



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **21K228**

School Name: **I.S. 228 DAVID A. BOODY**

Principal: **DOMINICK D'ANGELO**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: David A. Boody School Number (DBN): 21K228
Grades Served: 6-8
School Address: 228 Avenue S
Phone Number: (718)-375-1235 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: Anne Polizzi
SLT Chairperson: James Eugenio
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): N/A
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

Borough Field Support Center (BFSC)

Cheryl Watson Howard

BFSC: Brooklyn South Director: _____
415 89th St., Brooklyn, 11209 and 5613 Flatlands Ave., Brooklyn,
Director's Office Address: 11234
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-759-4960

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Anne Polizzi	*PA/PTA President or Designated Co-President	
Ann Cianci	DC 37 Representative (staff), if applicable	
Maria Digraziano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Amanda J Woehrle	Member/ Teacher	
Annemarie DelPropost	Member/ Teacher	
Angela Aligheri	Member/ Teacher	
Lorraine Calafiore	Member/ Teacher	
Donna Stern	Member/ Parent	
Jackie Stebbins	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
Diana Riveron Carballo	Member/ Parent	
Charlene Arent	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1.

Instructional focus: This year we will implement engaging lesson plans that meet the needs of all students. These plans will be driven by formative assessment and include multiple points of entry, rigorous tasks and academic discussions. The instructional leadership team (administrators and coaches) developed our instructional focus after formatively assessing teachers. After compiling the data we found that the three greatest areas of need amongst our staff were the following:

- Questioning (DOK)
- Multiple Entry Points
- Formative Assessments
- Learning Intentions

Under four major categories we will develop 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, multiple entry points and formative assessment would be beneficial. Next we will create a comprehensive, cyclical PD action plan that will hit on all of these areas, several times, over the course of the year. Both the CCLS and the framework for great schools 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 will help to drive our PD plan, which in turn will assist teachers in driving their daily instruction.

High expectations are embedded in and serve as the foundation of our school's instructional focus and professional development plan. If teachers can create higher level questions to drive their lesson plans and invite students to think more critically and reach their highest potential. Rigor is present. In accordance with this ideal the administration will work collaboratively with teachers in June 2015 to create a set of school wide non-negotiables. Last year's non-negotiables were as follows:

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 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. This year we will identify another group of teacher leaders to train.

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. Teachers will take on leadership roles and facilitate 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. Next year, we will build on that strong foundation and expand our horizons by developing fully functioning interdisciplinary teams.

School of one 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 principles.

Access to technology has been a major push at our school over the past few years. 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 will expand the use of an I-Pad based reading program in several ELA classes called Light Sail. This allowed our students access to over 80,000 fiction and nonfiction texts. This is a completely differentiated and individualized learning experience. Student reading lists are optimized by performance on in-text assessments. Assessments are embedded within texts, which 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. Students see their own progress updated with every reading session – motivating greater achievement.

As part of our continued commitment to our anti-bullying campaign we are continuing to implement 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. The DAB community has developed initiatives 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.

2.

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, 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 who was accepted as an Astor Educators at the Metropolitan Museum of Art. This is a 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 third 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 and 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, Spanish and Hebrew (in grades 6, 7, 8). Students enrolled in the program have the opportunity to take science, social studies and math in their native tongue. 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

3. The elements of the Framework for Great Schools in which our school has shown the most progress would be our collaborative teacher teams (PLCs). Moving forward we hope to continue with that great momentum by adding

interdisciplinary teacher teams in addition to our strong subject area teams. In addition we will put a major focus on rigorous instruction particularly by creating higher order thinking questions.

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 – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>In the area of rigorous instruction, the Principal, along with school leaders, supported and implemented a systematic plan of planning and implementing rigorous and coherent curricula. In the 2014-15 school year, teachers normalized learning targets (LTs) written in a specific format. Lesson activities were then aligned to the daily LT and planned using the workshop/gradual release model. Additionally, teachers met daily with their departments on a daily basis to develop curricula, LTs, and align instruction. A comprehensive and detailed professional learning (PL) plan was developed in order to support all teachers, tailored to their area of need. Significant funds have been allotted for both outside and in-house, teacher-led professional learning workshops aimed at advancing teachers’ skills in creating multiple entry points, normalizing the MEAL writing format, and providing rigorous instruction to all types of learners (ELLs, SWDs, etc.).</p> <p>Based on feedback from 2014-15, we need to increase the frequency consistency in the review of student data by teachers. In the area of data-driven instruction, administrators have designated specific PL dates each month to allow teachers to analyze, reflect on, and formulate instruction based on student data. Teachers were encouraged by administrators to complete data analysis during daily common planning meetings. School leaders found that this was not an effective way to consistently evaluate student data and thus, in the 2015-16 school year, at least two PL meetings per month will be dedicated to the modification of curricula based on data.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of all level two students will increase their scale score by five points on the state ELA and Math exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Funds will be allocated to purchase technology that will facilitate gathering student data: Achieve3000, iReady, iExcel, ST Math, Brainpop, etc. Teachers will evaluate data on a weekly basis and use it to guide the development of their instructional materials.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, assistant principal, coaches, teachers</p>
<p>Funds will be allocated to pay for outside PL consultants and organizations that train teachers in ELL and SWD strategies.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant principals</p>

<p>Supervisory staff and coaches will meet weekly with teachers who need one-on-one time to develop inclusive, rigorous, differentiated, and engaging curricula with multiple entry points.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant principals, coaches</p>
<p>•Cyclical PL schedule that allows teachers to meet in interdisciplinary teams at least once per week and focus on a monthly goal. For instance, September will focus on questioning, October, multiple entry points, and so on.</p> <ul style="list-style-type: none"> • The ENL department will be utilizing a language development progress report every quarter for students who are receiving ENL services • The ENL department will prepare a series of workshops that both build foundational skills (for new teachers) in teaching the MEAL writing method as well as build upon those skills (for veteran teachers). In 2014-15, MEAL was proven to improve the quality of student writing, as evidenced by formative assessment data. • We will continue the Student Teacher Outreach Mentorship Program (STOMP), which offers at-risk students in all 	<p>Teachers</p> <p>At-risk students</p> <p>ELLs, SWDs, families of ELLs</p>	<p>September 2015 – June 2016</p> <p>October 2015 – June 2016</p> <p>October 2015 – June 2016</p>	<p>Assistant principals, coaches, teachers</p> <p>ENL department, assistant principal</p> <p>Volunteer teacher mentors, guidance counselor, social workers</p> <p>Principal, assistant principals, teachers</p>

<p>grades to check in with a teacher mentor and peer support group once per week. During these sessions students talk about social-emotional issues and collaboratively develop strategies to deal with them.</p> <ul style="list-style-type: none"> Funds will be allocated to extracurricular enrichment opportunities for ELLs and SWDs, including, but not limited to, various dance troupes, Environmental Science clubs, Saturday ENL Academy, and family adult ENL classes. 			
---	--	--	--

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> Schedule programming to allow two periods per week of common planning time for all teachers Supervisory informal observation and feedback for teachers of ELLs, SWDs, and at-risk students Funding for sending teacher leaders to PL that will develop their skills and roles are department heads Funding for vendors to provide critical training to teach ELLs and SWDs Funding for teacher coaches Per session will be allocated for teacher leaders who develop and implement PL workshops 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By November 2015, all teachers will regularly use the Depth of Knowledge (DOK) wheel to inform their curricular development
- By February 2016, teachers will regularly meet in interdisciplinary teams to plan, discuss, and reflect on the needs of their students
- By February 2016, teachers will regularly embed multiple entry points and higher order questioning
- By March 2016, all teachers will have received at least one PL in each area: MEAL writing strategy, multiple entry points, differentiated instruction, and questioning

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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 element of the Framework for Great Schools 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 trends and 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.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, identified at risk students in our social/emotional mentoring program (STOMP) will show an increase in overall attendance and be on track for promotion to the next grade.



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The instructional leadership team will repurpose the school mission and vision statement to address the social and emotional development needs for all students.</p>	<p>School wide</p>	<p>Mission/ Vision Statement will be created by October 2015</p>	<p>Principal, Assistant principals</p>
<p>Weekly common planning has been designed for the special education teachers</p>	<p>All teachers</p>	<p>Weekly, October 2015-June 2016</p>	<p>Assistant principals, coaches</p>

and their co-teachers to support the instructional goals that arise in the special education classroom.			
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 as needed sessions to inform parents and students on how to utilize the reporting system, discuss confidentiality, and benefits of using the system.	All teachers, students, parents	Monthly, September 2015-June 2016	Assistant principals, Bridg-iT team
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 or lunch period in a small group. The group will be led by a teacher and 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 2015-June 2016	Guidance Counselor, Social Worker, volunteer teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Time for teacher to meet and plan curriculum • Time to meet with groups of students to implement curriculum • Time to assess the effectiveness in teacher teams 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>The IS228 learning community has analyzed data from our 2014-2015 Quality Review report and 2015 PPO, observation reports from ADVANCE and our own formative assessments to identify concerns.</p> <ul style="list-style-type: none"> 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 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher teams will analyze student data at the classroom and school levels to strengthen the instructional core and make decisions regarding curriculum. It will be evidenced by 75% of all students showing an increase of three points on the MOSL performance task scores.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
<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 promote teacher-parent collaborations to improve student achievement. 			
Teacher teams programmed for common planning by content area.	All teachers	September 2015-June 2016	Teachers, UFT chapter leader, programmer and the principal.

