outreach by regularly adding to the “Parent Outreach” Google Drive.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The bottom 1/3 of students performance on state exams and report cards	-Achieve 3000 -Teacher made assessments - leveled tasks	Additional four periods of targeted ELA instruction	Before, after and during school as well as Saturday classes are offered.
Mathematics	The bottom 1/3 of students performance on state exams and report cards	Curriculum Associates I-ready	Additional four periods of targeted math instruction	Before, after and during school as well as Saturday classes are offered.
Science	The bottom 1/3 of students performance on report cards, teacher made assessments and performance tasks	Supplemental curriculum from Achieve 3000	Small group remediation	Before school (zero period) and during advisory
Social Studies	The bottom 1/3 of students performance on state exams and report cards, teacher made assessments and performance tasks	Supplemental curriculum from Achieve 3000	Small group remediation	Before school (zero period) and during advisory
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Referrals from school staff -PPT Meeting	-Section Sheets -Counseling	-Small group counseling -Case Management -Individual counseling	-during school day -after school -zero period

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We have a strong partnership with several colleges and universities in the area including St. Francis and Brooklyn College. In addition we have a hiring committee made up of teachers and administrators. Potential teachers who interview provide sample lesson plans, instructional units, teaching portfolios and perform a demo lesson for the committee. In order to retain our highly qualified pedagogues we provide a supportive environment where they are empowered to help make key decisions. Administration allocates a large amount of finances and time creating targeted professional development that addresses the specific needs and requests of teachers. The Principal and administrators have an "open door" policy which allows teachers to feel comfortable sharing and discussing their thoughts and strategies for raising student achievement and creating a positive school environment. Lastly, we take in to consideration each teacher's skill set and previous experience when making decisions regarding programming. We make a point to place teachers in classroom settings where their skills can be highlighted.</p>

2b. 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).
<p>The instructional leadership team (administrators and coaches) collaboratively developed the instructional focus after doing a school-wide formative assessment. Additionally, last year's 'Advance' data was analyzed for pedagogical weaknesses. After compiling the data we found that the greatest areas of need amongst our staff were the following:</p> <ul style="list-style-type: none"> • Learning Targets (Productive disequilibrium and formative assessment) • Communicating with students • Classroom culture <p>Based on these three needs a revised instructional focus was written in the format of a learning intention. After coming up with these three major needs an instructional focus was constructed in the learning target frame that we suggested the teachers use as well.</p> <p>Under the three major categories we developed subcategories that we will focus on cyclically each month in regards to PD.</p> <p style="text-align: center;"><u>Task(explicit, clear and connected) and Formative Assessments:</u></p> <ul style="list-style-type: none"> • Learning Targets/task – explicit – and Observations • Learning Targets/task - differentiated/multiple entry-points – and Questioning • Learning Targets/task - does it lead to student problem-solving – Admit/Exit Slips

- Learning Targets/task - does it inspire imagination and curiosity – and Learning Logs
- Learning Targets/task - does it lead to students accessing and analyzing information – and Graphic Organizers
- Learning Target/task - does it lead students to be agile and adaptable (valuing many ways to solve a problem) – and Visual Representations
- Working time/task - how does this time value initiative, leadership and entrepreneurship – and Presentations
- reflection/growth in tasks - Peer/self-assessments

Communicating with Students/Accountable Talk

- Oral teacher questions and Turn & Talks (# per lesson)
- Oral teacher questions (level) and Shares
- Oral teacher questions and Anticipation Guides (matching with appropriate student/s)
- Written teacher questions on assessments and Final Word Protocol
- Oral student questions and Levels of Questions and Fishbowl
- Written student questions Whole Class Discussions and Role Cards
- Student questions that lead to thesis statements or research and Small Group Conversations
- Reflection/evidence of growth in questioning

Management/Classroom Culture

- Establishing routines
- Giving and receiving respect
- Motivation
- Transitions
- Time management
- If you are done activities
- Personal balance

Our professional development is cyclical. Each month through email correspondence, classroom visits or one on one conferencing, all faculty work with their PD support person on one of the subtopics under the three overarching topics. Administrators receive regular PD through the DOE talent coach, our network and the Educational Leadership Institute (CSA). Paraprofessionals receive PD from the assistant principal and the UFT.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

During common planning sessions teachers analyze curriculum, lesson plans, student work and assessments and record a snapshot of their work on an ongoing daily agenda that is shared with and visible to all team members via a google document. Teams started the year by analyzing initial progress monitoring data and baselines to look for trends, strengths and weaknesses across classes and grade levels. After analyzing data, teachers used protocols to collaborate on team goals. These goals are created with the intention of driving instruction in future lessons and units. Additionally, teachers use common planning to “norm” grading of school-wide performance tasks and assessments to ensure a fair and unbiased grading of student work. Lastly, teacher teams use common planning to share best practices and content specific PD.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	360,774	x	16, 20, 23, 26
Title I School Improvement 1003(a)	Federal	16,961	x	16, 26
Title I Priority and Focus School Improvement Funds	Federal	134,225	x	13, 20
Title II, Part A	Federal	117, 053	x	20
Title III, Part A	Federal	12,824	x	13, 20
Title III, Immigrant	Federal	7,913		
Tax Levy (FSF)	Local	2,921,755mm	x	13, 16, 20, 23, 26

