



**HALE A. WOODRUFF
P.S.224**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 19K224
ADDRESS: 755 WORTMAN AVENUE
TELEPHONE: (718) 235-3600
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 224 Hale A. Woodruff

SCHOOL ADDRESS: 755 Wortman Avenue

SCHOOL TELEPHONE: 718-235-3600 **FAX:** _____

SCHOOL CONTACT PERSON: Mr. George Andrews **EMAIL ADDRESS:** gandrews@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Tameeka Singleton

PRINCIPAL: Mr. George Andrews

UFT CHAPTER LEADER: Ms. Kareen Benjamin

PARENTS' ASSOCIATION PRESIDENT: Ms. Tameeka Singleton

STUDENT REPRESENTATIVE: NA
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Ms. Martha Rodriguez- Torres and Patricia Tubridy

SUPERINTENDENT: Rose-Marie Mills

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Mr. George Andrews	*Principal or Designee	
Ms. Kareen Benjamin	*UFT Chapter Chairperson or Designee	
Ms. Tameeka Singleton	*PA/PTA President or Designated Co-President	
Ms. Joyce French	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Yvette Padilla	Member/ CSA Representative	
Ms. Tracy Bunkley	Member/Parent Representative	
Ms. Lakisha Briggs	Member/ Parent Representative	
Ms. Yomarys Alvarez	Member/ DC-37 Representative	
Ms. Elizabeth Fried	Member/ UFT Representative	
Ms. Merle Clarke	Member/ UFT Representative	
Ms. Marquita Best	Member/ UFT Representative	
Ms. Lori Willis	Member/Parent Representative	
Ms. Shakeema Middleton	Member/ Parent Representative	
Ms. Simone Foster	Member/ Parent Representative	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Hale A. Woodruff Public School 224 is an elementary school that is located in the East New York section of Brooklyn, surrounded by multi-family dwellings as well as several two and three-family homes. The majority of our students are from the surrounding area.

P.S. 224 is a school in good standing. According to latest available ethnic data: 72.2% are Black, 25.1% are Hispanic, 1.8% are Asian, 0.9 are White and 0.0% are American Indian. 856 students are enrolled in General Education 60 of which are ELLs, approximately 82 are enrolled in Special Education. 32 in self contained classes, 24 in CTT classes and 26 in general Education classes with IEP's.

P.S. 224 is a member of the Children First Network (CFN) 309 and is currently in the fourth year of implementation of the Core Knowledge comprehensive curriculum. The school has developed and implemented a thematic-based interdisciplinary Core Knowledge curriculum using the Balanced Literacy approach to reading (i.e. Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Writing) in grades 4, 5 and 6. P.S. 224 is at the forefront of promoting literacy. The school has a full-time, licensed Librarian to facilitate our newly renovated library. The school continues to promote literacy through a variety of events, such as Reading Is Fundamental (RIF) Program, Book of the Month club and Scholastic Book Fairs. In the 2010 – 2011 school year we will start a new initiative that will teach and engage our 6th graders in community service- Cross Peer Tutoring and expansion of our school clubs for students. The new clubs are as follows: Math Club, Newspaper committee, G.O. Club, library Squad, Character Development Team and The Environmental Team. "Author's Day" in April 2011 is another event that the school community looks forward to. Last year we invited an award - winning author /illustrator to the school to present to the students during Poetry Month. This was a highly effective event that we will continue this coming year.

P.S. 224 is in its fifth year of implementing of the Harcourt Trophies reading program that was introduced to the school through the Reading First initiative. This program is used to teach literacy in grades K-3. Reading is taught during a 90 minute literacy block that incorporates whole and small group differentiated instruction as well as work stations.

This year PS 224 has changed from using Everyday Math to Envision Math in grades K-6. Teachers in grades 4, 5 and 6 piloted the program last year. Their success with the program, as well as inquiry team conversations and professional development about Envision Math informed the school's decision to implement the program school wide. The program highlights interactive problem solving mathematical and visual learning techniques, coupled with ongoing diagnostic and intervention

activities. Envision Math allows students to complete assessments online as well as provide teachers with item skills analysis and online resources.

A highly distinctive feature of our school is our emphasis on the application of technology in all classrooms. All classrooms are wireless and contain Smart boards and mobile laptop carts. Technology is infused into all curricular areas. Early Childhood teachers utilize the Palm Pilot to administer DIBELS and ECLAS-2 assessments. Students have multiple opportunities to use technology to demonstrate and support their learning

In 2009-2010, P.S. 224 provided the science department with a science laboratory that is used by students in grades 3-6 to conduct hands-on science exploration. Students in grades 4-6 use writing journals and other literacy based methods to understand science concepts. Grades Pre-K to 2 use the Harcourt Science Core Curriculum which incorporates Lakeshore science manipulatives and grade-level science libraries. The school's Science curriculum follows the NYS Science core curriculum and the FOSS program. Columbia University department of Science and Technology has donated microscopes and other pertinent material to P.S. 224 to help foster our growth in enhancing the Science curriculum.

Another highly distinctive feature of P.S. 224 is that we expose our students to a wealth of extracurricular activities; specifically in the areas of physical education and the performing arts. Our Physical Education department has been highly successful in providing a comprehensive physical education curriculum (i.e. Fitness Gram, Basketball, Soccer, etc.) and activities including being an instrumental part in raising funds and awareness for "Hoops for Heart". In the 2010-2011 school year, P.S. 224 will expand our physical education curriculum by providing our students with such sports as Tennis and Archery.

Our school has one full-time dance and one full-time music teacher. Every year the arts department with the assistance of our community based partners puts on an elaborate end of the year production that incorporates all of the elements of a professional performance. Students, parents and community members are invited to view this performance. In addition, the arts department holds monthly performances to showcase students' theatrical, musical and dance skills. These performances are held in conjunction with our awards assemblies that are designed to celebrate student achievement.

PS 224 believes that all children can and will meet the high standards of excellence that are set for their achievement. PS 224 supports students' growth and development through a rigorous program of instruction that teaches to the whole child. In full collaboration with staff, parents, and community, our children are developing the critical thinking skill they need to become life-long learners and productive, active members of society. Our school continues to promote our motto "*Together Towards Excellence*".

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Hale A. Woodruff				
District:	19	DBN #:	19k224	School BEDS Code:	331900010224

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	53		90.3	91.4	90.0		
Kindergarten	109	107	135						
Grade 1	139	133	116	Student Stability: % of Enrollment					
Grade 2	115	124	132	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	103	121	116		93.4	91.0	91.0		
Grade 4	106	93	115						
Grade 5	134	98	95	Poverty Rate: % of Enrollment					
Grade 6	124	123	91	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.0	84.0	92.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	49	17		
Grade 12	0	0	0						
Ungraded	4	2	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	870	837	856		1	1	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	29	23	32						
No. in Collaborative Team Teaching (CTT) Classes	27	26	24	Principal Suspensions	2	6	2		
Number all others	36	30	26	Superintendent Suspensions	13	24	15		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	51	48	70	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	2	9	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	70	69	72
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals	14	17	17
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	4	7
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100
American Indian or Alaska Native	0.3	0.0	0.0	Percent more than two years teaching in this school	61.4	60.9	62
Black or African American	73.0	73.8	72.2	Percent more than five years teaching anywhere	55.7	63.8	65.0
Hispanic or Latino	23.0	22.7	25.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	2.5	1.8	Percent Masters Degree or higher	83.0	87.0	87.0
White	1.0	1.0	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.9	91.8	92.0
Multi-racial							
Male	50.9	49.5	50.2				
Female	49.1	50.5	49.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	-	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	82.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	8.5	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	14.5	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	50.2	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	9	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Overall Accomplishments:

- Implementing a uniformed reading program in grades K-3 that teaches specific grade level skills and strategies.
- Blending the Core Knowledge Curriculum and Balanced Literacy to teach skills and strategies to students in grades 4-6
- Implementing a uniformed writing program - Write Source, in grades K-6
- Increased the number of pre-k students by opening an additional classroom
- Replaced Everyday Math program with Envision math
- State of the Art library
- Opening of Science lab

Student Performance Pre-Kindergarten

The majority of the Pre-Kindergarten students meet the benchmark standards on the Early Screening Inventory (ESI). Many of the Pre-Kindergarten students continue at P.S. 224 in the Kindergarten program. Those students who have attended pre-kindergarten generally meet the kindergarten benchmark standards with ease. In 2008, in order to increase the numbers of students that meet the kindergarten benchmark standards, P.S. 224 created an additional Pre-kindergarten class.

Student Performance Grades K-2

In 2006 through the Reading First Initiative the Harcourt Trophies reading program was introduced to the students and teachers in grades K -3. Also that same year as a part of the Reading First Initiative P.S. 224 began using DIBELS assessments (Dynamic Indicators of Beginning Early Literacy Skills) to measure student progress. Through an analysis of this assessment data we have noted the following:

From the 2006-2007 school year to the 2009-2010 school year the number of students entering Kindergarten meeting benchmark standards has increased by 12%. This can be attributed to an increase in the number of students that enter our kindergarten classes from a Pre-kindergarten program. Similarly, in grade 3 the number of students entering the grade meeting benchmark standards increased by 19% from the 2006 school year to the 2009 school year. By 2009, the population of students entering the third grade had been exposed to the skills and strategies taught through the Harcourt

Trophies program for four consecutive years. This continuity of instruction resulted in there being more students, better prepared to meet the grade 3 benchmark standards. *(See Tables 1 and 2: BOY Benchmark Results Comparison Chart)*

The percentage of students entering grades 1 and 2 meeting grade level standards fluctuated over the same four year span of time. We have found that a larger percentage of students are entering the first grade without kindergarten experience. These students generally score lower on the DIBELS assessment. For three of the four years, there were slight increases in the number of students entering grade 2 meeting the benchmark standard. However, from the 2008 school year to the 2009 school year, there was a 13% decrease in the number of students entering grade 2 meeting the benchmark standards. *(See Tables 1 and 2: BOY Benchmark Results Comparison Chart)*

