



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

SCHOOL NAME: **HALE A. WOODRUFF**

DBN (19K224 ):

PRINCIPAL: GEORGE ANDREWS

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SUPERINTENDENT: JOYCE STALLINGS-HARTE



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
George Andrews	*Principal or Designee	
Theresa Schneider	*UFT Chapter Leader or Designee	
Lazelle Lyons-Daisy	*PA/PTA President or Designated Co-President	
Yomarys Alavarez	DC 37 Representative	
Christine Cabrera	Member /P.S. 224	
Anisa Ali	Member/P.S. 224	
Christine Haynes	Member/P.S. 224	
Valerie Rogers	Member/P.S. 224	
Lateesha Booker	Member/Parent	
Utopia Douglass	Member/Parent	
Tammy Goodman	Member/Parent	
Simone Foster	Member/Parent	
Natoma Jacobs	Member/Parent	
Sophia McFarlane	Member/Parent	

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

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

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

- School leaders should seek expert advice and training in the monitoring of student achievement, school systems and supports, and teaching quality and implement procedures and protocols that are robust and consistently applied.

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

- Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.

### A- *Instructional strategies/activities:*

1. Professional Learning Communities will further bolster and guide leadership efforts. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities will include:
  - a) Twice a week Teacher Team Meetings: Mondays, Period 0 and Weekly Common Grade Meetings
  - b) Principal goal setting and a data based plan of action using all forms of data that aligns with school needs (August, January, June) including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
  - c) Monthly administrative grade meetings
  - d) RTI model implementation used to analyze and identify problems, devise solutions, develop improvement
  - e) Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
  - f) Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.
  - g) Collaborative planning and implementation of a well-coordinated instructional program and a safe and secure facility: Ex. "Respect For All Lessons", "School Based Curriculum Team" after school, Response to Intervention (RTI) Team
2. Administration, CFN, Coaches, Teachers, and Staff collaborate to create a Professional Development Plan that will strengthen teachers' practice while also simultaneously strengthening student work. Strategies and activities will include:
  - a) Fall and Spring Professional Development calendars for staff
  - b) CFN 535 Professional Development Support via monthly workshops
  - c) Lunch N' Learn Professional Development Sessions for whole school community
  - d) Identification and development of staff for shared leadership roles (ongoing)

### B- *Key Personnel-*

1. Key personnel and other resources utilized for implementation will include the Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, coaches, data specialist guidance staff, paraprofessionals. External support staff includes the CFN Achievement Coaches
2. Outside Partnerships to Robust Academic Achievement- The school will identify and use additional partnerships and community links to support students' personal and academic growth. Agencies and targeted groups will include:
  - a) ST Math Grant- Grades 3-4
  - b) Award Reading- Grades K-2
  - c) "Respect for All"- grades Pre-K-5
  - d) Eat Hard, Play Well- Pre-K students and parents
  - e) Move To Improve
  - f) NYC Department of Health- Grades K-3
  - g) NYC Correction Department- Grades 3-5
  - h) CUNY Technology Intern- Grades Pre-K-5
  - i) Cornell University- Health & Nutrition

**C- Targets:**

1. Monthly purposeful evaluation of use of resources by the principal and school leaders (September 2012- June 2013)
  - a) Targets to evaluate our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end of year evaluative tools. By February 25th, 2013 the following assessments will assist in monitoring our progress: a full day instructional walk through performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, and inventory review.
  - b) By June 2013 we will use the following assessment tools to measure progress and plan next goals: use of principal evaluation tools such as Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, and Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self-evaluation conducted by school leadership. Describe the research-based instructional strategies and activities that will be used to achieve this goal.
  - c) Sharing Information with All Constituencies:
    - 1- Transparency; sharing information, problem solving, celebrations that include all stakeholders. Ex. "Meet the Teacher Night", "Movie Night", "Jeopardy Night", "Monthly Calendars", "Grade's Newsletters", etc.
    - 2- UFT Consultation Committee
    - 3- Periodic Core Team Meeting: Principal, Asst. Principals, Coaches, Dean, and Parent Coordinator weekly meetings (August thru June)
    - 4- Monthly School Leadership Meetings (SLT) (September-June)
    - 5- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring)