<p>Build capacity for teacher leadership through a rigorous PD training and one-on-one instructional coaching with set action plans for identified-teachers.</p>	<p>Two to four teachers from all content areas</p>	<p>September 2015-June 2016</p>	<p>Teachers, coaches, PD consultants, assistant principals</p>
<p>Lead teachers will participate in professional development with the TLP, UFT, Literacy Supports, Educational Consortium and Teaching Matters. The PD foci will include:</p> <ul style="list-style-type: none"> • Learning Intentions • Questioning (DOK) • Multiple Entry Points • Formative Assessment • 	<p>Two to four teachers from all content areas</p>	<p>Weekly, September 2015-June 2016</p>	<p>Teachers, coaches, and PD consultants</p>
<p>•Lead teachers will turn-key to their discipline each Monday .</p> <p>•Create a committee to assess teacher needs regarding PD and best practices.</p> <p>•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.</p> <p>•Create a group of lead teachers who will participate in inter visitations with other schools to focus on curriculum, writing and rigor. They will turn-key possible programs and best practices for use at IS228.</p>	<p>All teachers</p> <p>All teachers</p>	<p>Weekly, September 2015-June 2016</p> <p>September 2015</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Teachers, coaches, PD consultants and assistant principals</p> <p>Teachers, UFT chair and coaches</p> <p>Teachers, coaches, PD consultants and assistant principals</p>

<ul style="list-style-type: none"> •Teacher teams will create a list of non-negotiables to support the school-wide instructional focus and improve instructional strategies. •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. 			
--	--	--	--

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Resources Needed for Tenant Four</p> <ul style="list-style-type: none"> • Coaches • Professional Development consultants from Teaching Matters, Literacy Supports, Education Consortium and the UFT, ELI (CSA). • 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 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress Monitoring</p> <p>By February 2016 lead teachers:</p> <ul style="list-style-type: none"> • 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 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.

\ By February 2016 administrators and teachers will:

- 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.

\ Administrators will use formal and informal observations to reflect on best practices from PD sessions and inter-visitations.

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 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>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.</p> <p>At I.S. 228, we effectively:</p> <ul style="list-style-type: none"> use evidence-based systems to examine and improve individual and school-wide practices in critical areas. 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. <p>Our area of improvement in 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.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will show growth in domain three of the Danielson Framework as evidenced by the Advance teacher observation system,

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>A concise school-wide instructional goal will be written based on Quality Review/PPO report feedback and school formative assessment data from Advance and in alignment with our school's vision.</p>	<p>All teachers</p>	<p>The goal will be written and revised by September 2016</p>	<p>Assistant principals and coaches</p>

Common planning will be organized into content area 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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Principal, assistant principals, and coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Funding for PD consultants from outside organizations to provide professional development workshops throughout the year • Master schedule programming to allow for at least two periods of common planning per week • Funding for teacher coach • Funding for curricular materials (equipment, software, textbooks, etc.) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
--	----------------------------	--	------------------	--	-----------------------	--	-----------------------------	--	---------------------------------	--	--------------

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. <p>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.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, school leaders and staff will have gathered comprehensive data from home surveys and evaluation forms following school events. The data gleaned from these sources will be used to assess families' collaborative feedback and to increase family engagement initiatives. 80% of families surveyed will express satisfaction on academic and enrichment activities.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent Engagement Night will be held in order to acclimate parents and family members to our school.</p>	<p>Parents and other guardians.</p>	<p>September 2016</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. Teacher teams will be responsible for a specific group of students, by contacting their teachers</p>	<p>Teachers/Student Parents and other guardians nts,</p>	<p>September 2015-June 2016</p>	<p>Teachers, assistant principals, coaches, paraprofessionals</p>

<p>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>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 2015-June 2016</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. To increase this involvement, 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 2015-June 2016</p>	<p>Administrators, Teachers, Guidance Counselors, staff and consultants from Bridg-It.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Increased numbers of teacher's utilization of communication tools (i.e. Google Homework Page, Parents Log)
- At least 60% of teachers will have created class websites, blogs, or have taken an active role in parent outreach
- Administrative observation of implementation of online initiatives.
- Increased attendance by parents and guardians at meetings and school functions due to increased dissemination of information.
- Increased attendance by parents and guardians at meetings and school functions due to increased dissemination of information.
-

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 and leveled tasks	Additional four periods of targeted ELA instruction	Before, after and during school as well as Saturday classes 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 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 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:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
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.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>The instructional leadership team (administrators, coaches and lead teachers) 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"> • Multiple Entry Points • Formative Assessment • Learning Intentions • Questioning (DOK) <p>Under the three major categories we will develop subcategories that we will focus on cyclically each month in regards to PD. Our professional development is cyclical. Each month through email correspondence, classroom visits or one on one conferencing, all faculty work through PD cycle's three overarching topics.</p> <p>Administrators receive regular PD through the DOE talent coach, borough field support center and the Educational Leadership Institute (CSA). Paraprofessionals receive PD from the assistant principal and the UFT.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

N/A

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	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> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,179,108.00		
Title I School Improvement 1003(a)	Federal	926, 445	X	14 , 16, 20, 22, 25
Title I Priority and Focus School Improvement Funds	Federal	235,684	X	14 , 16, 20, 22, 25
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,580.00		
Title III, Immigrant	Federal	0	X	14
Tax Levy (FSF)	Local	7,626,207.00	X	14 , 16, 20, 22, 25

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):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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. **David A. Boody**, 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. **David A. Boody** 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)

David A. Boody, 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 on assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>IS 228 David A. Boody</u>	DBN: <u>21K228</u>
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
Total # of ELLs to be served: <u>150</u>
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: <u>5</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>1</u>

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 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

Part B: Direct Instruction Supplemental Program Information

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 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
- 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

Part C: Professional Development

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

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.

Part D: Parental Engagement Activities

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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Dominick D'Angelo	Assistant Principal Carol Franco
Coach Amanda Woerhle	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jaqueline Agosto-Monett	School Counselor Betty Tang
Teacher/Subject Area Lauren Fusaro, ENL Teacher	Parent Heather Fiorica, PTA President
Teacher/Subject Area Sheila Damato, ENL Teacher	Parent Coordinator type here
Related-Service Provider Raquel Berry, AP of Special Ed	Borough Field Support Center Staff Member Tatyana Ulubabova
Superintendent Isabel DiMola	Other (Name and Title) Kimberly Melman, ELL Coord.

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1280	Total number of ELLs	153	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish, Mandarin, Russian, Hebrew
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language							4	4	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	35
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	41	Long-Term (ELLs receiving service 7 or more years)	20

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	92	6	3	41	5	18	20	0	15	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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
Chinese														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
Chinese													7	26	1	7	1	6	0	0
SELECT ONE													2	40	0	16	0	9	0	0
SELECT ONE													0	36	1	13	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>101</u>	Number of students who speak three or more languages: <u>11</u>
---	---

Freestanding English as a New 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							18	15	9					0
Chinese							17	19	17					0
Russian							11	4	4					0
Bengali							0	1	0					0
Urdu							2	8	2					0
Arabic							0	1	3					0
Haitian							0	0	0					0
French							0	2	0					0
Korean														0
Punjabi														0
Polish														0
Albanian							1							0
Other							7	3	9					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>Algebra</u>	1	0	1	0
Chemistry				
Earth Science	1	0	1	0
Living Environment	0	0	0	0
Physics				

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 After initial assessment with the NYSITELL and/or LAB-R exams, ELLs are assessed with several placement tests: 1) LENS assessment for SIFE identification, 2) National Geographic Insider Series placement test, 3) Achieve3000 placement test, and 4) Teacher-generated assessment tests for differentiation level. Such assessments collect data about our ELL demographic. This data directly informs ENL instruction, which then is communicated to non-ENL teachers through interdisciplinary teams. Additionally, the data also indicated that we have a wide range of native language literacy levels, from SIFE (little to no formal education) to Advanced. Based on the signification number of SIFE students we identified via the LENS and teacher-generated assessments and observations, we created the 600 class, also known as the Newcomer's Academy. These students receive instruction specifically tailored to their needs by teachers who are experienced in working with this high needs and often marginalized population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Although we do not have access to 2015 NYSESLAT scores, an examination of 2014 data shows patterns across proficiencies for grades 6-8. 2014 data was used to create new classes for the 2015-16 academic year. The data will be used similarly for the 2016-17 as well.

 Grade 6
 There were 19 Beginner/Low-Intermediate ELLs placed in class 601. 21 High-Intermediate ELLs were placed in class 602.

 Grade 7
 There were 27 Beginner/Low-Intermediate ELLs placed in class 701. Among the 61 7th grade High-Intermediate/Advanced ELLs, 2 were placed in the Dual Language program, 10 were placed in an ICT class, and 5 in the self-contained Special Ed. class.

 Grade 8
 There were 16 Beginner/Low-Intermediate ELLs placed in class 801. Among the 18 High-Intermediate/Advanced ELLs, 2 were placed in the DL program, and 2 in the self-contained Special Ed. class.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool has been a valuable asset that guides instructional planning and budgetary allocations. We use this tool in three ways: 1) Reflect on the effectiveness of specific ELL programs based on the data analysis, 2) Plan classes and identify student instructional needs (especially for at-risk students or those with refugee/asylum status), and 3) Allocate monies in the school budget (including grants) for different ENL purposes (academic enrichment and recreational).

Data from the LAB-R over the past five years indicated that those ELL students who had at least one year of English as a foreign language in their home country tended to score at an Advanced level on the initial placement assessments (NYSITELL and LAB-R). In addition, these students were successful in making gains each year thereafter, on the NYSESLAT, and tended to test out/become proficient 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 all grade levels. Another pattern across grade levels is the difference between the performance of the Gen. Ed ELLs and ELL-SWDs on the NYSESLAT.