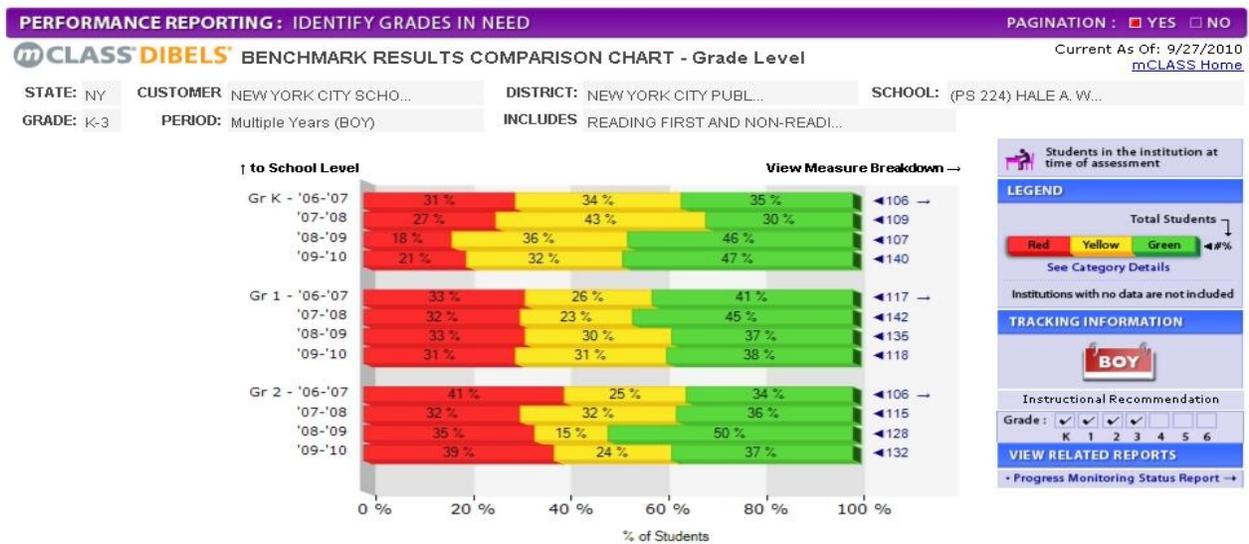


Table 1
 This table shows the percentage of students that are meeting, approaching and below Beginning of the Year (BOY) grade level standards in grades k-2 from the 2006-2007 school year to the 2009-2010 school year.

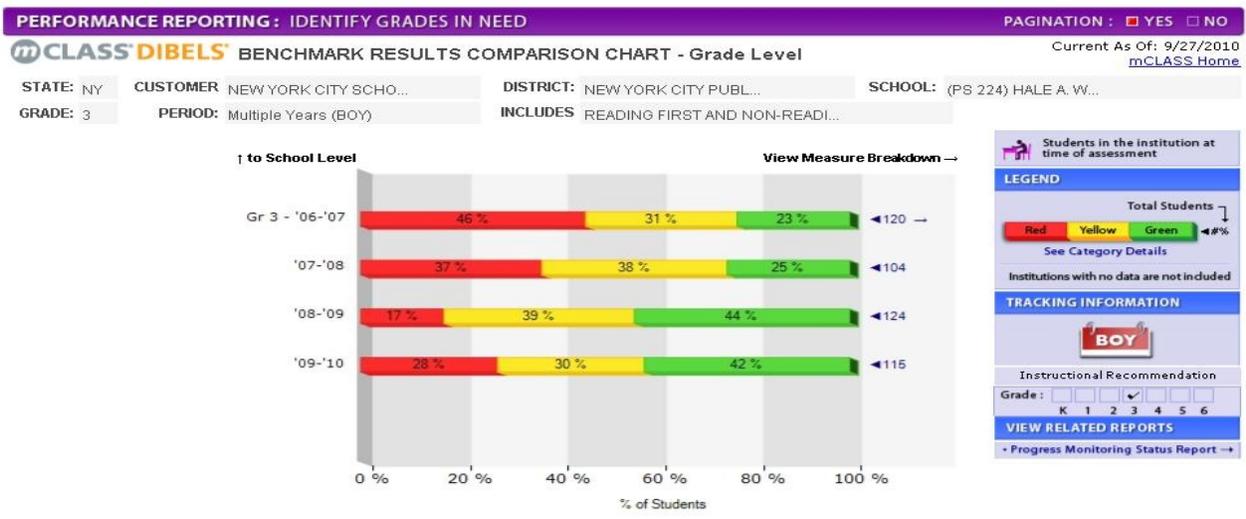


Table 2

This table shows the percentage of students that are below, meeting and approaching Beginning of the Year (BOY) grade level standards in grades 3 from the 2006-2007 school year to the 2009-2010 school year.

Each year, from the 2006-2007 school year through the 2009-2010 school year, P.S. 224 has been highly successful in decreasing the number of students that are below grade level standards and increasing the numbers of students that are meeting benchmark standards from the beginning of the year (BOY) to the end of the year (EOY). On average, grade 3 made the most significant strides by increasing the number of students that meet grade level EOY benchmark standards by 14.5%. Grade K made similar gains. The number of students that met EOY benchmark standards increased by 13.25%.

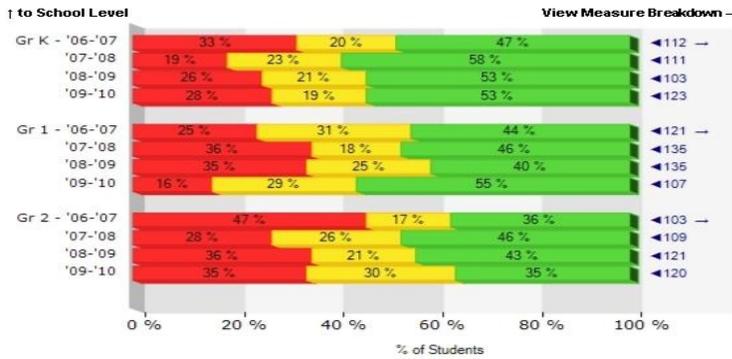
Grades 1 and 2 made modest increases in the numbers of students that met EOY benchmark standard, 2% and .75% respectively. In grade one the DIBELS assessment shifts to not only assess phonics and phonemic awareness skills, but also to assess students' oral reading fluency (ORF) This happens during the middle of the year (MOY) assessment window that occurs from January to February. Typically our students are not ready to read at the level required by assessment at that point in the year. With our grade 2 students, we notice that the transition from "learning to read" to "reading to learn" continues to be a challenge for some of our students.

(Compare Tables 1 and 3 for K-2 BOY and EOY benchmark results. Compare Tables 2 and 4 for Grade 3 BOY and EOY benchmark results.)

mCLASS DIBELS BENCHMARK RESULTS COMPARISON CHART - Grade Level

Current As Of: 9/27/2010
[mCLASS Home](#)

STATE: NY CUSTOMER: NEW YORK CITY SCHO... DISTRICT: NEW YORK CITY PUBL... SCHOOL: (PS 224) HALE A. W...
 GRADE: K-2 PERIOD: Multiple Years (EOY) INCLUDES: READING FIRST AND NON-READI...



Students in the institution at time of assessment

LEGEND

Total Students

Red Yellow Green

See Category Details

Institutions with no data are not included

TRACKING INFORMATION

EOY

Instructional Recommendation

Grade: K 1 2 3 4 5 6

VIEW RELATED REPORTS

Progress Monitoring Status Report



Table 3
 This table shows the number of students that are below, meeting, and approaching EOY standards in grades k-2 from the 2006-2007 school year to the 2009-2010 school year.

STATE: NY CUSTOMER: NEW YORK CITY SCHO... DISTRICT: NEW YORK CITY PUBL... SCHOOL: (PS 224) HALE A. W...
 GRADE: 3 PERIOD: Multiple Years (EOY) INCLUDES: READING FIRST AND NON-READI...

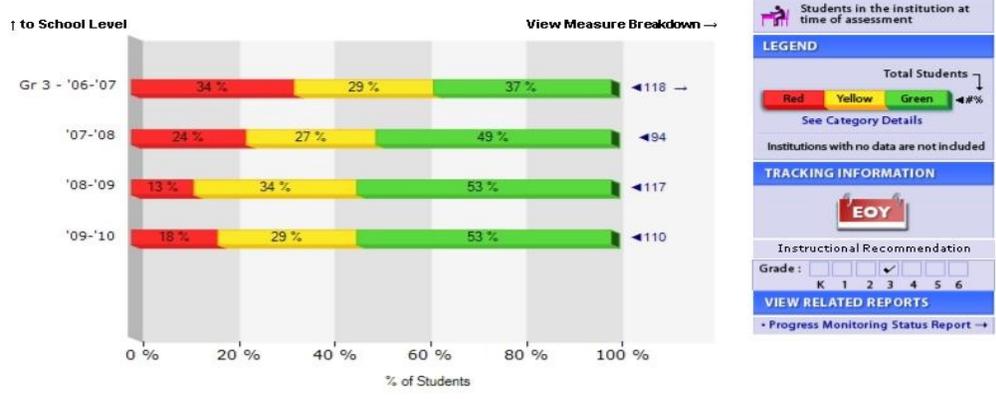


Table 4

This table shows the number of students that are below, approaching and meeting EOY benchmark standards in grade 3 from the 2006-2007 school year to the 2009-2010 school year.

In order to increase the numbers of students meeting the benchmark standards in grades one and two, the school provides AIS services during early morning tutoring to select students in those grades. Approximately 10 students in each grade meet with an instructor to review the skills and strategies taught during the school day. Those students in grades one and two that receive AIS support show tremendous gains. P.S. 224 will continue to provide these services and increase the numbers of students receiving support. Also, the professional development focus will be on creating effective small group lessons for struggling students in grades one and two.

English Language Arts (ELA)
Grade 3

Although we made significant gains from 2008-2009 with an increase of 14.7 % in level 3 and an increase of 3.1 % in level 4, the data from 2009 -2010 shows a large decrease in the percentage of students in levels 3 and 4. There was a decrease of 27.5 %. Due to change in criteria for achieving the performance levels, results exhibit decrease in student performance, however, student progress exhibited increase on individual gains.

A review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments) the data indicates that students' strengths are: sequencing, making predictions, use of context clues and inference. Weaknesses are in the following literacy skills: main Idea, details, author's purpose, cause and effect and fact and opinion.

Although our 5th grade English Language Arts results show an increase in individual student gains, there was a decrease in overall performance levels. We believe that with the following plan in place, we can see a resurgence of improvement in students in all performance levels.