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **I.S. 228**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **I.S 228** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

I.S. 228 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>							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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	74	0	0	45	0	13	19	0	7	138
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	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	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u> </u>	Number of third language speakers: <u> </u>	
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: <u> </u>

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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

- 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.
 - 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 [AMAQ 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:

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

(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:

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

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.aste 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 Lanuage 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)	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
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.	Soc Stud (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	Soc Stud (Spanish)	Soc Stud (Spanish)	Soc Stud (Spanish)	Soc Stud (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 “translanguaging” 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 chorts 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

8. 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		

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

Math:				
Science:	Mandarin, Russian, Spanish			

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

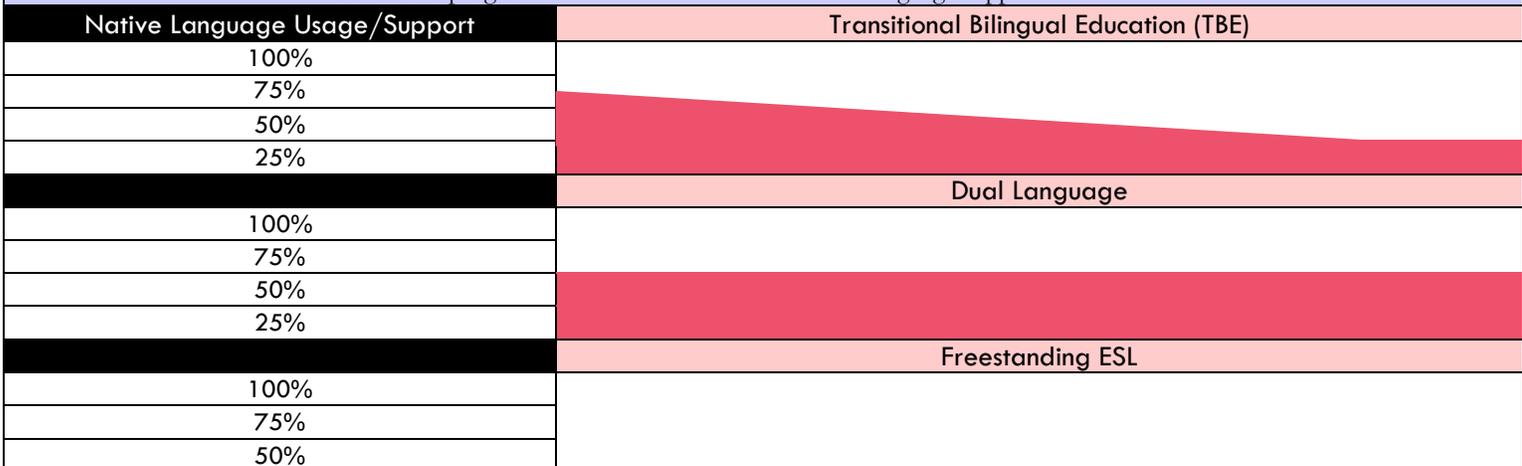
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 AP for 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 ELLs in each grade?
- b. How much of the instructional day are 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 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 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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: IS 228 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: 150
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 150 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 many of our 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. Additionally, 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 so that they can 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. Two certified, licensed ESL teachers provide instruction for 15 Saturdays, three hours per week. The program will begin January 10th, 2015 and end May 2nd, 2015. Our Director of Curriculum will oversee the program on those Saturdays for three hours each session as well. Fiction and non-fiction trade book libraries, as well as teacher-made materials and manipulatives, are used for instruction. 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, vocabulary building lessons, and interactive learning tasks to help them tackle more challenging texts. Explicit instruction in English grammar, with an opportunity for authentic conversational situations, takes place. Common Core-based writing tasks are integrated into the learning activities. Children learn with support from the native language 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 experiences through the arts. The 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. Students are given instruction in authentic Chinese dance and opportunities to collaborative choreograph for special school events. Students are provided support in the native

Part B: Direct Instruction Supplemental Program Information

language as well. The program will be supervised by our Director of After-School Activities. The schedule of the program will be one afternoon per week, three hours per session each day, for a duration of 20 weeks. The program will begin the week of November 3rd, 2014 and end the week of May 25th, 2015. 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. She has taught Chinese dance to ELLs and non-ELLs for many years. Music CDs, art materials and materials for costumes and sets will be purchased and provided for students.