**D- Timeline:** September 2012 through June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       **Title IA**       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

1. Teacher/Para/School Aide per session for extended day learning and Saturday programs
2. Teacher/Para per session for professional development, and data specialist
3. NYSTL/School Library allocation/Software
4. Supplies/Materials to support instruction
5. Purchased Services

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

### **Major Recommendation**

- Increase rigor in all content areas
- Develop curriculum and lesson plans implementing CCLS
- Increase student engagement and address the needs of all learners

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

  √ 3.2 Enacted curriculum

  √ 3.4 Teacher collaboration

  √ 3.3 Units and lesson plans

  √ 3.5 Use of data and action planning

### **Annual Goal #2**

- By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

### **A. Instructional strategies/activities**

1. The **Common Core Learning Standards** will be the foundation of our curriculum development. According to the New York State Education Department, the

main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and the research based instructional

activities that will be used to support the goal have been selected based on the premise that all learners, Pre-K thru 12, must be prepared for college and

professional life. These strategies and activities will include:

- a) Implementation of the Common Core Learning Standards approved by the NYS Board of Regents (2011).
- b) Implementation of the New York City DOE Instructional Expectations and Shifts
- c) Development of units of study and multiple entry points
- d) A systemic approach of refining units of study

Undergirding this work will be the following activities: the use of trends and historical data, that identification of subgroups and key data that informs

planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks

and a

measurement processes that enable us to assess the efficacy of our work.

2. Research Based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, higher order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction. Teachers of Students with Disabilities will receive training in co-teaching strategies, modeling and IEP for NYC DOE Special Education The strategies and activities will be implemented via Teacher Teams as it is our belief that communities of teacher led work allow teachers to share and practice new strategies and analyze results. Teacher Teams will engage Looking at Student Work (LASW) protocols, use of UDL checklists, and the

Inquiry Process that has been developed and built upon. School leaders will support teachers in the development of lesson plans and provide feedback via the observation process.

3. An additional research based approach to providing instruction and targeted intervention to improve student outcomes is Response to Intervention (RTI)(Swanson & Deshler, 2003). RTI is a school-wide initiative that has as its ultimate goal school improvement across the K-12 spectrum.
4. Common Core Learning Standards are used to plan lessons, tasks and delivery of instruction for our ELL population. These standards are used in conjunction with the current NYS ESL Standards. The ESL Teacher is provided with professional development opportunities to show how the CCLS and the NYS ESL Standards correlate and can be implemented successfully.

**B- Key personnel:**

Key personnel and other resources utilized for implementation will include school leadership staff, instructional lead teachers, coaches, data specialists, content specialists, departmental leads. External support staff includes the Network personnel and external providers such as Pearson , ARC, etc.

**C- Targets:** Coherent Curriculum Development

**D- Timeline for Implementation and evaluation of our progress, effectiveness, and impact will include:**

1. Walkthroughs- School/CFN based (November 2012-June 2013)
2. Completion of lesson plans and units of study using CCLS and support Instructional Shifts – September 2012 thru June 2013
3. Monthly Professional Development (including after school)- September 2012- June 2013
4. Completion of mini observations that reflect implementation of professional development strategies: September 2012-June 2013
5. By January, 2013 our Network will complete a full day instructional walk with the school leaders
6. By June 2013 formals observations
7. By June 2013 Completion of two Performance Tasks- 2 in ELA/ Content Area & 2 in Math
8. RTI training and implementation initiated in September 2012 by our Network support specialists and sustained within the school thru June 2013 by the “Core RTI Team”
9. Completion of assessments in “School-wide Assessment Calendar”
10. Periodic Review of Students’ Portfolios