- P.S. 224 will provide professional development opportunities and inter-visitations for our third grade classroom teachers in curriculum development on a monthly basis through our literacy coaches and supervisors.
- Formation of Teacher Teams to engage in Collaborative inquiry to meet the needs of targeted students and progress monitor at determined intervals.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.
- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will continue to provide for common planning time for the 3rd grade teachers, literacy coach and supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.
- We will initiate a test sophistication model throughout grades 2 and 3 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

Grade 4 (ELA)

The analysis of student achievement in grade 4 on the NYS ELA assessment for the years 2008-2010 shows a sharp 13.6% average decrease of students in level 1. However, there was also a 9.2% decrease in level 3 and 4 students over the course of the same period.

A review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments) the data indicates student strengths are fact and opinion, identifying explicitly stated information, and sequencing. Weaknesses are in the following literacy skills: main idea, inferences, cause and effect, and identifying moral or theme. Due to change in criteria for achieving the performance levels, results exhibit decrease in student performance, however, student progress exhibit increase on individual scale scores.

Although our 4th grade English Language Arts results show an increase in individual student gains, there was an overall decrease in overall performance levels. We believe that with the following plan in place, we can see a resurgence of improvement in students in all performance levels.

- P.S. 224 will provide professional development opportunities and inter-visitations for our fourth grade classroom teachers in curriculum development on a monthly basis through our literacy coaches and supervisors.
- Formation of Teacher Teams to engage in Collaborative inquiry to meet the needs of targeted students and progress monitor at determined intervals.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.
- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 4th grade teachers, literacy coach and supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.

- We will initiate a test sophistication model throughout grades 3 and 4 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

Grade 5 (ELA)

According to the analysis of student achievement in grade 5 for 2009 and 2010 on the NYS ELA Assessment for all tested students there was a 23.5 % increase in Level 1, 47% increase in Level 2, 45% decrease in the number of students performing at level 3 and a 3.3 % increase in the number of students performing at level 4. Due to change in criteria for achieving the performance levels, results exhibit a decrease in overall student performance. However, the data exhibits an increase on individual gains.

After a review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), the data indicates student strengths are facts and details, sequencing, and character traits. Our students weakest areas are in the short and extended portion of the exam as well as critical analysis and the following literacy skills: main idea and supporting details, inferences, cause and effect and sequence of events.

Although our 5th grade English Language Arts results show an increase in individual student gains, there was an overall decrease in performance levels. We believe that with the following plan in place, we can see a resurgence of improvement in students in all performance levels.

- P.S. 224 will provide professional development opportunities and inter-visitations for our fifth grade classroom teachers in curriculum development on a monthly basis through our literacy coaches and supervisors.
- Formation of Teacher Teams to engage in Collaborative inquiry to meet the needs of targeted students and progress monitor at determined intervals.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.
- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 5th grade teachers, literacy coach and supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.
- We will initiate a test sophistication model throughout grades 4 and 5 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

Grade 6 (ELA)

According to the analysis of student achievement in grade 6 for the years 2008- 2009 and 2009 - 2010 on the NYS ELA Assessment for all tested students there was a 3.7% increase in the number of students performing at Level 1, 18.1% decrease in the number of students performing at Level 2, a 24.1% decrease in the number of students performing at level 3 and a .6 % increase in the number of students performing at level 4. Due to change in criteria for achieving the performance levels, results exhibit a decrease in overall student performance. However, the data exhibits an increase on individual gains.

A review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments) the data indicates student strengths are fact

and opinion, sequencing, and compare and contrast. Our students' weakest areas are in the short and extended portion of the exam as well as critical analysis and the following literacy skills: some literary devices e.g. personification and metaphor, context clues, main idea and details.

Although our 6th grade English Language Arts results show an increase in individual student gains, there was an overall decrease in performance levels. We believe that with the following plan in place, we can see a resurgence of improvement in students in all performance levels.

- P.S. 224 will provide professional development opportunities and inter-visitations for our sixth grade classroom teachers in curriculum development on a monthly basis through our Literacy coaches and Supervisors.
- Formation of Teacher Teams to engage in Collaborative inquiry to meet the needs of targeted students and progress monitor at determined intervals.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.
- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 6th grade teachers, literacy coach and Supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.
- We will initiate a test sophistication model throughout grades 5 and 6 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

NYS Mathematics

The analysis of student achievement for grade 3 students on the NYS Mathematics Assessment for all tested students is as follows:

Data Analysis/Finding – Grade 3

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
3	2006	18	13.3	37	27.4	72	53.3	8	5.9	80	59.3
3	2007	7	6.0	19	16.4	75	64.7	15	12.9	90	77.6
3	2008	7	7.1	19	19.2	60	60.6	13	13.1	73	73.7
3	2009	0	0.0	18	14.6	82	66.7	23	18.7	105	85.4
3	2010	22	19.5	46	40.7	27	23.9	18	15.9	45	39.8

Student Performance –

Historically our 3rd grade students have done well on the NYS Mathematics Examination with a consistent increase over the past three years, achieving 59.3% (school year 2005-2006); 77.6% (school year 2006-2007); 73.7% (school year 2007-2008); 85.4% (school year 2008-2009) respectively.. In school year 2010 student achieved 39.8%. . Due to change in criteria for achieving the performance levels, results exhibit decrease in student performance, however, student progress exhibits an increase on individual gains.

After careful disaggregating of the data for the past five years, we have concluded the following:

- There has been a consistent increase in our levels 3 and 4 students over the four out of five years.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the unit assessments in Everyday Mathematics (Grade Pre K) and Topic Tests in Envision Math 4-6 that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Effectiveness of the mathematics curriculum
- Balanced Approach to Mathematics instruction
- Ongoing assessments and use of the data-drive instruction
- Morning-tutoring and After-school intervention programs
- Interactive teaching using technology
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and Topic assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:
 - Understanding associative property of multiplication along with multiplication facts.
 - Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
 - Formulate conclusions and make predictions using graphs
 - Explore equivalent fractions and fraction operations
 - Interpret and utilize measurement tools and strategies/concepts
 - Problem Solving concepts and strategies.

Although our 3rd grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- In 2009-2010, P.S. 224 piloted the Envision Math program for two classes within the following grades 4, 5 and 6. The program provided teachers with online resources to assist with differentiated lessons for various subgroups. Teachers were able to provide interactive instruction using the smart board. Envision Math provides an opportunity for students to learn through different modality. The school year 2010-2011 P S 224 implemented envision Math for the grades K-6.
- Supply more literature with mathematics themes in classroom and school libraries. The supervisors, math coach and grades leaders will provide professional development, curriculum development, and inter-visitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.
- We will focus our efforts in a school wide initiative and infuse math topic that correlates to the math pacing calendars.
- We will administer Beginning, Middle, and End of Year assessments and topic assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 3rd grade teachers, math coach and supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades K-2 and 3 through daily lessons, Early Morning Tutoring and Academic Intervention services.

- Provide increased support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Envision Math home connections via the Internet).

Data Analysis/Finding - Grade 4

An analysis of NYS Assessment results over a three year period from 2006-2009 indicates the following:

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
4	2006	32	23.0	39	28.1	58	41.7	10	7.2	68	48.9
4	2007	21	16.9	41	33.1	56	45.2	6	4.8	62	50.0
4	2008	11	10.9	31	30.7	49	48.5	10	9.9	59	58.4
4	2009	8	8.3	20	20.8	52	54.2	16	16.7	68	70.8
4	2010	7	6	58	50	42	36.2	9	7.8	51	44

Student Performance –

Historically our 4th grade students have done well on the NYS Mathematics Examination with a consistent increase from 2006-2009, achieving 48.9% (school year 2005-2006); 50.0% (school year 2006-2007); 58.4% (school year 2007-2008); 70.8% (school year 2008-2009), respectively. In school year 2010 student achieved 44%. . Due to change in criteria for achieving the performance levels, results exhibit decrease in student performance, however, student progress exhibits an increase on individual gains.

After careful disaggregating of the data for the past five years, we have concluded the following:

- There has been a consistent increase in our levels 3 and 4 students over the last four years out of five.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the unit assessments in Everyday Mathematics that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Effectiveness of the mathematics curriculum
- Balanced Approach to mathematics instruction
- Ongoing assessments and use of the data-drive instruction
- Morning-tutoring and After-school intervention programs
- Interactive teaching using technology.
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students’ weakest areas are in the short and extended response portion of the examination.

- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:
 - Understanding associative property of multiplication along with multiplication facts.
 - Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
 - Formulate conclusions and make predictions using graphs
 - Explore equivalent fractions and fraction operations
 - Interpret and utilize measurement tools and strategies/concepts
 - Problem Solving concepts and strategies.

Although our 4th grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- In 2009-2010, P.S. 224 piloted the Envision Math program for two classes within the following grades 4, 5 and 6. The program provided teachers with online resources to assist with differentiated lesson for various subgroups, Teachers were able to provide interactive instruction using the smart board. Envision Math provides opportunities for students to learn through different modalities. The school year 2010-2011 P.S. 224 implemented envision Math for the grades K-6.
- Supply more literature with mathematics themes in classroom and school libraries. The supervisors, math coach and grade leader will provide professional development, curriculum development, and inter-visitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.
- We will focus our efforts in a school wide initiative and infuse math topics that correlate to the math pacing calendars.
- We will administer beginning, middle, and end of year assessments and topic assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 4th grade teachers, math coach and supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades 3 and 4 through daily lessons, Early Morning Tutoring and Academic Intervention Services.
- Provide increased support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Envision Math home connections via the Internet).

Data Analysis/Finding - Grade 5

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
5	2006	21	17.2	42	34.4	45	36.9	14	11.5	59	48.4
5	2007	20	14.0	60	42.0	54	37.8	9	6.3	63	44.1
5	2008	9	7.0	53	41.4	54	42.2	12	9.4	66	51.6
5	2009	3	3.0	30	30.3	55	55.6	11	11.1	66	66.7
5	2010	15	15.6	46	47.9	30	31.3	5	5.2	35	36.5

Historically our 5th grade students have done well on the NYS Mathematics Examination with a consistent increase over the past four years, achieving 48.4% (school year 2005-2006); 44.1% (school year 2006-2007); 51.6% (school year 2007-2008); 66.7% (school year 2008-2009), respectively. In school year 2009-2010 student achieved 36.5 %. . Due to a change in criteria for achieving the performance levels, results exhibit a decrease in student performance, however, student progress exhibits increase on individual scale scores.