3. After-School ESL Supplementary ESL Program: This program supports 20 6th, 7th and 8th grade ELL students in developing English language proficiency. This after-school ESL supplementary program gives students extra time to develop listening speaking, reading, and writing skills in English. Teachers provide project-based interactive activities that will guide students in developing skills aligned to those necessary in other core classes. This class meets on Fridays for 20 weeks from 2:30 – 5:30 p.m. and is taught by a licensed ESL teacher who teaches ESL to speakers of many different languages. The program will begin the week of November 3rd, 2014, and end the week of May 25th, 2015. It will be supervised by our Director of After-School Activities. 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: This program supports the continuing development of Russian language skills and cultural knowledge for 20 Russian Dual Language students and Russian-speaking students in the ESL program. The program will be offered for 20 weeks on Thursdays from 2:30 – 5:30 p.m. The program will begin the week of November 3rd, 2014, and end the week of May 25th, 2015. It will be supervised by the Director of After School Activities. 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 ELLs and former ELLs. It focuses on content-area knowledge about historical and contemporary socio-cultural and scientific events. Students and their families have have emigrated from many Russian-speaking countries, and it is the goal of our school to celebrate their culture. Russian-language books, newspapers, web-sites, online magazines, and blogs will be used.

6. 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 of all ELL students need rigorous and challenging professional development opportunities to increase their pedagogical knowledge. Professional development will be provided by teachers in-house and through educational consultants. Additionally, because all teachers are language teachers, non-ELL pedagogues will also be provided opportunities to develop their language teaching skills. The following programs will be provided:

1. Education Consortium 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. Teachers receive 8 days of one-on-one coaching. The seminar will be given in December, January, and February, and is prolonged to provide teachers opportunities to practice skills in the time between sessions. The coaching days will begin in early November and end the week of May 25th, 2015. Under the guidance of our AP of 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 Common Core Curriculum standards and scaffold learning for Chinese- and Russian-speaking ELLs and former ELLs in the programs.
2. ESL teachers will receive professional development from educational consultants specializing in English as a Second Language instruction. They will receive 5 days of PD from November through May. There are custom workshops that can be tailored for the needs of the department. Teachers will focus on topics such as scaffolding instruction for newcomer students and how to differentiate instruction for multiple levels of ELL students within one class.
3. The ESL Department, along with the AP of Instruction (a licensed science and ESL teacher) will provide professional development on different ELL instructional topics. Different language acquisition strategies will be turn-keyed to teachers during Monday PD blocks, from 2:30-3:45 pm. The sessions will begin in October and end in May. Teachers will use instructional videos on ARIS, PD on Engage NY, and different ELL websites. In addition, teachers will go through instructional rounds where they will view each other's lessons and unit plans.
4. The National Geographic Inside NG program will provide professional development to ESL teachers. Teachers receive 2 days of group coaching in November and January on how to best implement the program, which is aligned to Common Core Learning Standards. A member of Inside NG engages teachers in lesson planning using online tools, Smartboard lessons, and various multicultural materials. The AP of Instruction supervises these professional development sessions.

Part D: Parental Engagement Activities

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:

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 classes will begin the week of November 3rd, 2014 and end the week of May 25th, 2015. They will be supervised by the AP of Instruction. The first hour of the class will be devoted to teaching English grammar, usage, and language to parents whose first language is not English. Parents experience "real-life" interactions such as filling out a job application or going to the doctor. These classes are taught by a licensed ESL teacher with many years of experience in teaching both students and parents. Parents will receive notebooks and writing materials. Newspapers, magazines, and blogs will also be used. Bilingual dictionaries are needed for parents. There will be prizes for perfect attendance at the end of the program, such as gift cards.

2. Parent Skills and Strategies Workshop: The second hour of the ESL workshop each week will focus on giving parents experience in 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 be encouraged to discuss these skills and strategies with their 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 workshops through flyers translated into the various home languages. These notices in the various languages will be posted in the main office as well.

3. Tuesday ESL Parent Engagement: Teachers will reach out to parents of ELL and former ELL students on Tuesdays from 2:30-3:30 pm. This will begin in October and end in May. Teachers are supervised during this time by the AP of Instruction and the Director of Curriculum. Parents will be invited to the school during this time for different tutorials and workshops on the NYSESLAT, ELA and Math state tests, and the New Language Arts Progressions. Teachers will use translation services through the NYC Translation and Interpretation Unit. Pamphlets in the various languages will be provided.

4. The Parent Coordinator will make flyers and sign-up sheets in the various languages. Signs for parents will be posted around the school and in the Parent Engagement Center in various languages. Poster paper and color ink are required for these materials.

Part E: Budget

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

Allocation Amount: \$18044

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)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____