On all grade levels, Beginner ELLs in Gen. Ed achieved gains faster on the Reading and Writing components of the NYSESLAT than they did in Listening and Speaking. ELLs in Special Ed. classes made gains in Listening and Speaking faster than they did in Reading and Writing. 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, the Advanced students made little progress from year to year on the Reading and Writing sections of the NYSESLAT. This infers that their lack of progress in those areas may be attributed to their particular disabilities rather than difficulty in understanding English. In the Dual Language program, 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.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a) Overall, Dual Language students fared better on the Math and Science State exams when taken in their home language. For instance, the majority of Chinese ELLs in DL scored 3 or 4 in Math, while the majority of their scores in ELA were 1 and 2. The same trend applied for the Russian DL. On the other hand, Spanish DL students, whether EPs or ELLs, take teacher-generated assessments in Reading and Writing throughout the year, and tend to do better on the assessments in English. Most of these students have no prior testing experience in Spanish, as the program was just introduced this year.
- b) ELL Periodic Assessments were used by administrators to create the 600, -01, -02, -10, and -11 classes. Supervisory staff use data to develop PD plans in order to train teachers in the differentiation, scaffolds, and other instructional methodologies necessary for student success.
- c) Home language is used in both DL and ENL. In the DL program, instruction is presented in both the home language and English
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Each student's home and English language development is used to inform instruction on a daily basis. Besides being placed into the -01 and -02 classes based on their proficiency levels, ENL teachers have extensive knowledge of the primary home languages of our school. For instance, teachers noticed that Arabic speakers have difficulty writing on a straight line, so in order to support these students, teachers add scaffolds such as lines and directional arrows to remind students how to write in English. This knowledge is used to differentiate assessments, rubrics, and class activities. Works of both fiction and non-fiction are selected at appropriate reading levels and, as much as our resources allow, are culturally relevant. Newcomers are paired with language partners so that they can practice English while retaining their home language proficiency. Bilingual word-to-word dictionaries have been purchased in every language and are made available to all students; they are permitted to use them during every activity, even State assessments.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- a. EPs are assessed in the target language in the beginning of the year with a teacher-developed assessment designed to collect baseline data. Throughout the year, EPs are regularly assessed the target language via in-class formative assessments and classwork such

as projects and group assignments. Progress is measured using Target Language Benchmarks generated by the Dual Language Professional Learning Committee.

b. The level of language proficiency in the Target Language for EPs is at least the 6th grade level in the beginning of the year.

c. As of June 2015, all Dual Language EPs

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

We evaluate the success of our ELLs based on their demonstrated ability to listen with understanding, speak, read, and write in English. We evaluate ELL programs based on the progress our students make throughout the year. At the end of each year, teachers and supervisory staff reflect on each program's effectiveness by how much they helped students make progress. The measures used to evaluate programs include: 1) Teacher observations of student progress, 2) Achievement on teacher-generated formative assessments, 3) NYSESLAT, and 4) ELA, Math and Science State Tests. When there is sufficient, consistent growth in student performance on all of these tasks from month to month and/or year to year, we can say that our ELL programs are successful. The State measure of AYP for ELLs is a measure we strive to meet or exceed each year.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

To identify the placement of our ELLs, we follow multiple steps to ensure our ELLs are placed in the appropriate setting. As ELLs are admitted to the school, at registration we complete the ELL intake process. With at least one parent or guardian, the family is invited to the Parent Engagement Center. Here, they complete the K-12 Home Language Identification Survey (HLIS) either in English or in a translated version that the parent requests. The completed HLIS is placed in the student's cumulative folder and a copy is placed in the school's ELL Folder of Critical Documents. A member of our ELL Intake Team helps with translation if necessary. If no translator is available in the student's native language, the translation unit will be called. The ELL Coordinator is present for the entire intake process and completes all initial formal assessments. The ELL Intake Team consists of:

- Kimberly Melman (ELL Coordinator, ENL Teacher)
- Our Translation Staff: Xiling Zoda (fluent in Chinese, family worker), Tatiana Chelengovskaya (family worker & Certified Interpreter and Translator, fluent in Russian), Geraldine Ferreira (paraprofessional & Certified Interpreter and Translator, fluent in Spanish)
- Jacqueline Agosto Monett (Licensed ENL Teacher, fluent in Spanish)
- Sheila Damato (Licensed ENL Teacher)
- Dong Yan-Bush (Licensed Dual Language Chinese teacher, fluent in Chinese)
- Carol Franco (AP, Director of Science and ENL Departments)
- Betty Tang (Licensed Guidance Counselor, fluent in Mandarin & Cantonese)

The ELL Coordinator then conducts an oral interview with the student based on the results of the HLIS. If it is determined that the student is dominant in English, even though the home language may be different, a more extensive interview and screening process will be necessary. The ELL Coordinator and/or licensed ENL teacher will review a student's prior work in reading, writing, and mathematics, both in English and the home language. If the student does not have this type of work, we will use our own assessments such as the Inside NG initial assessment and the assessment from the Foundations Program that are both culturally sensitive and age-appropriate. If it is determined from these assessments that the student is not an ELL, the identification process ends here.

The ELL Coordinator or ENL Teacher (both licensed pedagogues) will then administer the NYSITELL within 10 days of the student's enrollment. NYSITELL scan sheets are printed by the ELL Coordinator using the RLBA function in ATS. Results of the NYSITELL are scanned into ATS the same day as test administration. Immediately following the scan, the ELL Coordinator prints the RLCB Scan Report from ATS which indicates the student's proficiency level and checks for any errors that may have occurred while scanning. The ELL Coordinator will address any scanning issues with the principal.

When appropriate the Spanish LAB-R is administered to Spanish-speaking students. These results are also scanned into ATS the same day as test administration. Test results for students are kept in a binder labeled "continuous testing" and also filed in a "NYSITELL completed tests" file in the ELL Coordinator's office. NYSITELL and Spanish LAB-R results are immediately shared with the AP and the student's ENL Teacher and/or Dual Language teacher.

If the student is transferring from another school within the DOE, the ELL Coordinator checks the student's history in ATS and based on LAB-R or NYSITELL results, the student is placed in the appropriate ENL class.

After the parent completes the HLIS and after the oral interview with the student, the SIFE Oral Interview Questionnaire is administered to the student in the native language if the student tests as an ELL on the NYSITELL. If results of the interview show a gap

in formal education, then the LENS test is administered to the student in the native language (currently the test is available in Arabic, Bengali, Chinese, Haitian Creole, and Spanish). Based on the results of the assessment, the student may be classified as SIFE.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE determination will be made within 30 days of an ELL student's enrollment for students scoring at the entering or emerging level on the NYSITELL. As previously stated, students are administered the SIFE Oral Interview Questionnaire to determine if there may be a gap or interruption in formalized education. This is in addition to an interview with the parent to ask about previous schooling in the home country. A member of the ELL Intake Team fluent in that student's language can conduct the interview. If no one is available for translation, the Translation Unit can be called. The SIFE Oral Interview is currently available in 12 languages: Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, Spanish, and Urdu. Based on the interview, the student may be administered the LENS examination. The LENS exam is administered by the ELL Coordinator or student's ENL Teacher. Our school currently has a LENS account that was established with Rachel Hoff, who works for the NYC DOE Office of English Language Learners.

If no LENS examination is available in that student's language, the ELL Coordinator will use the answers from the oral interview to determine SIFE status. In addition, because SIFE status can now be changed for up to one year in ATS, the student's ENL Teacher can administer math and reading assessments in the student's language during the first month of school. These can be made through the use of translation services. Student work produced in class during the first few months of school will also help to determine SIFE status. Since suspected SIFE students are placed in our newcomer program, teachers have a better chance of identifying these students as they teach classroom procedures and routines to newly admitted students.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

For newly enrolled students, the pupil accounting secretary, Fran Favaloro, conducts an interview with the parents and reviews all paperwork from the student's previous school. If the student is admitted from another NYC DOE school, the student is identified in SESIS and ATS as having an IEP. For newly admitted students to the DOE (and within the United States) whose home language is other than English, the Language Proficiency Team will determine if the student is eligible for ELL services based on the IEP.

If a student has an IEP and the home language is other than English, the LPT is formed and they will review evidence of the student's English development. A qualified interpreter will also be present at the meeting of the LPT. The LPT will review student assessments that include the LENS, oral interviews with the student and parents, and any documents from the student's previous school.