After careful disaggregating of the data for the past four years, we have concluded the following:

- There has been a fluctuating increase in our levels 3 and 4 students over the last five years.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the unit assessments in Everyday Mathematics and Impact Mathematics (Grade 6) that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Balanced Approach to Mathematics instruction
- Ongoing assessments and use of the data-drive instruction
- Morning-tutoring and After-school intervention programs
- Interactive teaching using technology
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:
 - Understanding associative property of multiplication along with multiplication facts.
 - Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
 - Formulate conclusions and make predictions using graphs
 - Explore equivalent fractions and fraction operations
 - Interpret and utilize measurement tools and strategies/concepts
 - Problem Solving concepts and strategies.

Although our 5th grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- In 2009-2010, P.S. 224 piloted the Envision Math program for two classes within grades 4, 5 and 6. The program provided teachers with online resources to assist with differentiated lessons for various subgroups. Teachers were able to provide interactive instruction using the smart board. Envision Math provides opportunities for students to learn through different modalities. In the school year 2010-2011, P S 224 implemented Envision Math for grades K-6.
- Supply more literature with mathematics themes in classroom and school libraries. The Supervisors, Math Coaches and grades leaders will provide professional development, curriculum development, and inter-visitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.

- We will focus our efforts in a school wide initiative and infuse math topics that correlate to the math pacing calendars.
- We will administer beginning, middle, and end of year assessments and topic assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 5th grade teachers, math coach and supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades 4 and 5 through daily lessons, Early Morning Tutoring and Academic Intervention Services.
- Provide increased support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Envision Math home connections via the Internet).

Data Analysis/Finding – Grade 6

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
6	2006	23	21.3	32	29.6	49	45.4	4	3.7	53	49.1
6	2007	1	1.1	31	34.4	47	52.2	11	12.2	58	64.4
6	2008	14	12.8	33	30.3	48	44.0	14	12.8	62	56.9
6	2009	0	0.0	33	28.4	76	65.5	7	6.0	83	71.6
6	2010	3	3.4	36	41.4	39	44.8	9	10.3	48	55.2

Student Performance –

Historically our 6th grade students have done well on the NYS Mathematics Examination with a consistent increase over the past four years, achieving 49.1% (school year 2005-2006); 64.4% (school year 2006-2007); 56.9% (school year 2007-2008); 71.6% (school year 2008-2009), respectively. In school year 2009-2010 student achieved 55.2%. . Due to a change in criteria for achieving the performance levels, results exhibit a decrease in student performance; however, student progress exhibits an increase on individual scale scores.

After careful disaggregating of the data for the past five years, we have concluded the following:

- There has been a fluctuating increase in our level 3 and 4 students over the last four years.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Level 1 and 2 student performance populations. This accomplishment was made due to the addition of the topic assessments in Everyday Math that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Balanced Approach to mathematics instruction
- Ongoing assessments and use of the data to drive instruction
- Morning-tutoring and After-school intervention programs
- Interactive teaching using technology.
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:

- Understanding associative property of multiplication along with multiplication facts.
- Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
- Formulate conclusions and make predictions using graphs
- Explore equivalent fractions and fraction operations
- Interpret and utilize measurement tools and strategies/concepts
- Problem Solving concepts and strategies.

Although our 6th grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- In 2010-2011, all grades K – 6 will use the Envision Math program. This program will also provide teachers with online resources to assist with differentiated lessons for various subgroups.
- Supply more literature with mathematics themes in classroom and school libraries. The supervisors, math Coach and grade leader will provide professional development, curriculum development, and inter-visitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.
- We will focus our efforts in a school wide initiative and infuse math topic that correlates to the math pacing calendars.
- We will administer Beginning, Middle, and End of Year assessments and monthly topic assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 6th grade teachers, math coach and Supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades 5 and 6 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Provide increased support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Envision Math home connections via the Internet).

Science

School Year	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3 & 4 %
2006-2007	7%	48%	35%	10%	45%
2007- 2008	10%	22%	52%	16%	68%
2008-2009	6%	21%	40%	33%	73%
2009-2010	6%	18%	42%	34%	76%

Data Analysis/Findings:

Science instruction is integrated within the Pre-Kindergarten through grade 6 curriculum. To date there are no standardized assessments in this content area for grades Pre-K – 3 and grade 5. The student's scientific understanding is measured utilizing teacher created tests, exit projects, science projects/fairs, class discussions and oral presentations.

Student Performance –

Historically our 4th grade students have done well on the NYS Science Examination with a consistent increase over the past four years, achieving 45% (school year 2006-2007); 68% (school year 2007-2008); 73% (school year 2008-2009), 76% (2009-2010) , respectively.

In reference to the statistics from the tables above, P.S. 224 has made great strides in diminishing our Level 1 and 2 student performance populations. This accomplishment was made due to embedding the various literacy skills and strategies with the NYS Science Living Environment core curriculum and scope and sequence during the 2008-2009 school year. Additionally, in the 2009-2010 school year, we established a new science laboratory to engage students in a number of hands-on experiments and discovery experiences. Our Science teachers and students continue to do their research and experimenting in our state of the art lab.

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination. After reviewing the item skills analysis, there is a significant deficiency with student performance of the following science concepts:

- Interpreting and/or formulating conclusions and making predictions using graphs/charts
- Enhance the hands-on science component with utilization of the Delta/Foss kits

Although our 4th grade Science results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students at all performance levels.

- We will administer beginning, middle, and end of year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the teachers, coaches and supervisors to meet on a monthly basis so they can review data (utilizing the class summary sheets) in order to provide instructional emphasis on students’ strengths and weaknesses and to assist in the grouping of students.
- Supply more literature with Science themes in classroom and Core libraries. The supervisors, literacy coaches and grade leaders will provide professional development, curriculum development, and inter-visitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups.
- Utilize the workshop model, integrating components of the scientific method of discovery (Grades PreK-6)
- Application of NYC standards for science and NYS science core curriculum
- Continue to use Foss Kits which will be used to provide students with investigations and hands-on activities (Grades PreK-6)
- Classroom libraries will include non-fiction/science literature (books, magazines, journals and articles)
- Two 50 minute periods each week will be designated solely for science instruction in grade 3 and three 50-minute periods each week will be designated solely for science instruction in grade 4, 5, and 6
- Teachers will implement science centers in their classrooms to reinforce science skills, strategies and techniques
- Purchase of research based science program resources. (Consumables to compliment textbooks, and teachers’ guides), as well as supplemental materials i.e. microscopes, beakers, slides, etc to be utilized in the science laboratory.
- Continue new science program, Scott Foresman (Grades K-6) to provide teachers with more structure, pacing, concept, and instructional support
- Provide differentiated instruction to accommodate learning styles and subgroups
- Students will practice using the scientific method and write about their science discoveries
- Additionally, they will complete research projects incorporating the exit project structure.
- Provide students with opportunities to visit the library for the purpose of using reference materials.

SOCIAL STUDIES – GRADE 5

NY Social Studies Exam Results – Grade 5

School Year	Level 1	Level 2	Level 3	Level 4
2006-2007	45.79%	27.10%	25.23%	1.86%
2008-2009	23%	13%	57%	7%
2009-2010	20%	22%	43%	10%

Data Analysis/Findings:

Historically our 5th grade students have done well on the NYS Social Studies Examination with a consistent increase in level 4's and a steady decrease in level 1's over the past three years.

Student Performance

In reference to the statistics from the tables above, P.S. 224 has made great strides in diminishing our Level 1 and Level 2 student performance population. This accomplishment was made due to embedding the various literacy skills and strategies with the Core Knowledge core curriculum, which will continue to be implemented in 2010-2011.

After careful analysis of our data, we noted the following observations:

• Our students' weakest areas are in the short and extended response portion of the examination. After reviewing the item skills analysis, there is a significant deficiency with student written responses of the following social studies components and/or concepts:

- Enhancing the correlation of the NYS Core Curriculum and the Core Knowledge Curriculum
- Interpreting maps and graphs with the **Document Based Questions** (DBQ's)
- Formulate conclusions and make predictions using graphs
- Identifying the Main Idea, Drawing Conclusions/Making Inferences using DBQ's
- Using supporting details in student writing and organization structure.

Although our 5th grade Social Studies results show an increase in student performance and the Social Studies assessment will not be administered in 2010-2011, we believe that with the following plan in place, we will continue to see an improvement in students' achievement in the area of Social Studies.

- Supply more literature with Social Studies themes in classroom and Core Knowledge libraries. The supervisors, literacy coaches and grade leaders will provide professional development, curriculum development, and inter-visitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.
- Implementing the workshop model for instruction within the Core Knowledge curriculum.
- Library media center to make available magazines (i.e. National Geographic, Time for Kids, Faces Magazine, and Nick Jr.)
- We will focus our efforts in a school wide initiative and infuse Core Knowledge themes that correlate to the Social Studies pacing calendars/scope and sequence for grades Pre-K to 6 as well as develop project-based assessments and activities.
- We will administer beginning, middle, and end of year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the teachers, coaches and supervisors to meet on a monthly basis so they can review data (utilizing the class summary sheets) in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout all grades through daily lessons, Early Morning Tutoring and Academic Intervention Services.
- Provide increased support in parent forums and workshops to enhance understanding of the Social Studies curriculum. As well as the use of online assessments, and home connections via the Internet.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

PS 224 has identified the following goals for the 2010 - 2011 school - year:

1) English Language Arts:

Goal: The instructional staff will engage in the collaboration process to analyze data in order to identify school-wide, grade –wide and individual areas of concern resulting in the development of instructional strategies for K-6 students to attain at least a 7% improvement in reaching grade level or above in ELA and math benchmarks and examinations by June 2011.

Description: - The inquiry Teams will collaborate over the school year with a fixed meeting schedule to identify groups of students that require academic intervention services in every grade and class. The teams will develop strategies on each grade for perspective targeted students and track the progress of each throughout the year.

- Successful strategies will then be implemented to support students in need
- Teacher Teams will meet a minimum of once per week following set teacher team schedules and during the instructional day as needed
- Teacher Teams analyze ELA and Math data generated by Acuity, ARIS, and Wireless Generation data systems for each student.
- Teacher Teams will develop short term goals, instructional strategies and progress monitoring tools throughout the fall and spring semesters.
- Students will receive a host of various subject area assessments that incorporate writing prompts that will enhance and master their writing abilities.