**Budget and resource alignment**

- Indicate your school’s Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

**Tax Levy**     **Title IA**     Title IIA     Title III     Set Aside     Grants     **Other-describe here:NYSTL**

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

1. Teacher/Para/School Aide per session for extended day learning and Saturday programs
2. Teacher/Para per session for professional development, and data specialist
3. NYSTL/School Library allocation/Software
4. Students in Temporary Housing (STH)

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Extend the range of instructional strategies
- Provide opportunities for students to collaborate and work independently
- Engage students, increase rigor, and use data to inform practice

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- By June 2013, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

**A- Strategies/activities**

1. The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).
2. High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching" (2007) will serve as our research based model. Danielson states: "The Framework for Teaching" is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:
  - a) A tiered professional development plan that provides for whole school and individual teacher support (September thru June, ongoing)
  - b) Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of date initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
  - c) Preparing teaching in CCLS's and Instructional Expectations (ongoing)
  - d) Formal and informal observations using a feedback and tracking progress (September through June, 4 to 6 week cycles)
  - e) Identification of points, coaches, lead facilitators and opportunities for their support
  - f) Monthly administrative grade meetings

**B- Key Personnel**

1. School Leadership: Principal, Assistant Principal, School Leadership Team, RTI Committee, Coaches, Lead Teachers, Specialty Teachers
2. Network Support
3. External Consultants.

**C- Targets to evaluate the our progress, effectiveness, and impact will include:**

1. By January, 2013 our Network will complete a full day instructional walk with the school leaders
2. By June 2013 completion of a minimum of 8-10teachermini-observations
3. By June 2013 completion of a minimum of 2-4 formal teacher observations
4. Teacher baseline, mid-year, end-year self –evaluations and teacher feedback sessions
5. Looking at Student Work protocols implementation (October thru June, ongoing)
6. Analysis of BOY, MOY, EOY Data by Teacher Teams (Teacher’s Data Binder)- October 2012-June 2013
7. Analysis of state assessment data- August 2012 thru June 2013

**D- Timeline for Implementation: September 2012 through June 2013**

**Budget and resource alignment**

- Indicate your school’s Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

**Tax Levy**     **Title IA**     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

1. Teacher/Para/School Aide per session for extended day learning and Saturday programs
2. Teacher/Para per session for professional development, and data specialist
3. NYSTL/School Library allocation/Software
4. Students in Temporary Housing (STH)
5. SAPIS worker allocation
6. Supplies/Materials to support instruction

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Extend the range of social and emotional supports
- Provide all students with individualized supports and opportunities for healthy living

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

**A- Instructional strategies/activities**

Our approach to culture building and social-emotional support is informed by a theory of action. **Respect for All** is the research based model that will support our work. Strategies and activities will include:

1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
3. Effective use of school counselors to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in the ASCA standards.
4. Training for all staff in classroom management and behavioral interventions
5. Opportunities for student voice and student choice
6. Transitional supports (elementary to middle)
7. Instructional Trips
8. Student activities/community involvement/afterschool opportunities (September 2012-June 2013, ongoing)
9. Attendance plan (September 2012-June 2013)
10. Guidance and crisis intervention plan (September 2012-June 2013)
11. Establishment of student personal goals and future plans (September 2012-June 2013)
12. Monthly parental opportunities (workshops, breakfasts, evening events)
13. Student recognition events and celebrations (September 2012-June 2013)
14. Identification of community service and volunteer opportunities (September 2012-June 2013)

15. Identify external supports and community based organizations: Ex. Latino Institute of Psychology, NYC Department Of Health, Cornell Health and Nutrition Program

16. Spelling Bees in Literacy and Math

**B- Key Personnel and other resources**

School Leadership Team, Teachers, Guidance Counselors, paraprofessional, attendance team, network support, SAPIS worker, crisis paraprofessional, instructional leads, and external consultants.