The Language Proficiency Team consists of the following staff members:

- Carol Franco-AP and Director of ENL program
- Kimberly Melman-ELL Coordinator and Licensed ENL Teacher
- Lauren Fusaro-Licensed ENL Teacher
- Estella Hernandez-Licensed Social Worker (fluent in Spanish)
- Betty Tang-Licensed Guidance Counselor (fluent in Mandarin & Cantonese)
- Debra Spero-Licensed School Psychologist
- Yael Ben Moshe-Licensed Special Education Teacher
- The student's parent or guardian

If the LPT recommends the student take the NYSITELL, this will determine ELL status. The ELL Identification process continues as with all students. If the LPT recommends the student should not take the NYSITELL, the recommendation is sent to the principal for review. Upon review, the principal determines that the student should or should not take the NYSITELL. If the student takes the NYSITELL, it will determine ELL status and identification continues as with all students. If the principal determines the student should not take the NYSITELL, the recommendation is sent to the superintendent for review. The parent or guardian is notified within 3 days of the decision. Upon review, if the superintendent determines the student should take the NYSITELL, the ELL Identification process continues as with all students. If the superintendent determines the student should not take NYSITELL, the parent is notified that the student is not an ELL. The ELL Identification process terminates and the student does not receive ELL services. Students with IEPs can complete the ELL Identification process within 20 days of enrollment instead of the usual 10 day enrollment period.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ELL Coordinator keeps a master spreadsheet, entitled "New Admit Checklist" for all newly admitted ELL students, which keeps track of the parent orientation, NYSITELL administration date, NYSITELL score and proficiency letters, and parent notification letters. Blank letters in all languages supplied by the NYC DOE are kept in a file cabinet in the ELL Coordinator's office. Upon determination that the student is an ELL, the ELL Coordinator will complete an entitlement letter and placement letter in the student's native language. If letters are not available in the student's home language, translation services will be used to write the letter in the native language. One copy is placed in the student's cumulative folder, one copy is kept in the school's ELL Folder of Critical Documents, and one copy is mailed home to the parents within 5 school days. Our School Aide, Beth Romero, assists with all the mailings of the parent letters. The ELL Coordinator keeps track that the letters have been mailed on the master spreadsheet.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

If it is determined that a student may have been misidentified as an ELL or a non-ELL, then the ELL Intake Team will conduct a re-identification process. The re-identification process will be initiated by either the parent or guardian or the student's teacher. It must be done within 45 days of enrollment. The ELL Identification process will be administered a second time, beginning with the parent completion of the HLIS and student oral interview. We will complete this process within 10 days of receipt of written notice from the parent or guardian. If the ELL Coordinator needs to contact the Committee for Special Education, then the process will be completed within 20 school days. The parent or guardian needs to submit a letter to the principal for review.

The ELL Coordinator will then review all the paperwork related to the initial identification process. We will also review work in English and the home language. Parents will be asked to bring in work samples from their child's previous school. Parents are sent letters that inform them of the right to appeal ELL status. If the student was not administered the NYSITELL at first, the ELL Coordinator or licensed ENL Teacher can administer the test for the first time, if needed. The parent will then be called to the school for a meeting, with a qualified translator available if needed. The ELL Intake Team will review the results of the child's proficiency in speaking, reading, listening, and writing, and these results will be shared with the parent at the re-identification meeting. If it is suspected the child has a disability, the ELL Intake Team will then consult with the Committee for Special Education (CSE). If the CSE recommends a change of ELL status, then the principal will determine whether or not to change the student's ELL status. The ELL Coordinator will then send a written letter to the parents, in the home language, explaining the principal's decision of change of ELL status.

If there is no change in ELL status, then the appeal process ends. If there is a change of ELL status, the principal sends the written recommendation and supporting documents to the superintendent, and parents are notified. The superintendent will send written notification to the principal and parent in the home language within 10 school days. If the ELL status needs to be changed, then the student's program will be modified and parents will be informed via phone call and a letter mailed home. We will keep all documentation for the appeal process in the student's cumulative folder and the school's ELL Folder of Critical Documents.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure that all parents of ELLs understand their children's program choices for English language learning, all parents receive an orientation meeting with a member of the ELL Intake Team upon registration. The DOE online video describing the Freestanding ENL, 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, the orientation and interview are usually completed on the first day of the child's enrollment at the school. If this is not possible, then it is conducted within the first five days of a child's admittance to the school.

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 our certified translators and interpreters, or our bilingual staff members. The timeline for our orientation process is as follows from 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 ELL Coordinator, ENL 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 NYSITELL tested by the ELL Coordinator or other ENL teacher, as described above
- 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
- The Orientation contains greetings, an 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
- Q and A session follows an explanation of the 3 types of programs offered by the NYCDOE. The ELL Coordinator will also review Common Core learning expectations for the student, assessments, and school expectations
- Parents complete the Parent Choice Form in their home language with assistance, if needed from interpreters
- School retains the Parent Survey and Program Selection forms, makes a copy of each, places the original in the student's cumulative folder and keeps one copy in the ELL Folder of Critical Documents
- 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 is 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 sent an Entitlement and Placement Letter

- 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the Parent 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. Since the orientation process is usually completed at registration, there is little chance that a parent would not complete the Survey and Program Selection form on the day of enrollment. If parents request to take the form home and return it, the ELL Coordinator keeps track of this and calls home to make sure the forms are returned. She may reach out to the family with the assistance of the parent coordinator.

Parent Choice is monitored by the data in the ELPC screen in ATS. The ELL Coordinator assesses whether or not 15 or more students in two contiguous grades have requested bilingual education, to see if a new program needs to be formed. As with our Chinese dual language 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 the school's ELL Folder of Critical Documents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

As mentioned above, since parents complete the Parent Survey and Program Selection form at the Parent orientation, there is little chance that the forms would not be returned. The ELL Coordinator immediately copies the forms and places one in the student's cumulative record and the other in the school's ELL Folder of Critical Documents. The ELL Coordinator tracks the completion of all forms on the master spreadsheet called "New Admit Checklist." If a parent chooses not to complete the Parent Survey and Program Selection forms at the Parent Orientation, then the ELL Coordinator and Parent Coordinator send a letter home and also call the parent to make sure the form is returned within 5 school days. A bilingual staff member will call home if assistance is needed in the student's home language.

9. Describe how your school ensures that placement parent notification letters are distributed.

All parent notification and placement letters are mailed home immediately following the identification of a student as an ELL. As mentioned above, for newly admitted students this process is quite seamless because it occurs within 10 days of a student's enrollment and immediately after the student has been identified as an ELL from the results of the NYSITELL. The ELL Coordinator keeps track of all newly admitted students on the master spreadsheet. Placement letters are copied into the student's cumulative folder and the school's ELL Folder of Critical Documents, arranged by grade. The last copy is mailed home in the parent's preferred language. For incoming grade 6 and current students, parent letters are sent out early in the year. During the first few weeks of school (and before September 15) the ELL Coordinator will run both the RLAT report and the RLER report to cross reference all students who are eligible for continued ELL services. From this, we will send either continued entitlement or non-entitlement letters home to the parents in the home language. Copies of the letters are immediately placed in the student's cumulative folder and the school's ELL Folder of Critical Documents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies of all forms are kept in two places: the students' cumulative folders and the school's ELL Folder of Critical Documents. The ELL Folder (kept in a binder) is separated by grade, one for grade 6, one for grade 7, and one for grade 8. Each ELL student has a designated plastic "sleeve" of the folder where all important documents (HLIS, placement letter, entitlement letter, parent survey and selection form, and continuing entitlement letter) are placed. These documents are kept for two years after students have graduated from the school. We also have a dedicated file cabinet in the ELL Coordinator's office that contains other important documents: student's NYSITELL scantron sheets and confirmation report, Spanish LAB-R scantron sheets, ELAND files, and copies of non-entitlement letters). The files are removed from the ELL Folder of Critical Documents (but still kept in the file cabinet) for students who exit the ELL program.

11. 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.

The ELL Coordinator, Testing Coordinator, and AP for the ELL Department take steps to ensure that all ELLs in our school take the NYSESLAT in the spring of each year. The ELL Coordinator and the Testing Coordinator consult the testing reports on a weekly basis. They meet regularly throughout the year to ensure that all ELL Students are accounted for, especially newly admitted ones. When a newly admitted student arrives at school and has been tested with NYSITELL, the ELL Coordinator sends an email to staff with the student's test results.

First, the RLER report in ATS, which list (a) all students who are eligible for NYSITELL testing and (b) students who are eligible for NYSESLAT testing, are run weekly, to capture all students who are currently ELLs and all those who have been admitted within the week who need to be NYSITELL 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.

In the fall, we can look at each ELL student'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. The NYSESLAT is administered each spring during the testing period proscribed by New York

State. It is administered by all ENL teachers as well as by other licensed teachers on our staff. Our testing calendar is posted and parents are informed via letters home that the test will be given on designated dates. This year, we have made a shared Google document for the ENL department to keep track of all the testing dates so there is minimal interference between all the different assessments.

Translated letters are sent home to announce the testing dates and students are notified by their ENL Teacher in the spring, usually in April. 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 playing either a CD or the teacher reading a script and we choose rooms that offer the quietest surroundings outside the school.

The reading, writing, and listening portions of the exam are administered on three separate testing days. The Speaking section is administered to each student individually during the proscribed testing window. Because teachers cannot test their own ENL students, the ENL teachers meet to divide the students into equal groups so that each teacher tests roughly the same number of students. This also ensures that each student is tested because we run the RLER and RLAT reports multiple times during the testing window. Teachers also review the speaking training materials that are supplied by the test manufacturer. ENL Teachers complete norming sessions together to make sure they give fair scores for the assessment.

For testing days, students are grouped by grade, and students with disabilities are placed in testing locations consistent with their IEPs. Other students are prevented from passing by the testing rooms during the test and bathroom visits are allowed only if a student is accompanied by a staff member. The ELL 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.

The Testing Coordinator keeps all testing and norming materials in a locked location and distributes them to the ENL teachers according to testing regulations 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of the year, the ELL Coordinator runs the RLAT report to show which students attained proficiency on the NYSESLAT examination and which students need continued ELL services. Those students who still need services retain their files in the ELL Folder of Critical Documents. The ELL Coordinator makes new folders for all incoming 6th grade ELL students. Continued entitlement letters are mailed home (in the translated languages, when necessary) to parents. One copy is kept in the ELL Folder of Critical Documents and a second copy is placed in the student's cumulative folder. Transitional support parent notification letters are also mailed home. Because of new CR Part 154 regulations this year, continued entitlement letters will also be mailed to students who achieve proficiency, or the Commanding level, on the NYSESLAT. These students used to be considered "former ELLs." This year they will be entitled to receive 90 minutes a week of ENL instruction even though they no longer have to take the NYSESLAT. Parents not used to these new terms and changes will be notified at a parent meeting during the first open school night of the year, and letters will be mailed home in the parent's home language.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

For newly admitted ELLs, the trend has been for parents to choose our Freestanding English as a Second Language program (now ENL). Most families who are new to the country want their students to have as much exposure to English as possible. Because of this, in the 2014-2015 school-year we created a newcomer/SIFE program to address this growing need.