2) Mathematics:

Goal: To improve students outcome: 7% of students in grades 3-6 will increase the number of performance indicators mastered on the spring 2011 Literacy and Math Predictive/ITA Assessments and 2011 state examinations.

Description: Based on the 2008-2009 student data and responses, there is a need to enhance student mathematical computation and concepts in all topics/strands.

- For school year 2010-2011 students in grades K – 6 will engage in interactive math lessons and tutoring via New Visions Math Program
- Students will receive math unit assessments as well as periodic benchmark exams that will assess their content and process mathematics concepts.

- Teachers will engage in professional development and inter-visitations on data-driven instruction and problem solving strategies.
- Use Teacher team collaborative inquiry to monitor and adjust instruction for targeted students.

3) Social Studies:

Goal: By June 2011, P.S. 224 grade K-6 students will attain a 7% improvement in achieving a Level 3 and 4 on the New York State Social Studies Examination, unit and end of year (EOY) assessments.

Description: Based on the 2009-2010 student data and responses, there is a need to enhance student knowledge of Core Knowledge themes/concepts in grades 4-6 and NYS core curriculum Key Ideas in grades K-6. For the 2009-2010 school year, P.S. 224 students will receive

- social studies unit assessments as well as periodic benchmark exams that will assess their social studies knowledge and content.
- Teachers will engage in professional development inter-visitations on data-driven instruction and writing skills and strategies.
- Continue the 2nd year of new Social Studies program
- Use Teacher team collaborative inquiry to monitor and adjust instruction for targeted students.

4) Science:

Goal: By June 2011, grades K-6 students will attain a 7% improvement in achieving at Level 3 and 4 on the New York State Science Examination and end of year benchmark assessments.

Description: There is a need to enhance student scientific method and concepts in all science units and environmental study. For the 2009-2010 school year, P.S. 224 students will

- Receive science unit assessments as well as periodic benchmark exams that will assess their content and process concepts.
- Teachers will engage in professional development and inter-visitations on data-driven instruction and scientific inquiry strategies.
- Continue to utilize our science lab to enhance student's ability to conduct science investigations and incorporate writing strategies as they document their findings.
- Use Teacher team collaborative inquiry to monitor and adjust instruction for targeted students.

5) Parent Involvement – By June 2011, P.S. 224 will increase communication with parents and parent involvement by 7% through professional development in data awareness, student progress and achievement.

Description. For the 2010-2011 school year, P.S. 224 will:

- Develop a variety of professional development and information sessions on Acuity and ARIS Parent Link to increase parental awareness, communication and support on student achievement.
- Engage families in a Family Math Night
- Develop more school announcements in Spanish and Haitian-Creole

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts (Grades K-6)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Levels 3 and 4 on the New York State English Language Arts Examination; ECLAS - 2 and DIBELS assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The following activities and actions will be on- going throughout the school year. Teachers, support staff, staff developers, and administrators will be responsible for implementation.</p> <ul style="list-style-type: none"> -New York City ELA standards, the New York State Core Curriculum and Common Core State Standards -Reading, discussing, and using various genres (both fiction and non-fiction) -Provide PD work sessions on The Writing Process Journal writing and 4-square writing/write source techniques and strategies – and incorporating writing into every content area Book of the Month -Effective questioning techniques to facilitate productive and accountable talk -Develop, Monitor and Revise student academic goals to promote student achievements -Small group and differentiated instruction -Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, exit projects, Applied Learning Standards projects and the NYS ELA exam will be utilized to guide instruction. -Project-based instruction (written and oral report presentations) -Field journeys to places that incorporate the particular novel/chapter book’s theme/concepts -Showcase and celebrate student work – newsletter, assemblies, etc. to an audience
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, PCEN, Title I</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy, PCEN, Title I
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	School leaders have systems in place to regularly examine (at least once per month or at the end of each unit) individual student, subgroup, and grade level data. The goal is to monitor and revise groupings and curricular decisions throughout the year to improve student outcomes.

Subject/Area (where relevant): Mathematics Grades K -6

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Levels 3 and 4 on the New York State Mathematics Examination and/or Benchmark Assessments
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>The following activities and actions will be on- going throughout the school year. Teachers, support staff, staff developers, and administrators will be responsible for implementation.</p> <ul style="list-style-type: none"> - New York City Math standards and the New York State Core Curriculum -Reading, discussing, and using various problem solving strategies. -Provide Professional Development to support teachers in strategies for direct instruction. -Effective questioning techniques to facilitate productive and accountable talk -Develop, Monitor and Revise student academic goals to promote student achievements <p>Small group and differentiated instruction</p> <ul style="list-style-type: none"> -Project-based instruction (written and oral report presentations) -Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, exit projects, Applied Learning Standards projects and the NYS Math exam will be utilized to guide instruction. -Field journeys to places that incorporate text-to-world/real-life math problem and solution scenarios -Showcase and celebrate student work – newsletter, assemblies, etc. to an audience

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy, PCEN, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School leaders have systems in place to regularly examine (at least once per month or at the end of each topic) individual student, subgroup, and grade level data. The goal is to monitor and revise groupings and curricular decisions throughout the year to improve student outcomes.</p>

Subject/Area (where relevant): Science (Grades K-6)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, P.S. 224 grades K-6 students will attain a 7% improvement in achieving at Levels 3 and 4 on the New York State Science Examination and Benchmark Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The following activities and actions will be on- going throughout the school year. Teachers, support staff, staff developers, and administrators will be responsible for implementation.</p> <ul style="list-style-type: none"> ➤ New York City Standards Science and the New York State Core Curriculum and project-based instruction ➤ Reading, discussing, and using expository text strategies ➤ Provide Professional Development in Journal writing techniques and scientific discovery ➤ Small group and differentiated instruction ➤ Written and oral reports, presentations, and lab investigations ➤ Effective questioning techniques to facilitate productive accountable discussions and investigations ➤ Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, 4th grade exit projects, Applied Learning Standards projects and the NYS Science exam will be utilized to guide instruction. ➤ Field journeys to places that offer authentic experiences to the Liberty Science Center, etc. ➤ Galleries of Student Work whereby students present learning expeditions (project based work) to an audience.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, PCEN, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School leaders have systems in place to regularly examine (at least once per month or at the end of each unit) individual student, subgroup, and grade level data. The goal is to monitor and revise groupings and curricular decisions throughout the year to improve student outcomes.</p>

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, P.S. 224 will increase the communication with parents and parent involvement by 7% through professional development in data awareness, student progress and achievement.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The following activities and actions will be on- going throughout the school year. Teachers, support staff, staff developers, and administrators will be responsible for implementation.</p> <ul style="list-style-type: none"> ➤ Provide professional development to parents on ARIS parent link and Acuity progress data. ➤ Offer parent information sessions to parents regarding school policies, procedures and upcoming events. ➤ Inform parents of student work celebrations and upcoming events through the following methods of communications (i.e. school messenger, monthly newsletters, flyers, eChalk school website, student planners, etc.) ➤ Provide monthly progress reports and report cards to review and discuss student academic progress and achievement ➤ Parent Coordinator and coaches will provide professional development on academic programs and curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School leaders have systems in place to regularly examine parental involvement professional development opportunities as well as monitor and revise decisions throughout the year to improve student outcomes.</p>
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year’s Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year’s Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL

C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	-	-	N/A	N/A	2	1	1	-
1	11	12	N/A	N/A	6	12	1	-
2	10	10	N/A	N/A	8	-	1	2
3	16	10	N/A	N/A	5	-	1	2
4	79	69	6	-	5	-	1	2
5	75	57	24	5	8	-	1	
6	57	47	13	25	7	-	1	
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS services are provided to all targeted students during the Early Morning Tutoring Programs, where a variety of supplement materials are used to improve student performances. In addition, the AIS students receive additional services through small group pullout programs where they use the Spellread Program and Voyager Program. (add ELL Program)
Mathematics:	AIS service is provided to all targeted students during Early Morning Tutoring Programs, where Triumph Work Out, Coach and Ladder to Success are used to improve student performance. In addition, the AIS students receive additional services through small group pullout program where they use the Everyday Math and Envision Math materials to support classroom instruction.
Science:	AIS services are provided to all targeted students during Early Morning Tutoring Programs, where science core materials (Scott Foresman) and science supplemental material will be used. In addition, teachers will utilize the workshop model integrating components NYS standards for science and NYS science core curriculum (Grades K-6) in the classroom. Instructional strategies will utilize the workshop model integrating components of the scientific method of discovery (Grades K-6) into the curriculum. Classroom libraries will include non-fiction/science literature (books, magazines, journals, and articles). Students will be encouraged to practice and write about science discoveries and research projects.
Social Studies:	AIS services are provided to all targeted students during the Early Morning Tutoring Program, where a variety of supplement materials are used to improve student performances in the social studies. In addition, the AIS students receive additional services through small group pullout programs where they use the classroom materials to support social studies content.
At-risk Services Provided by the Guidance Counselor:	The School Counselor will provide daily and weekly conferences for At-risk students as determined by the counselor and the PPC committee. This service will be implemented during the school day and may vary from one-to-one or small group as needed to meet the needs of the student.
At-risk Services Provided by the School Psychologist:	The School Psychologist will have daily conferences with At-risk students during the school day as determined by the psychologist and the PPC Committee
At-risk Services Provided by the Social Worker:	

At-risk Health-related Services:

The Physical Education and the Health teachers will provide weekly intervention to students identified as being obese according to Fitness Gram. This service will be implemented during the day in the form of nutrition education, customized exercise programs, and parent outreach.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) **K - 6** **Number of Students to be Served:** 60 **LEP** 0 **Non-LEP**

Number of Teachers 1 **Other Staff (Specify)** 1 Bilingual Spanish Teacher as well as other Spanish speaking and Haitian –Creole speaking teachers.

School Building Instructional Program/Professional Development Overview

The Hale A. Woodruff Public School 224 sustains a Free-standing ELL program. During the 2010-2011 school year **60** students from kindergarten to grade six will be serviced through this program. In addition to the pull out program, Public School 224 will be implementing a push-in ESL model. There are **63** regular education students and **7** special education students receiving ESL. The ESL teacher is a certified instructor. The ESL teacher is state certified in English as a Second Language. The languages spoken by the ELL students include Spanish, Bengali, Haitian Creole, and French. Public School 224 operates on a seven period schedule. ELL students are serviced five periods per day. During the 2009-2010 school year, there are **4** kindergarten student, **13** grade one students, **6** grade two students, **11** grade three students, **9** grade four students, **7** grade five students and **10** grade six students. The main objective of the ESL program is to equip all ELLs with tested instructional strategies that will enable them to develop English and improve academic skills. To accomplish this goal, P.S.224 provides 360 minutes a week for beginning and intermediate level ESL students and 180 minutes a week for all advanced ESL students and 180 minutes of ELA.

Parental Involvement

Parents of the students participating in the Title III program will receive letters in their native language informing them about the benefits of the Title III program and the opportunities that their children will have by attending the program. They will be kept informed about the progress their children are making while in the program. The parents will be invited to visit the classroom while the Title III program is in session. There will be a final meeting held with the parents and the Title III teacher at the end of the program to share their thoughts about the Title III program and the experiences they have had with their children who have been enrolled in the Title III program. The parent coordinator will be conducting the meetings with parents together with an ESL teacher. This program will be at no cost to parent. Some of these workshops are:

- ELA Standards and the NYS Assessment
- Math Standards and NYS Assessment
- Promotional Policy
- Health Issues
- Clubs available at this school
- Helping your child with school work

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 224 provides ESL instruction to 60 regular and special education students. The main objective of the ESL program is to equip all ELLs with tested instructional strategies that will enable them to develop English and improve academic skills. Through a Pull-Out model, P.S.224 provides 360 minutes a week for beginner and intermediate level ESL students. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA per week. Students are grouped based on a combination of their grade levels and their proficiency levels.

The instructional strategies and techniques being employed by the ESL teacher are instructional approaches used by the classroom teachers including the reading and writing workshop. Instruction is based on activating prior knowledge and recognizing the strong correlations between literacy in the first and second languages. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shared reading, independent reading, speaking activities, and writing activities on a daily basis. In addition, ESL students receive content based instructions that will enable them to meet the standards in Math, Science, and Social Studies. To make these strategies and techniques effective, P.S. 224 has purchased high-interest leveled books and materials to support the ESL program. Some of the materials used in the ESL Lab includes Santillana Intensive English program, Harcourt's Moving Into English program, Envision Math, and Rigby's Guided Reading Libraries. At P.S. 224, we recognize the

fact that there is a strong correlation between first and second language literacy skills. Students who have developed pre-literacy/literacy skills in their first language make the transition to English more easily. In addition, the Sheltered Instruction Observation Protocol (SIOP), which includes the use of Anticipation Guides, Double-Entry Journals, and Graphic Organizers, is the model for ELL practices. The CALLA approach, focusing on academic and linguistic development is also utilized. In collaboration with the assistant principal for ELL, classroom teachers, coaches, and the ESL teacher develops curriculum aligned with the City and State standards.

At present, there are no Students with Interrupted Formal Education (SIFE) at P.S. 224. However, in order to provide for potential SIFE students, the ELL teacher will implement targeted instruction during the 360 minutes. Ongoing communication with parents and participation in Early Morning Tutoring and Extended day programs are available for potential SIFE students.

Newcomers (ELLs receiving less than three years of ESL services) will receive targeted instruction in ELA and Math. Newcomers are entitled to attend Early Morning Tutoring and Extended day programs where targeted instructional strategies are implemented. There will be ongoing informal and formal assessments as well as communication with parents and classroom teachers.

ELLs receiving 4-6 years of service are entitled to attend Early Morning Tutoring and Extended Day programs where targeted instructional strategies are implemented. Ongoing informal and formal assessments account for students' progress. Communication with parents and classroom teachers continue as students progress.

Long term ESL students are entitled to attend Early Morning Tutoring, and Extended Day programs. There is consistent communication with the classroom teachers and the ESL teacher to discuss the progress of the ELL students. In certain instances, some ESL students may require other intervention services to facilitate their academic advancement. The Pupil Personnel Team (PPT) at P.S. 224 helps to determine how to best help them meet the standards reviews individual student progress.

P.S. 224 has 10 ESL students in special education classes. All ELL Special Needs students receive their mandated ESL minutes of instruction as determined by their NYSESLAT level. Ongoing informal and formal assessments account for students' progress. There is consistent communication with parents and classroom teachers.

STUDENT SCHEDULE 2010-11 ESL – Ms. A. Ali

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19 School Building: 224K

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:50 To: 9:40	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Science	Subject Reading Workshop
2	From: 9:42 To: 10:32	Subject Social Studies	Subject Social Studies	Subject Social Studies	Subject Math	Subject ESL PullOut Social Studies
3	From: 10:34 To: 11:24	Subject Writer's Workshop	Subject Writer's Workshop	Subject ESL Pullout Writer's Workshop	Subject ESL Pullout Math	Subject ESL Pullout Writer's Workshop
4	From: 11: 26 To: 12: 16	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch
5	From: 12:18 To: 1:08	Subject ESL Pullout Test Prep	Subject ESL Pullout Test Prep	Subject Math	Subject Reading Workshop	Subject Math
6	From: 1:10 To: 2:00	Subject Math	Subject Math	Subject Math	Subject Social Studies	Subject Math
7	From: 2:02 To: 2.52	Subject Science	Subject Art	Subject Physical Education	Subject Writer's Workshop	Subject Art

STUDENT SCHEDULE 2010-11 ESL – Ms. A. Ali

ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning X Intermediate ___ Advanced

School District: _____ **19** _____

School Building: 224

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:50 To: 9:40	Subject Social Studies	Subject Social Studies	Subject Science	Subject Social Studies	Subject Physical Education
2	From: 9:42 To: 10:32	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Social Studies
3	From: 10:34 To: 11:24	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Reading Workshop
4	From: 11:26 To: 12:16	Subject ESL Pullout Science	Subject Technology	Subject ESL Pullout Social Studies	Subject ESL Pullout Social Studies	Subject ESL Pullout Writer's Workshop
5	From: 12:18 To: 1:08	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch
6	From: 1:10 To: 2:00	Subject Math	Subject ESL Pullout Math	Subject ESL Pullout Math	Subject ESL Pullout Science	Subject Math
7	From: 2:02 To: 2:52	Subject Math	Subject Math	Subject Math	Subject Math	Subject Math

STUDENT SCHEDULE 2008-09 ESL – Ms. A. Ali

ESL Program Type: ___ Free-Standing _ Push-in **X** ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate **X** Advanced

School District: _____ **19** _____ School Building: **224** _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:50 To: 9:40	Subject Social Studies	Subject Social Studies	Subject Science	Subject Social Studies	Subject Physical Education
2	From: 9:42 To: 10:32	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Social Studies
3	From: 10:34 To: 11:24	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Reader's Workshop
4	From: 11:26 To: 12: 16	Subject ESL Pullout Science	Subject Technology	Subject ESL Pullout Social Studies	Subject Social Studies	Subject Writer's Workshop
5	From: 12:18 To: 1:08	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch
6	From: 1:10 To: 2:00	Subject Math	Subject ESL Pullout Math	Subject ESL Pullout Math	Subject Science	Subject Math
7	From: 2:02 To: 2.52	Subject Math	Subject Math	Subject Math	Subject Math	Subject Math

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff development for the 2010-2011 school year at P.S. 224 is ongoing at both on and off-site locations. All staff will receive professional development designed to support the implementation of the Chancellor's initiatives, Children First Network and school goals for the instruction of ELLs. Staff Development for the 2010-2011 school year at P.S. 224 will be held during study groups, faculty conferences, and grade meetings. All staff will receive professional development designed to support the implementation of the Chancellor’s initiatives, regional and school goals for the instruction of ELLs. The ESL teacher, Math and Literacy Coaches, LSO’ instructional specialists, and other specialists will conduct workshops. Workshop topics will include ESL Standards, Literacy for ELLs, and Math for ELLs, ELL Assessments and Data Analysis, and Best Practices. Title III teachers will participate in these PDs

To ensure that Title III teachers provide quality instruction to students in the Title III program and that these teachers receive sustained professional development, additional PD will be offered to them and will be conducted by a math coach and a literacy coach – 2 in literacy and 2 in math, one hour each. The work sessions will be held on alternate Fridays for one hour from 3 to 4 pm. Additionally, PD is held during teacher preparation periods, during “Lunch and Learn” sessions daily (3 lunch periods); and other randomly designated times. Principal, Assistant Principals, Guidance Counselor, Lead Teachers, Coaches, SBST staff, and ISC Staff, such as the ELL Compliance and Performance Specialists, and the Children First Network Organization ELL Instructional Specialist, provide PD. The Title III teachers are included in the projected PD schedule, prepared monthly from September through June. In addition, ELL teacher will attend Citywide ELL professional development workshops provided by the OELL office. Some of these sessions are the following:

-
1. Strategies for differentiated Instruction
 2. Curriculum Mapping
 3. NYS ELA Assessment
 4. NYS Mathematics Assessment
 5. Promotional Policy

Professional Development activities are at No Cost to the program

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10,400	<p>After School Program 2 teachers x 6 hours week x 14 weeks x 39.89 = \$ 6701.52 (M-Th from 3:05pm-4:35 pm) – Jan-April 2011</p> <p>Professional Development (1 coach + 2 Teachers+ 1 supervisor) 3 teachers x 2 hours x 7 weeks x 39.89 = \$1675.38 (Alt. Fridays 3-4pm) – Jan.-April 2011</p> <p>Parent Workshops 1 teacher x 4 hours x 39.89 = \$159.56</p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4,500	<p>NYSESLAT and Beyond Upgrade Materials for 2010/2011 = \$314.04 Additional Supplies =\$ 4,185</p>
Travel		
Other	\$100.00	Parent Workshop Snacks/Refreshments (4 hours) = \$100.00
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 224 reviewed the Home Language Surveys of its students. We paid particular attention to the surveys of our ELL population. There remains a need for Spanish translation of parent notices and school policies. P.S.224 will provide Spanish translation of parent notices and school policies. We will utilize the translation unit at the DOE to translate parent notices and school policies.

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

P.S. 224 discovered from the Home Language Surveys, 60 students receive ESL support. P.S. 224 concluded that there continues to be a need for parent information to be translated. In addition, P.S. 224's has on-site staff members who are available to translate during oral communications.

Part B: Strategies and Activities

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

P.S. 224 will provide Spanish translation of parent notices and school policies. We will schedule per session and/or per diem money for bi-lingual teachers to translate parent notices and school policies.