For ELLs who have been in the country over three years, there is a trend for parents to request a Dual Language program. Because of this, I.S. 228 now has 3 dual language programs: Spanish, Russian, and Chinese, and this fall we will be introducing a Hebrew dual language program as parents in the district were requesting to send their Hebrew-speaking children to our school. In the fall, advanced ELL students will be entering our dual language programs. This was in response to the needs of our students and dual-language program model. Our entering, emerging, and transitioning ELL students are better serviced in the ENL program, with constant support from an ENL teacher.

After reviewing the Parent Survey and Program Selection forms, we formed the dual language programs because there were more than 15 students in two contiguous grades who spoke the same language. According to the Aspira Consent Decree, we intend to build alignment between parent choice and program offerings. Students in our bilingual programs receive ENL instruction, bilingual content area instruction, and home language arts (HLA) and English language arts (ELA).

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Students are homogenously grouped in freestanding ENL classes by their proficiency levels: SIFE & Newcomer, Beginner & Low Intermediate, and High Intermediate & Advanced. Classes travel together as a group from class to class. Non-ENL teachers of ELLs

receive outside and in-house training throughout the year, so students are receiving cohesive instruction. ENL students receive instruction from EBL-certified teachers 8 times per week as well as Magnet classes 5 times per week.

- b. TBE program. *If applicable.*

We do not have a TBE program.

- c. DL program. *If applicable.*

Students are homogenously grouped in Dual Language classes by their proficiency levels: High Intermediate & Advanced ELLs whose home languages are Mandarin, Russian, Spanish, and Hebrew.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students at each proficiency level are delivered the appropriate number of instructional minutes in ENL, ELA, and HLA. When students are scheduled, our school programmer and ELL Coordinator work carefully together to ensure that all ENL students are programmed and are receiving the mandated number of minutes. The RLAT report is printed immediately after NYSESLAT scores are released, and the report is run every 2-3 days in the beginning of the year to ensure all students are accounted for. If an error is found, the grade level APs are notified and the student's program is immediately changed.

Students at the entering level (formerly beginning) receive 2 units per week, or 360 minutes of ENL. This will be satisfied by 1 unit of study in ENL and 1 unit of study in ENL/ELA (integrated ENL). There is no flexibility for entering level students. Students at the emerging level (formerly low intermediate) will be programmed for 2 units of study per week, or 360 minutes. They will receive .5 units of study in ENL, or 90 minutes, and 1 unit of study in ENL/ELA, or 180 minutes. There is flexibility of .5 units of study, which can be stand-alone ENL or integrated ENL/Content Area instruction. Students at the entering and emerging levels will be grouped together in our 601, 701, and 801 classes. Students at the entering level who are new to the country and SIFE students will be in our Newcomer program, and they will receive both stand alone and integrated ENL.

Students at the transitioning level (formerly intermediate) receive 1 unit of study per week, or 180 minutes. These students receive .5 units of study in ENL/ELA, or 90 minutes, which is integrated ENL. The other .5 unit (90 minutes) can be either stand-alone ENL or integrated ENL/Content area. These students will be in the 602, 702, and 802 classes at our school.

Our students at the expanding level (formerly advanced) receive 1 unit of study per week, or 180 minutes. They receive the unit of study in either ENL/ELA or another Content Area. These students will be in our 602, 702, and 802 and in our Spanish, Chinese, and Russian dual language programs. According to new CR Part 154 mandates, Commanding students (formerly proficient) will now receive .5 units of study per week (90 minutes) of integrated ENL in ELA or the content area. These students will receive ENL either during push-in ELA or a designated ENL elective.

Students in our Dual Language program receive the mandated minutes in HLA at the different proficiency levels. Students at the entering, emerging, transitioning, and expanding levels receive 1 HLA class a week, which would be 5 periods of home language arts.

3. Describe how core content is delivered in each program model. 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.

The goals of our freestanding ENL program are to:

- 1) Provide support in content-area instruction through interdisciplinary curricula. Teachers integrate math, inquiry, reading, and writing skills necessary for success in Mathematics, Science, and Social Studies in order to enrich student learning in the aforementioned content areas.
- 2) Teach successful reading, writing, and speaking skills so that students make significant progress toward English proficiency, and, in doing so, meet or exceed the Common Core Curriculum Standards.
- 3) Celebrate the diversity of languages and culture in our student body, thereby creating an inclusive environment for all students.

ELLs in the Freestanding ENL program attend all content-area 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 and both fiction and non-fiction native language texts. Beginner and Low-Intermediate ELLs are taught by ESL/TESOL certified teachers in ELA. High-Intermediate and Advanced ELLs go to a non-ENL ELA class but are programmed for an ENL magnet/support class five times per week.

ENL and ELA teachers plan collaboratively to align instruction, providing the following scaffolds for ELLs: 1) Modeling, 2) MEAL writing model, 3) differentiation, and 4) collaborative learning.

The National Geographic ENL curriculum is used in the Beginner/Low-Intermediate classes. High-Intermediate and Advanced classes follow the ELA Expeditionary Learning curriculum. Non-ENL teachers of ELLs receive regular training throughout the year coordinated by the Assistant Principal that oversees the department. Such training involves in-house instruction from the ENL department as well as outside consultants. Grade-level and department meetings are held on a weekly basis to discuss specific students, strategies, and curricula. The purpose of these meetings is to continually refine pedagogical practices as well as address the various social/emotional issues that arise.

The Dual Language and ENL departments also coordinate a day of celebration at the end of the year called the Heritage Celebration Festival for all Dual Language students and ELLs. This day is meant to mark the incredible achievement our students have accomplished by successfully completing the school year. Teachers create cultural stations in which students learn about different cultures. Students and parents bring in their favorite dishes to share. Teachers and non-Dual Language and ENL classes are invited to attend as well.

Additionally, the Title III afterschool and Saturday ENL programs provide supplementary support, creating opportunities for increased practice in English as well as core content help. Through the Urban Arts Partnership, ELLs work with teaching artists that contextualize culture in America.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

PELL students in our Chinese Dual Language program take the Chinese Reading Test in grades 6, 7, and 8. This makes it easier to assess students' reading achievement in Chinese. The HLA Teacher and ENL teacher will also review the student's test scores from the previous year in order to determine appropriate instruction and placement. ELL students in our Spanish Dual Language program take the Examen de Lectura en Espanol (ELE) in grades 6, 7, and 8. It assesses students' literacy in Spanish. Spanish HLA teachers and the students' ENL teachers will review these scores to understand students' proficiency level in the native language.

Newly arrived ELL students whose home language is Spanish take the Spanish LAB-R within 10 days of enrollment. These scores are shared with all teachers, in particular the student's ENL teacher. Newly arrived students suspected of having a gap in formal education also complete the LENS assessment in Chinese, Spanish, or Arabic.

Since we have so many different language groups represented, it is a challenge to evaluate all ELL students in their home language. This year, because of new part CR 154 requirements, we will assess students in their home language throughout the year. This will be completed with two measures: the BVAT (Bilingual Verbal Abilities Test) and the Oral Proficiency Interview (OPI). The BVAT assesses the cognitive-language academic ability of students. Both assessments will be given in the fall and spring of each year to all ELL students. The BVAT is available in 17 languages so the majority of our students can be assessed: Arabic, Chinese, Turkish, Korean, and Polish, among others. The BVAT takes approximately 30 minutes to complete so it will not interfere with instructional time. The OPI takes place over the phone and consists of a 30-45 minute interview.

We are also working closely with the translation unit to provide home language assessments in our low frequency languages such as Urdu, Uzbek and Tajik. We are gradually having larger numbers of Uzbek students enroll in our school, and these students speak Russian, Uzbek, or Tajik. ENL teachers will be working collaboratively to create periodic assessments (to be administered in the fall and spring) that will be translated into these languages.

ENL Teachers should also be instructed on how to use the Foreign Language Assessment Directory (FLAD), which is a free, searchable directory of nearly 200 tests in over 90 languages. Because we cannot anticipate ordering every possible language for our incoming students, the ENL teachers will need to order these assessments for some students on an incoming basis. The FLAD will help teachers accomplish this goal. Using the FLAD, teachers can search for tests by name of test, grade, proficiency level, language, skills targeted by the test, and intended use. In the beginning of the year, after we print the RLAT and RELC reports, ENL teachers will use the FLAD to decide which home language assessments are best to order for their students. The tests will be administered in the fall and again the spring. If newly admitted students have additional languages, these can be ordered using the FLAD. ENL teachers will also create assessments that will be translated into the home language with the help of our bilingual staff and the translation unit.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our curriculum ensures that all ELL students receive evaluation throughout the year in all four modalities of speaking, listening, reading, and writing. With the use of the Inside National Geographic program for all entering and emerging ELLs,

teachers make sure that all areas are addressed and aligned to the Common Core Learning Standards. The ELL Periodic Assessments involve evaluation in the three modalities of listening, reading, and writing. ENL Teachers conduct their own speaking assessments on an on-going basis throughout the year, through incorporating activities such as reader's theater, a partnership with Urban Arts, and interactive computer software. Throughout the year, teachers create tests, quizzes, M.E.A.L. writing assignments, and listening/speaking activities related to current events to ensure that the four modalities are evaluated. For transitioning, expanding, and commanding ELLs who use the Expeditionary Learning curriculum during Integrated ENL/ELA, the four modalities are evaluated in each module of these units. Achieve3000 and i-Ready incorporate the four modalities through differentiated instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for all ELL subgroups at I.S. 228. For SIFE students, our ELL teachers use the SIFE Bridges curriculum, which has been recently updated to align to the NYS Common Core. The updated curriculum includes 4 modules that are thematic and use both central and supplemental texts. The Bridges curriculum is also used for SIFEs in Science, Social Studies, and Math within our Newcomer ENL program.

Newcomer students (0-3 years) use the National Geographic Fundamentals curriculum. This curriculum provides support for ENL students (typically at the entering and emerging levels), focusing on standards-based literacy and language instruction. Instruction is further differentiated by using the NYC DOE ELL Units. These 3 thematic units support the Fundamentals curriculum with a variety of speaking, reading, listening, and writing activities.

Developing students (4-6) years use one of two curriculums, depending on program placement. ENL students at the transitioning level use the National Geographic Inside program. This program is aligned to the CCSS Standards and includes instruction and assessment in the four modalities. Developing students in the integrated ENL/ELA program use Expeditionary learning, which is modified by the ELL teacher to include language supports and objectives. These students have differentiated instruction from the newly created AIR Secondary Curricular Units for the NYC DOE and the Stanford University ELA Units: Understanding Language.

Long Term ELLs (7 or more years) are instructed with the Expeditionary ELA units with differentiated instruction provided by the student's ELL teacher. Students are supported by the Stanford University ELA units that were specifically designed for ELLs. ELL Teachers provide differentiation instruction through the Focused Reading materials from Teacher Created Materials. This curriculum provides English language support and is aligned to the CCSS. These students will also use the National Geographic Global Issues curriculum during magnet ENL program. Global Issues is differentiated by thematic units that support language objectives.

Former ELLs up to two years will have differentiated instruction by using the Expeditionary Learning modules that are modified by our ELL teachers. These students will also use the Academic Vocabulary toolkit from National Geographic. This program, aligned to the Common Core Learning Standards, teaches words for cross curricular needs, so students are better supported in all content areas.

All ELL students use the Achieve3000 Reading Intervention program and the i-Ready reading and math programs. These technology-based computer programs are differentiated for individual students. It is particularly beneficial because each student can work independently at his or her level while the teacher performs small group work with select students.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If it is determined that the student was a non-ELL, and had been placed in an ELL program, these students would have been using the Expeditionary Learning curriculum in ELA with support from an ENL teacher, or would have used Global Issues in their magnet ENL program. The student's academic progress would not be adversely affected by this because both programs are aligned to the CCLS and the ToMs through differentiated instruction.

If it is determined that the student was an ELL but had been placed in the general education program, as mentioned above the student would have been using the Expeditionary Learning curriculum in ELA with differentiated support. We would encourage this student to attend our ENL after-school program because they may have missed instructional time with an ENL teacher during the first 45 days of school.

Once the re-identification process is complete (within 10 school days) we will immediately place that student in the correct program so he can begin receiving the appropriate number of mandated ENL minutes. Parents will be notified of the student's change in program. The principal will consult with the parent and student's teachers to make sure the student's academic

progress has not been adversely affected. The principal will also meet with the guidance counselor and social worker, when necessary, to make sure the student is adjusting to all transitions appropriately.

8. 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?

For our ELL-SWD students, we provide a variety of instructional strategies and grade-level materials for all content areas. This year, we will be using the Academic Vocabulary Toolkit (from National Geographic) not just for Former ELLs but for ELL-SWD students. This provides students with access to academic vocabulary that they need to master in order to be successful in the content areas and on all state assessments, including the NYSESLAT.

ELL-SWD students receive a variety of differentiated instructional strategies such as step by step directions, small group work, charts with visuals of key concepts, math manipulatives, and audiobooks, to name a few. ELL Teachers continue to work with content area teachers by providing support in how best to instruct ELL students, particularly those with disabilities.

We plan to continue our M.E.A.L. workshop writing series that was provided by ELL teachers this year to all staff members. This training helped teachers of ELL-SWD students to implement a flexible writing model that provides students the structure to write a main idea and support it with evidence and analysis. To accelerate English language development, ELL-SWD students benefit from the Foundations curriculum and the Global Issues curriculum, both from National Geographic, as well as the Focused Reading materials. ELL-SWD students use the Achieve3000 Differentiated reading intervention program and the i-Ready reading and math programs that are tailored to each student's reading and math levels.

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

In addition to the methodologies outlined in Question 8, our school offers ICT classes with ESL/TESOL certified teachers as well as SETSS instructional periods to ELL-SWDs with a focus on mathematics and reading. ENL and Special Education teachers carefully select appropriate instructional materials and then differentiate in order to provide the necessary scaffolds for ELL-SWDs, per their IEPs.

In order for ELL-SWDs to achieve their IEP goals and gain English proficiency within the least restrictive environment, we use curricular, instructional, and scheduling flexibility. Our ELL-SWD students all use the Achieve3000 and i-Ready differentiated reading and math programs. These allow students to work independently and at their own pace in order to achieve their goals and objectives and improve English proficiency. ELL-SWD students also follow the Inside NG Program that has built-in differentiation to each unit and lesson. The differentiation is based on student's varying language proficiency levels. It is also important for our teachers to understand the difference between learning disabilities and language acquisition. Our ELL-SWDs do not usually receive self-contained ENL, but are rather in a group of other ELL students during either magnet program or integrated ENL/ELA. This allows not just for flexible scheduling for also instruction because all ENL teachers receive training on differentiated instruction and the differences between that and modifications. .

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

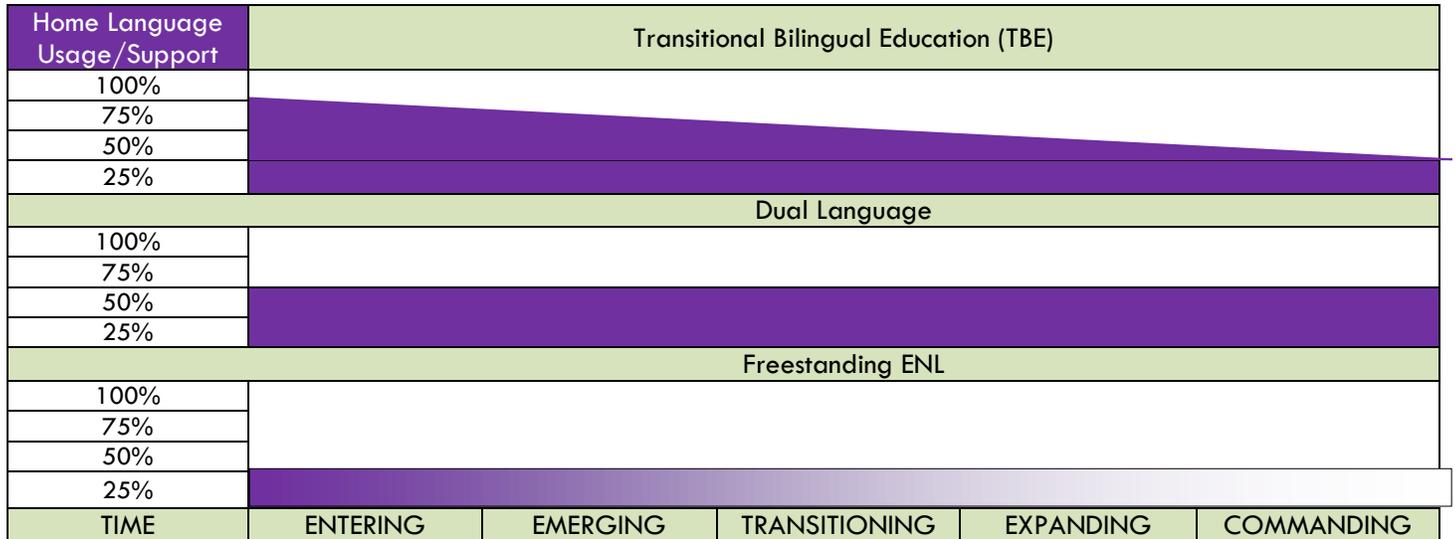


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 multiple entry points and scaffolds that teachers create to differentiate the National Geographic or Expeditionary Learning curriculum. ELLs also receive five periods of ENL magnet per week, in which an ENL teacher works with students on reading, writing, and speaking skills while unpacking key content concepts. We purchase supplementary enrichment tools such as Achieve3000, Brainpop, Brainpop ESL, Raz Kids, Science A-Z, and the necessary technology (laptops, iPads, and Smartboards) to use them. At least one day of our Title III after-school program will incorporate an ENL intervention class for ELLs that require additional help with their course load.

The primary intervention in math is teacher training. Highly trained and qualified teachers will be enlisted to teach ELLs. They will employ the necessary engagement strategies that will provide multiple entry points for students. The class will be paced appropriately, according to students' mastery of the subject. Teachers will evaluate students' needs on a case by case basis. ELLs are invited to enroll in magnet and other after-school programs that offer meaningful interactions with EP students. Such classes and programs include: Chinese Dance Troupe, New York Junior Tennis League (NYJTL), orchestra, jazz band, art, Student Government, Student Teacher Outreach Mentoring Program (STOMP), girls and boys basketball team, physical education, Hip Hop Dance, and cheerleading.

11. 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 ENL and Dual Language programs effectively groups students by language level (Beginner/Low-Intermediate and High-Intermediate/Advanced) and by age/grade. SIFE students in grades 6-8 are grouped in one class, where they are taught by highly trained ENL and non-ENL staff members. The ENL program provides more time per week than the mandated time under CR Part 154. Last year, we met our goal of raising school-wide instructional awareness of the strategies that apply to ELLs, SWDs, and beyond. This was accomplished in part by the expansion of ENL PD with a focus on adapting CCLS mandates to be accessible to ELLs.