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

P.S. 224 will provide oral Spanish interpretation during pre-arranged parent meetings and for parent workshops. We will schedule school aide bulk money and per diem money to provide these services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docshare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 224 will provide Spanish translation of parent notices and school policies. We will provide oral Spanish interpretation during pre-arranged parent meetings and for parent workshops. Primary language Report Cards and Central notices to parents will be provided as needed. Such written notices will be made available by the Parent Coordinator in Room, 123. Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	800,071	12,691	929,762
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,001	1,297	9,298
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	50,002		
4. Enter the anticipated 10% set-aside for Professional Development:			

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy:

I. General Expectations

Hale A Woodruff Public School 224 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. ***Hale A. Woodruff Public School 224*** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parents will work with the school through the School Leadership Team and the PTA Executive Board to development the School Parental Involvement Plan.
2. ***Hale A. Woodruff Public School 224*** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. ***Hale A. Woodruff Public School 224*** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. ***Hale A. Woodruff Public School 224*** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: such as: Reading First, Early Reading First, Parents As Teachers, and Learning Leaders.
5. ***Hale A. Woodruff Public School 224*** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. ***Hale A. Woodruff Public School 224*** will develop the schools’ capacity to garner strong parental involvement. In order to ensure involvement of parents, support school, home and community partnerships, and improve student achievement, the school will engage in the following activities as outlined below.
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **June 2010** . This policy was adopted by the *Hale A. Woodruff Public School 224* PTA on **June 16, 2010** and will be in effect for the period of **three years** . The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 29, 2010**

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Hale A. Woodruff Public School 224, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's student academic standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

Hale A. Woodruff Public School 224 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: **P.S. 224 will provide high-quality curriculum and instruction in the following ways: a) hiring highly-qualified staff members to fulfill vacancies, b) provide professional development to staff members in curriculum and data implementation, c) continue the implementation of the Reading First initiative in K-3, d) continue the implementation of the Core Knowledge in grades 4, 5, and 6, e) P.S. 224 will begin a new math program for the 2010-2011 school year. The new program is Envision Math, and f) continue the implementation of the Write Source Writing Program in grades K-6.**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **Parent-Teacher conferences will be held on November 9, 2010 and March 15, 2011.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Parents will be provided with student progress in October, February, and May. In addition, as needed, via phone calls, letters or conferences the teacher will notify parents of student's successes and academic decline.**
4. Parents will be provided with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff members are available for consultation with parents through scheduled appointments on their preparation period, lunch, mornings and afternoons (as arranged by the staff member).**

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parent volunteers must attend the Learning Leaders Program to volunteer in the school. Parents may visit their child's classroom during Open School week. In addition, parents may schedule a classroom visit with the classroom teacher and the grade supervisor to observe their child's classroom.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being a Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

I will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, I will:

- Come to school on time and be prepared everyday.
- Come to school with a willing spirit to learn and do what my teacher asks of me.
- Do my homework everyday and ask for help when I need to.
- Read at least 30 minutes everyday outside of school time.
- Work on achieving the goals that my teacher and I have created for this school year.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SCHOOL/TEACHER’S SIGNATURE _____ DATE _____
 PARENT’S SIGNATURE _____ DATE _____
 STUDENT’S SIGNATURE _____ DATE _____

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See needs Assessment – pgs. 12-28

2. School-wide reform strategies that: **See Action Plans pgs. 32-36**
 - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school, peer tutoring, and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Wherever possible, P.S. 224 will recruit teachers that are appropriately certified. P.S. 224 will monitor the progress of all uncertified teachers through Principal counseling, administrator/teacher support through inter-visitations and curriculum planning as well as support from the CFN-Children First Network.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our staff receives on-going embedded professional development to assist them in implementing the curriculum. The staff is also invited to attend study groups, lunchtime work sessions, and are encouraged to take classes at participating colleges as well as the UFT Teacher Center

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Principal in collaboration with the Children First Network personnel Manager and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with the Children First Network Operation Centers' Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through the open market, major recruitment campaigns and through relationships with Colleges and Universities.

6. Strategies to increase parental involvement through means such as family literacy services.

To increase parental involvement, P.S. 224 will

- a. *Work with the parent coordinator to develop workshops that will support family literacy, such as Reading and Writing, Math, Nutrition, and Homework assistance.*
- b. *Send parents to conferences supporting family literacy.*
- c. *Work with the PTA and the Parent Coordinator with the implementation of Parent Forums, Parent Outings, and additional Parent Grade meetings in the evenings.*

- d. *Send correspondence (via backpack letters, school messenger, newsletter and progress reports) informing parents of literacy initiatives.*
- e. *Conduct information sessions and award assemblies on student achievement/progress in all subject areas.*
- f. *Parents participate in various school-wide initiatives and events that correlate to the school curriculum.*

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

Ongoing Communication for Staff

- *Establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all Pre-Kindergarten Programs in the Network.*
- *Invite staff of the preschool and kindergarten programs to participate in exchange visits.*
- *Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.*
- *Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors.*
- *Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next.*

Transition Activities for Children

- *Schedule a visit or a series of visits to the new school for the children.*
- *Provide pre-kindergarten children with a summer package that includes transition activities.*
- *Encourage children to ask questions about kindergarten.*
- *Organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year.*

Involvement of Parents in Transition

- *Provide parents with information about the school their child will be attending.*
- *Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.*

- *Organize and implement a Kindergarten Fair at each elementary school.*
- *Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.*
- *Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.*
- *During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.*

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

During grade meetings, common curriculum planning meetings as well as Teacher Team/ Inquiry team meetings, teachers will be included in decisions regarding academic assessments and data interpretations.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

To assist students who may experience difficulty in mastering the skills for proficiency in reading and mathematics, we will provide the following activities/programs:

- ❖ *Small group instructions before school in literacy and mathematics*
- ❖ *Afterschool assistance in literacy and mathematics*
- ❖ *Saturday Academy assistance in literacy and mathematics*
- ❖ *Lunch and Learn assistance in literacy and mathematics*
- ❖ *Academic Intervention Services for targeted students.*

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 224 will incorporate outside agencies as needed to support student achievement.

11. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

For school year 2010-2011, teachers have decided to collaborate in Teacher Inquiry Teams. Teachers will follow the Collaborative Inquiry Cycle to make instructional strategy decisions based on student data as well as create and select assessments that will evaluate the effectiveness of the instruction provided.

12. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. **(Please see number 11.)** *In addition teaches will maintain and document the interventions that are being used with targeted students. . Adjustments in instructional strategies will be made based on the on- going data analysis. Teacher Teams will update their inquiry spaces as such.*

13. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			800,071		
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal	✓			325,205		
Title III, Part A	Federal	✓			15,000		
Title IV	Federal		✓				
IDEA	Federal	✓			230,224		
Tax Levy	Local	✓			4,549,455.00		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
 - P.S. 224 provide a number of our program resources to assist in proving for students the assistance needed to improve student achievement. In addition to the 37.5 minute tutorial program for additional academic assistance in both ELA & Math. We also provided assistance in after school programs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Teacher incorporated additional services that is infused within their daily instruction of curriculum. Students receive benchmark assessments to monitor student progress and achievement.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities:
 - o Early Morning Tutoring, After school Program, AIS, ELL After school Intervention Program
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers; to enhance teacher knowledge of instruction and content, ongoing professional development embedded throughout the school day will be provided. New teachers will also receive mentoring as mandated by the Department of Education.
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement. Ensure that workshops and forums are developed and implemented throughout the school year to increase parent knowledge of curriculum and build home school connection.
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
According to latest update (November 1, 2010), there are 76 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 1. *The School Guidance Counselor is provided with a list of names of the students in Temporary Housing.*
 2. *The School Guidance Counselor will provide outreach and support to families in Temporary Housing situations.*
 3. *Students in Temporary Housing are provided with additional counseling, including referrals, and/or evaluations as necessary.*
 4. *Students are given the opportunity to receive additional resources outside of the regular instructional day, such as AIS After-School/Early Morning Tutoring, any extracurricular clubs and activities as sponsored by P.S. 224.*

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 224 Hale A. Woodruff					
District:	19	DBN:	19K224	School		331900010224

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	53	54		90.3	91.4	90.0
Kindergarten	107	135	119				
Grade 1	133	116	111	Student Stability - % of Enrollment:			
Grade 2	124	132	122	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	121	116	146		93.4	91.0	93.0
Grade 4	93	115	113				
Grade 5	98	95	108	Poverty Rate - % of Enrollment:			
Grade 6	123	91	73	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.0	92.8	88.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		9	49	53
Grade 12	0	0	0				
Ungraded	2	3	3	Recent Immigrants - Total Number:			
Total	837	856	849	(As of October 31)	2007-08	2008-09	2009-10
					1	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	32	50	Principal Suspensions	2	6	15
# in Collaborative Team Teaching (CTT) Classes	26	24	34	Superintendent Suspensions	13	24	25
Number all others	30	26	31				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	70	69	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	17	8
# receiving ESL services only	48	70	TBD				
# ELLs with IEPs	2	9	TBD	Number of Educational Paraprofessionals	3	4	9

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.4	60.9	75.0
				% more than 5 years teaching anywhere	55.7	63.8	79.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	87.0	89.7
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	81.9	91.8	93.7
Black or African American	73.8	72.2	72.2				
Hispanic or Latino	22.7	25.1	25.4				
Asian or Native Hawaiian/Other Pacific	2.5	1.8	1.3				
White	1.0	0.6	0.8				
Male	49.5	50.2	49.8				
Female	50.5	49.8	50.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	40.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 19	School Number 224	School Name Hale A. Woodruff
Principal <input type="checkbox"/> FORMTEXT fi <input type="checkbox"/> George Andrews		Assistant Principal Christine Cabrera-Charles	
Teacher <input type="checkbox"/> FORMTEXT fi <input type="checkbox"/> Deborah Jones		Coach Reshma Suchdeve	
Teacher/Subject Area <input type="checkbox"/> FORMTEXT type here		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator L. Robinson	
Related Service Provider A. Ali		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs	60	ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At registration, parents are asked to complete a Home Language Identification Survey (HLIS). This survey is completed by the parent and an informal interview is conducted between the parent and an available pedagogue. If the survey indicates that the student is eligible for the LAB-R (Language Assessment Battery Revised), the student is tested and placed in one of the three language programs within 10 days of registration. If the survey does not show that the child is eligible for testing, the student will not take the LAB-R assessment. Spanish speaking students who show to be an English Language Learner (ELL) from the results of the LAB-R, will take the Spanish LAB assessment. ELLs' progress of language acquisition will be assessed through the NYSESLAT exam which is administered every spring. This assessment is given by the ELL teacher and students' results are administered to classroom and cluster teachers the following September.