We effectively provide a nurturing and caring environment for ELLs, being particularly sensitive to students who have refugee status and SIFE status. An entire third floor wing is dedicated to ENL classrooms, in which teachers display native language bulletin boards and brighten up with native language decorations. The Heritage Celebration Festival is also a highlight in which our whole school celebrates the vast diversity of our student body.

In the 2015-16 and 2016-17 academic school years, we will strive to continue expanding and deepening understanding in ELL instruction. We will further develop MEAL workshops for in-house PD. We will continue to develop rigorous and modified curriculum that aligns with instruction throughout the school.

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

In 2015-16, we will expand the Dual Language (DL) program to include the target language of Hebrew. Additionally, students will receive Target Language enrichment twice per week to deepen their proficiency. In the beginning of the year, all ENL and Dual Language students and their families will be invited to an orientation meeting that outlines the high expectations and benchmarks students are expected to meet throughout the year. During that meeting, we will also review the various intervention and enrichment programs that we offer. Parents will meet the supervisory staff that directly oversee their child/children and given the means to directly communicate with said staff members via email and telephone.

Teachers in the DL program will have increased interdisciplinary team time to meet with other DL teachers. They will also have increased department time, in order to align instruction with Gen. Ed. and ENL teachers. Within the freestanding ENL program, teachers will form interdisciplinary connections in ELA as well as during magnet classes, thereby preparing students for English proficiency in the next year and beyond. During their interdisciplinary team time, ENL teachers will contribute strategies and models that will fortify Gen. Ed. instruction.

We will purchase Raz Kids, Science A-Z, and Brainpop ESL to incorporate in classroom instruction. All ENL and DL classrooms will be equipped with new Smartboards, iPads and/or laptops.

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

There are no programs or services that will be discontinued for ELLs.

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

All students have equal access to before- and after-school programs: various dance troupes (Chinese, Hip Hop, Cheerleading), academic support programs (Saturday Academy, ENL, ELA, and Math tutoring), chess, and sports programs. Even though ENL students must attend ENL magnet, they participate in all other special events such as Science Fair, the Egg Drop contest, honors

classes, and are encouraged to audition for school plays and musicals. Outside of the magnet period, resident artists teach classes monthly to ENL students and coordinate performances to commemorate cultural holidays such as Chinese New Year.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

As mentioned before, all ENL and DL classrooms are equipped with Smartboards, iPads and/or laptops. Online programs that are purchased specifically for their use are ST Math, Brainpop ESL, Science A-Z, Raz Kids, iReady, and Achieve3000. Bilingual word-to-word dictionaries are purchased in every target language represented in our school. All students receive a NYSESLAT prep book that they can keep to accompany test prep during class leading up to the test. Students receive all of the same materials and supplies as non-ELL and –DL teachers in their content areas. For instance, in Science, they receive microscopes, specimens for dissection, goggles, gloves, and etc.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support in the DL programs is delivered through Social Studies and Math, which employ full language immersion in the target language of Hebrew, Russian, Mandarin, and Spanish. Both ENL and DL classrooms have native language libraries that include both works of fiction and non-fiction.

Within the ENL classroom, students have access to bilingual dictionaries and content area glossaries. Additionally, ENL teachers all have knowledge of and/or speak Spanish, Arabic, or Mandarin fluently, which is useful in translanguaging.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

First and foremost, per current research, ELLs and DL students are grouped according to their proficiency level. With the exception of SIFE students, who are grouped from 6-8 within the same class, all ELLs are grouped within Beginner/Low-Intermediate and High-Intermediate/Advanced classes. Teachers collaboratively decided on curriculum that targets the needs of each group. The Beginner/Low-Intermediate group use National Geographic while the High-Intermediate/Advanced group uses Expeditionary Learning like the rest of the school. Keeping students in homogeneous groups also aids teachers in their best practices and adapt curricula that can be reused and refined.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Judy Chao and Lauren Fusaro will assist in ELL coordination in the 2015-16 year. They will greet parents and students and administer the NYSITELL or Spanish LAB-R during enrollment. SIFE and Newcomer teachers Sheila Damato, Yasmin Adib, and Jacqueline Agosto-Monett will explain procedures to new students and pair them with a class partner to show them around. Finally, the Assistant Principal of ENL and DL, Carol Franco, will supervise cafeteria time and make herself available for questions from both the student(s) and their family.

For our newly enrolled ELLs, there are welcome activities coordinated by the Newcomer program teachers. Students are also welcome to come to the Parent Engagement Center with their parents during registration. Here, they can speak with the Parent Coordinator, ELL Coordinator, and any other members of the ELL intake team to ask and have any questions answered about the beginning of the school year. We are also partnering with the International Refugee Committee this year (as mentioned before) and they will provide help and assistance for families and students who are new to the country. Staff from the IRC will be regularly invited to the school to help assist our new students.

During the year, new ELLs will receive support through our Newcomer program. They will receive specialized instruction and curriculum in ENL instruction, social studies, math, and science. Our ELL and content area teachers are highly qualified in instructing these students, and have received (and will continue to receive) extensive professional development on scaffolding lessons for new ELLs. ELLs and their parents will also be invited to the ELL Parent Engagement Day, where ELL teachers, the school counselor, and the parent coordinator will be available to assist parents and students, as well as answer questions during individual parent meetings. Translation will be a priority for us this year, so we will make it a priority to have the materials translated into as many possible languages as we can for this day. Our new ELLs will also be part of all of our school fundraising events for our spring ELL trip-such as bake sales and holiday sales. We want to expose these students to at least 2 field trips throughout New York City, and to this end our new ELLs will help support and make advertisements for the fundraising efforts of the ENL Department. We hope to take these ELLs to at least one cultural event and one museum, both

19. What language electives are offered to ELLs?

Language electives offered to ELLs are the Beginner/Low-Intermediate and High-Intermediate/Advanced ENL magnets.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a) We employ the side-by-side, two-way, immersion DL model in Social Studies and Math. Because of the two-way model, High-Intermediate and Advanced ELLs are integrated with EPs for 100% of the day.

b) Social Studies and Math are the core content classes in which instruction is taught in the target language (Spanish, Mandarin, Hebrew, and Russian).

c) Teachers alternate English and target language instruction every other day. For instance, on Monday students will learn about World War II in English and then write a MEAL analysis of the war the next day in the target language.

d) Emergent literacy is taught in the Target Language Enrichment class, which is twice per week. Each language (English and target) are taught in an alternating cycle – see point C.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - a) Foci of professional development for ELL personnel include SIFE, New Language Progressions, integration of ENL and content. ELL personnel receive professional develop in three ways:
 - b) Collaborative team building through weekly departmental meetings. ENL teachers meet to discuss administrative and instructional issues and make decisions on them. They also meet to plan curriculum, devise interdisciplinary connections, and support one another in professional learning.
 - c) By developing professional learning workshops to instruct and inform non-ENL teachers of ELLs the best and most current practices. Teachers collaborated to create a series of workshops to integrate the MEAL writing method in the ENL, Special Ed., and General Ed. curriculum.
 - d) Through PD provided by outside organizations that specialize in ELL instruction such as Ed Consortium and 21st Century.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Non-ENL teachers of ELLs are provided training throughout the year in two ways: through in-house workshops facilitated by our ENL teachers and by attending PD led by outside organizations. ELL instructional specialists also come into our school to observe such teachers and give immediate, actionable feedback.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To aid in their transition from Elementary to Middle School, students and their families are first invited to an orientation in which they are introduced to their new teachers and administrators. Teachers use instructional time in September to teach new routines, organizational strategies, and orientate students with one another. Supervisory staff established a rapport with students and their families by remaining in constant contact.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

At least 15% of all teachers' total PD time will be dedicated to ENL training. This will be provided by the ENL department and will focus on scaffolding the MEAL writing method and providing models for content integration. At least 50% of all ENL teachers' total PD time will be in ENL training. This will be provided by outside PD facilitators from 21st Century and Ed. Consortium. Additional PD will be provided by Carol Franco, AP of the ENL department and the DOE office of DELLS.

Attendance and an agenda are collected from each weekly departmental meeting. Records from each ENL PD include, but are not limited to, the following: session materials, attendance, and agenda. Carol Franco, AP of the ENL department, will keep these records. Outside PD materials are kept by the attendee(s). Follow up for attending outside PD include teacher-led discussions, presentations, and application in the classroom.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

To provide annual individual meetings with parents of ELLs, the ENL department will organize an annual ELL Parent Engagement Day, with meetings in the afternoon and evening. Members of the ELL Intake Team will be available to direct parents and answer any questions during this time. All ENL teachers will be present, in addition to the content area teachers of our ELL Students and our AP of the ENL Department. In addition, members of our Translation & Interpretation Staff will be available, including bilingual staff members and teachers who can assist during this time. Parents will receive written notification of the meeting in their home language and our translators will follow-up with phone calls to parents to make sure they attend the meeting.

At the ELL Parent Engagement Day, the ENL Department will organize a PowerPoint presentation to acquaint parents with the requirements of the program. This will include goals of the program, language development progress, language tests the students have to take including the NYSITELL, LENS, and NYSESLAT, and language development needs in the content areas. Content area teachers of ENL students will be present during this time as well. Then there will be a Q & A session between teachers and parents.

After this, teachers will have individual meetings with parents similar to how the conferences are organized during Parent Teacher Conference days. Parents will have designated times they can speak to their child's teachers, and the parents will receive the student's program so they can discuss any areas of concern with all teachers. Each ENL student will also receive a progress report prior to the Parent Engagement Day so parents are aware of their child's language progress and results. At the individual meetings, translators will be present. If translators are not available in the parents' language, then the translation unit will be called. Parents will also be encouraged to bring an English-speaking translator to the meeting, when possible. All parent handouts and information packets will be available in multiple languages for the day of the conferences. Parents will complete a survey at the end of the session to determine if their needs were met or if they have further questions. Attendance will be recorded by all teachers to make sure they have seen as many parents as possible. Any parents who did not attend the Engagement Day will be called by the child's teacher. The child's teacher will arrange to meet with these parents either after school or during the Tuesday parent engagement time period.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We make the best efforts at IS 228 to involve the parents of our ELL students. This includes fostering strong relationships with our bilingual teachers and translators to ensure that almost every language spoken at IS 228 is represented. We believe that parental involvement begins with communication, and when we have staff who can communicate with our parents this is the key to our success. ELL parents attend our open house night in September, our parent conferences, and our new ELL Parent Engagement Day. The dual language program sponsors a multicultural fair in which all ELL parents are invited to attend and volunteer. Students share their cultures through music, food, art, and readings and the entire school community is invited to participate during the day.

The PTA makes an effort to reach out to all parents, including parents of ELLs, by sending out weekly emails, called, "Boody Blasts" that are sent to parent emails. ELL parents have also asked to be more involved in their child's homework procedures. To this end, we have improved our homework website on the IS228.org homepage, where teachers of all subjects post nightly homework assignments. Because it is accessed through a shared Google document, parents can view the website and translate everything into their native language. In this way our ELL parents are aware of their child's assignments and are more prepared for parent conferences and teacher meetings.

During Tuesday parent outreach, ELL parents are invited to the school to meet with their child's teachers. We also offer a NYSESLAT Parent Information Session in the spring. Translated materials are available and translators are present to communicate with parents. At this meeting, the ELL Coordinator and ENL teachers prepare a presentation to review the NYSESLAT and what is required of students to take the test, as well as how parents can help their children. It is followed by a Q&A session in which parents have the opportunity to ask questions about the test and share other concerns.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? This year we began a partnership with the nonprofit organization International Rescue Committee (IRC). Three of our students will be attending their Summer Youth Academy and all ELL parents are invited to attend their parent English classes at no cost. The classes teach parents how to assimilate to school life in the United States. Parents learn how to ask questions during parent conferences, what to ask the school's Parent Coordinator, how to speak to the guidance counselor about high school applications,

and how to read and access data and other student reports. We will encourage our ELL parents to attend these programs and classes throughout the year because we believe it strengthens their ability to help their children in school. The IRC will also provide workshops to parents throughout the year, and they will be coming to our school to aid parents as needed. Parents looking for help with immigration services can use the IRC for documentation help and translation assistance. We will invite the principal of the summer program, Kira O'Brien, to come to our school for a Parent Workshop on the high school application and graduation process. We will also invite her to attend our ELL Parent Engagement Day.

5. How do you evaluate the needs of the parents?

Every year, parents take the School Survey that is supplied by the NYC DOE. The survey is available in multiple languages and parents are encouraged to submit the survey on behalf of their experiences at IS 228. Our ENL Department, principal, and AP carefully review the results of the survey to see what areas of parental involvement we need to improve. At parent conferences and the open school night, ENL teachers closely monitor parent concerns and responses to questions about what is needed at their child's school. As mentioned above, in response to this teachers began to post all homework assignments on the school's website, so they could be more involved in their child's schoolwork.

6. How do your parental involvement activities address the needs of the parents?

Our ENL parents come from a variety of diverse backgrounds and cultures. To this end, many of them, especially parents of newcomer and SIFE students, are not accustomed to life in the United States and general school culture. To this end, as mentioned above we have partnered with the IRC so we can continue to support these parents. All parental involvement involves the use of translated materials and our staff of bilingual teachers and certified interpreters/translators. Our ENL parents truly want to be involved at school, and need the added support to overcome the language barrier if they do not speak English.

Parents want to support their child's academic progress, so their needs are addressed when we continue to support them in understanding the variety of assessments the students take throughout the year. The NYSESLAT Parent Information session acquaints parents with this yearly test. When parents complete the orientation process, they are informed of the requirements of the NYSITELL and/or LENS examination and how they can help their child succeed in school.

Parents sometimes have difficulty coming to the school during the day, so with the addition of the Tuesday parent outreach time parents have extra opportunities to meet with their children's teachers after school. The Multicultural Fair brings together parents of different backgrounds and nationalities, and helps promote the goals and objectives of our Dual Language programs.

D. Additional Information

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

Paste response here:

School Name: **David A. Boody**

School DBN: **21K228**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dominick D'Angelo	Principal		6/24/15
Carol Franco	Assistant Principal		6/24/15
	Parent Coordinator		
Jaqueline Agosto-Monett	ENL/Bilingual Teacher		6/24/15
Heather Fiorica	Parent		6/24/15
Lauren Fusaro/ENL	Teacher/Subject Area		6/24/15
Sheila Damato/ENL	Teacher/Subject Area		6/24/15
Amanda Woerhle	Coach		6/24/15
	Coach		
Betty Tang	School Counselor		6/24/15
Isabel DiMola	Superintendent		6/24/15
Tatyana Ulubabova	Borough Field Support Center Staff Member _____		6/24/15
Kimberly Melman	Other <u>ELL Coordinator</u>		6/24/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K228** School Name: **David A. Boody**
Superintendent: **Isabel DiMola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The parent coordinators created a matrix of all the student home languages in our school. This data was correlated to each students' assigned home room so that translated materials can be disseminated accordingly. Our school also developed a home survey, to be anonymously completed by all students. The purpose of this survey was to assess the effectiveness of communication between I.S. 228 and parents. The Language Proficiency Team (LPT) was established to convene about any issues regarding the ELL identification process. In doing so, the LPT also assess translation and interpretation support. Finally, over the past two years, we have hired staff who are fluent in Spanish, Russian, Chinese (Mandarin and Cantonese), Arabic, and Hebrew; all predominant languages within our school. These staff members frequently translate documents that go out to parents as well as interpret for any parents who come into the building.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese
Spanish
Russian
Hebrew
Arabic
Uzbek

Urdu
Turkish
Albanian
French
Georgian
Tajik

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

A. Academic events calendar (distributed once per month to provide information about PTA meetings, parent conferences, open house events, etc.)
B. ELL progress report - this progress report targets academic language progression, which is separate from the regular progress report that all students receive
C. Academic progress report - compiled by teachers for all students, distributed with report cards
D. New York State testing calendar
E. Letters from school leadership
F. Class contracts
G. Attendance letters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

A. Appointments initiated by parents. Such meetings are usually about programmatic changes. Translation for these informal meetings are almost always available, barring any major event that occurs in school. In our main office, we have staff members who speak Italian, Mandarin, and Chinese. Staff members throughout the school can be called upon quickly.
B. Meetings initiated by school staff. Such meetings are usually about health or behavioral issues. Translation for these meetings are guaranteed because we prepare ahead of time.
C. Parent-teacher conferences. School staff serve as translators. Additionally, we will hire Arabic and Urdu translators.
D. Open house events. These events are for prospective students. We enlist the help of bilingual volunteers on such events.
E. School messenger phone calls. This useful program translates school messages automatically in each family's designated language.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The first step in identifying our school's translation needs is to compile data on the home languages of our ELLs. After that, using the home survey, we identified the home language preferences of our non-ELLs. To ensure timely provision of translated documents to parents, we translate the majority of our documents in-house, with the help of bilingual staff members. Services provided by the Translation and Interpretation Unit are primarily used for phone calls with parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

A. Bilingual staff members provide translation services in Spanish, Italian, Mandarin, and Cantonese when families call the main office. If the parent needs translation in a language that is unavailable, a staff member will then transfer the call to someone who can translate.
B. Bilingual staff members will translate documents in many of the major languages. Those that cannot be translated will be sent to the Translation and Interpretation Unit.
C. Outside translation assistance will be hired for parent teacher conferences and open house events.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members received training on the various resources available in our school for translation services. Staff members were informed of who the bilingual staff members are. As part of their training, they were made aware that all parents/guardians are entitled to translation services. If a staff member cannot locate a bilingual staff member or if that language is unavailable, he or she has been trained to contact the Translation and Interpretation Unit. If that doesn't work, then the staff member will re-schedule an appointment to ensure all necessary translation services will be available.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We have completed the checklist of notification requirements. Brochures, notices, and fliers are translated and publicly posted. We have two parent coordinators in the main office that have been trained on the many resources we have for translation. Should the parents of more than 10% of our students speak a primary language that is neither English nor a language that we have translators readily available for, we will use the Translation and Interpretation Unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

- A. At the beginning of each year, we issue a parent survey that was created by staff developers at our school. We use the data from the surveys to develop an action plan on how to maintain high quality programs while improving in areas where needed. For instance, this year, parents expressed a need for STEM after-school programs. In response, we have formed a partnership with St. Francis College, to provide accelerated science enrichment for our 7th and 8th grade students; we are developing a coding course with a Robotics teacher; we are continually offering per session opportunities for licensed and well-qualified teachers to lead after-school programs.
- B. School leadership responds to all parent phone calls and emails in a timely manner; this feedback is usually immediately put into place.
- C. We have a designated technology coordinator that maintains a school website. Our AP of Operations maintains the school Facebook site. Both online sites are ways in which parents can submit feedback.
- D. School leadership and teachers receive feedback during parent teacher conferences.
- E. Parent engagement time on Tuesdays is a time when teachers can reach out to parents every week.