The Parent Orientation for new English Language Learners (ELLs) is meticulously planned and presented at the beginning of the school year and periodically throughout the school year. If a new ELL is identified at the registration process, a parent orientation is scheduled so that parents are informed about the three program choices available. Letters and brochures are given to parents explaining the three program choices (Dual Language, Transitional Bilingual, and Freestanding ESL) in their home languages. The video presented during the orientation is also available in the home languages that the parents speak and understand.

The parent coordinator and ELL teacher collaborate to ensure that program selection forms are returned in a timely manner. Based on the program selection forms, the majority of parents overwhelmingly indicate that they prefer their children to participate in the free-standing ESL program at P.S.224. Bilingual Hispanic parents often reject the transfer option when it is presented to them. Thus far this school year, 6 out of 6 parents have selected a Freestanding ESL program. Last year (2009-2010) 21 out of 21 parents requested a Freestanding ESL program for their children. Parents receive placement letters from the ELL teacher in their home language explaining that their child has been placed in the Freestanding ESL program at P.S. 224. If a parent decides on a Transitional Bilingual or Dual Language program and there is an insufficient number of students for these programs, the parent will be assisted in finding a placement for his/her child at a neighboring school.

Entitlement letters are distributed to parents in their home language in September and periodically throughout the year as needed. Parents of new ELLs receive entitlement and placement letters. Parents of continuing ELLs receive continued entitlement letters. Parents of ELLs that have tested proficient on the NYSESLAT receive a non-entitlement letter.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														

Self-Contained															0
Push-In	4	13	6	11	9	7	10								60
Total	4	13	6	11	9	7	10	0	60						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	42	0	6	17	0	4	1	0	0	60
Total	42	0	6	17	0	4	1	0	0	60

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish											
Chinese											
Russian											
Korean											
Haitian											
French											
Other											
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	9	5	8	9	6	9							50
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian		1	1				1							3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2		3		1								6

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	4	13	6	11	9	7	10	0	0	0	0	0	0	60

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

P.S. 224 provides ESL instruction to 60 regular and special education students. The main objective of the ESL program is to equip all ELLs with tested instructional strategies that will enable them to develop English and improve academic skills. Through a Pull-Out model, P.S.224 provides 360 minutes a week for beginner and intermediate level ESL students. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA per week. Students are grouped based on a combination of their grade levels and their proficiency levels.

The instructional strategies and techniques being employed by the ESL teacher are instructional approaches used by the classroom teachers including the reading and writing workshop. Instruction is based on activating prior knowledge and recognizing the strong correlations between literacy in the first and second languages. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shared reading, independent reading, speaking activities, and writing activities on a daily basis. In addition, ESL students receive content based instructions that will enable them to meet the standards in Math, Science, and Social Studies. To make these strategies and techniques effective, P.S. 224 has purchased high-interest leveled books and materials to support the ESL program. Some of the materials used in the ESL Lab includes Santillana Intensive English program, Harcourt's Moving Into English program, Envision Math, and Rigby's Guided Reading Libraries. At P.S. 224, we recognize the fact that there is a strong correlation between first and second language literacy skills. Students who have developed pre-literacy/literacy skills in their first language make the transition to English more easily. In addition, the Sheltered Instruction Observation Protocol (SIOP), which includes the use of Anticipation Guides, Double-Entry Journals, and Graphic Organizers, is the model for ELL practices. The CALLA approach, focusing on academic and linguistic development is also utilized. In collaboration with the assistant principal for ELL, classroom teachers, coaches, and the ESL teacher develops curriculum aligned with the City and State standards.

At present, there are no Students with Interrupted Formal Education (SIFE) at P.S. 224. However, in order to provide for potential SIFE students, the ELL teacher will implement targeted instruction during the 360 minutes. Ongoing communication with parents and participation in Early Morning Tutoring and Extended day programs are available for potential SIFE students.

Newcomers (ELLs receiving less than three years of ESL services) will receive targeted instruction in ELA and Math. Newcomers are entitled to attend Early Morning Tutoring and Extended day programs where targeted instructional strategies are implemented. There will be ongoing informal and formal assessments as well as communication with parents and classroom teachers.

ELLs receiving 4-6 years of service are entitled to attend Early Morning Tutoring and Extended Day programs where targeted instructional strategies are implemented. Ongoing informal and formal assessments account for students' progress. Communication with parents and classroom teachers continue as students progress.

Long term ESL students are entitled to attend Early Morning Tutoring, and Extended Day programs. There is consistent communication with the classroom teachers and the ESL teacher to discuss the progress of the ELL students. In certain instances, some ESL students may

require other intervention services to facilitate their academic advancement. The Pupil Personnel Team (PPT) at P.S. 224 helps to determine how to best help them meet the standards reviews individual student progress.

P.S. 224 has 10 ESL students in special education classes. All ELL Special Needs students receive their mandated ESL minutes of instruction as determined by their NYSESLAT level. Ongoing informal and formal assessments account for students' progress. There is consistent communication with parents and classroom teachers.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

At P.S. 224 ELLs are provided with targeted intervention programs such as Envision Math's Intervention, McGraw Hill's Reading Triumphs and Coach Math workbooks in order to meet their academic needs.

ELLs that have reached proficiency on the NYSESLAT will be provided with transitional support for two years. These ELLs will continue to be accommodated by providing small group instruction with the classroom teacher and ongoing communication with the ELL teacher. ELLs will also be provided with testing accommodations such as time and a half, native language glossaries, the option to take assessments in their native languages, and will be provided with a separate location.

This year, ELLs will receive instruction from new programs such as Envision Math. Envision Math focuses on differentiated instruction for all students through interactive and visual engagement.

P. S. 224 provides all ELL students with the same extra-curricular programs open to all students. Currently, the school facilitates programs in dance, step, choir, multi-cultural enrichment, track and archery.

Instructional materials such as Envision Math, Santillana Intensive English, Harcourt's Moving Into English, and content area native language glossaries are used to help increase ELLs language acquisition and academic progress. ELLs are also supported by the use of the SMARTBoard within the ESL Lab, and access to the Internet and laptops.

Since the school does not offer a bilingual program, students are instructed in English; however, students have access to materials in their native language to encourage transference of skills. Students are provided with native language glossaries, content-area textbooks in students' native languages, and literature in students' native languages. In addition, P.S. 224 offers Spanish as a language elective.

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

P.S. 224 does not have a Dual Language Program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff development for the 2010-2011 school year at P.S. 224 is ongoing both at on and off-site locations. All staff will receive professional development designed to support the implementation of the Chancellor's initiatives, Children First Network and school goals for the instruction of ELLs. The ESL teacher, Math and Literacy and Reading First Coaches and other specialists will conduct workshops. Workshop topics will include ESL standards, Literacy for ELLs, Math for ELLs, ELL Assessments and Data Analysis and Best Practices.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent and community involvement is ongoing at P.S. 224. The Parent Coordinator along with the Parent's Association conducts numerous parent workshops throughout the school year. Two mandated orientation sessions for ELL parents are held in September and February. Additional sessions are provided, as needed, to meet the needs of the newly arrived ELLs. Workshops in the native languages of the parents for parent teacher conferences, and seminars on immigrant services available in the community. Parents are also offered sessions during the school day, after school and on Saturdays in parenting, ESL, and technology. All parents at P.S. 224 are encouraged to participate in the Learning Leaders Program so that they can be volunteers at the school.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	3	4	5	0	0	2							17
Intermediate(I)	0	7	0	5	4	4	1							21
Advanced (A)	1	3	2	1	5	3	7							22
Total	4	13	6	11	9	7	10	0	0	0	0	0	0	60

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

	P		0	0	0	1	0	0					
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NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	8	1	0		9
5	3	0	0		3
6	4	4	0		8
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	4	0	6	0	0	0	0	10
5	0	3	0	3	0	1	0	0	7
6	0	3	0	6	0	3	0	0	12
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	4	0	2	0	0	0	1	7
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	2	0	4	0	3	0	0	9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

The NYSESLAT test results reveal a clear pattern across proficiency levels and grades. Most students in the lower grades, as well as in the middle and upper grades, score higher in the listening and speaking portions than in the reading and writing subtests. Nevertheless, a mixture of advanced and intermediate students, (15 students) have tested as proficient in all modalities. The ESL laboratory also supplements the Reading and Writing Workshop with the Harcourt Moving Into English Series developed specifically for English Language Learners. Reading and Writing are part of the language development for second language learners, and students must be involved with writing and literacy activities right from the start regardless of their proficiency levels. To ensure quality writing across grade levels, the ESL teacher uses well-written, high-interest literature that provides models for good writing. P. S. 224 believes that ELLs benefit from extensive teacher modeling, shared writing activities and the use of graphic organizers. Students work on improving in the areas of literal and interpretive comprehension.

Results from the ELL Periodic assessments is used by the ESL teacher to coordinate instruction in order to further develop areas where students have improved and to strengthen areas where students need improvement.

City and State Math assessments indicate that some ELLs met the benchmark in computation skills. There will be continued focus on satisfying the benchmark in solving word problems. Students need targeted instruction in Math vocabulary skills and in comprehending the tasks they need to complete. Math instruction needs to be more 'hand-on' and allow students to work cooperatively to solve problems.

In Science, some of our students meet the benchmark. ESL students need to be more involved in experiments and hands-on Science activities in order for them to better understand the concepts presented.

Lower grade ELLs participate in the Reading First program and the ECLAS-2, DIBELS and Fountas and Pinell assessments. Middle and upper grade students take the interim assessments in the content areas in English.

In order to evaluate the success of our ESL program, a number of informal and formal assessments are examined. The NYSESLAT assessment in particular demonstrates progress in the English Language. Currently, we see that ELLs' needs are being met as the data shows that many ELLs become proficient within three years

Additional Information

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

The Language Allocation Policy at P.S.224 adheres to the principles stated in the Continuum for Academic Rigor (CARE) document. In order for ELLs to meet the high standards set for all students, and to participate fully in all school activities, it is crucial that each student receive the necessary support to achieve academic success. Instructional strategies for ESL students will scaffold academic language as well as modeling English. In addition, students will develop social and academic language through performance-based tasks. Ongoing assessments will occur at regular intervals.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		