C- **Targets** to evaluate the our progress, effectiveness, and impact will include:

Increase in student attendance (daily monitoring, mid-year, final attendance rate)

1. Decrease in student lateness
2. Reduction in classroom management issues
3. Reduction in student suspensions
4. Increase in activities and afterschool participation
5. Increase in academic achievement

D- **Timeline for Implementation:** September 2012 through June 2013

**Budget and resource alignment**

• Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

**Tax Levy**     **Title IA**     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

1. Teacher/Para/School Aide per session for extended day learning and Saturday programs
2. Teacher/Para per session for professional development, and data specialist
3. NYSTL/School Library allocation/Software
4. Students in Temporary Housing (STH)
5. Supplies/Materials to support instruction

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

### **Major Recommendation**

- Increase parent engagement and involvement
- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

- By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

### **Strategies to increase parental involvement and engagement**

Response to Intervention (RTI) (Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive.

A- Our strategies to increase parent involvement will include the following:

1. Utilization of current data to identify subgroups and analyze needs of individual students
2. Planning and implementation of a Family outreach plan (September 2012-June 2013, ongoing)
3. New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
4. Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
5. Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
6. Monthly implementation of parental offerings (workshops, breakfasts, evening events)
7. Student recognition events (September thru June)
8. Access to materials and resources that will be made available to parents for in-school and/or at home use to support their child's learning and monitor student progress

B- ***Staff and other resources used to implement these strategies/activities:***

1. Key staff that will support this work includes school leadership, parent coordinator, pupil accounting secretary, data specialist, guidance staff, community supports and our network support.

**C- Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

1. Parent-Teacher Conferences Attendance
2. Collaborative PTA-Staff award assemblies
3. School Environmental Survey
4. Attendance Logs
5. Parent Surveys

**D- Timeline for implementation:** September 2012 thru June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  **School Wide Program (SWP)**  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  **Title IA**  Title IIA  Title III  Set Aside  Grants  **Other-describe here: P/F SWP**

**Service and program coordination**

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

1. Teacher/Paraprofessionals/School Aide per session for extended day learning and Saturday programs
2. Teacher/Para per session for professional development, and data specialist
3. NYSTL/School Library allocation/Software
4. Students in Temporary Housing (STH)
5. Supplies/Materials to support instruction



**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)		
			# of sessions	# of participant Teachers	# of students involved
ELA & Math	Early Morning Tutoring	3X/ 37.5 min/w 69 sessions	55	280	43 hours
ELA & Math	Extended Day (After School)	3x/ 120min/w 55 sessions	20 teachers 1 paraprofessional	307	110 hours
ELA & Math	Saturday Academy	14 sessions	9	131	56 hours
	Daytime				
ELA & Math	Grade 2	9X/45 min/w 198 sessions	4	12	148 hours
ELA & Math	Grade 3	3X/45 min/w 66 sessions	2	14	48 hours
ELA & Math	Grade 4	7X/45 min/w 40 sessions	3	39	30 hours
ELA & Math	Grade 5	7X/45 min/w 40 sessions	3	51	30 hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Psychologist- Play Therapy Counselor ATR Counselor ATR		2 students, 2x weekly 20 students, 1X weekly 30 shelter students, 1X weekly	Daytime Daytime Daytime	

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Fong/Maldonado</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>224</b>
School Name <b>Hale A. Woodruff</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>George Andrews</b>	Assistant Principal <b>Christine Cabrera-Charles</b>
Coach <b>I. Feliciano (Literacy Coach)</b>	Coach <b>R. Suchdeve (Math Coach)</b>
ESL Teacher <b>A. Ali</b>	Guidance Counselor <b>T. Hawkins</b>
Teacher/Subject Area <b>M. Jimenez</b>	Parent <b>Khady Dia</b>
Teacher/Subject Area <b>Ms. Mehu</b>	Parent Coordinator <b>L. Robinson</b>
Related Service Provider <b>Ms. Peter</b>	Other <b>L. Vosges (AP)</b>
Network Leader <b>Mae Fong</b>	Other <b>Y. Padilla (AP)</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>851</b>	Total Number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>4.47%</b>
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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. 

1. 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 a fully certified pedagogue. During the interview, the pedagogue may ask what language is spoken at home most of the time, or to find out if his or her child is able to read, write, speak, and listen in English, etc. This interview is mostly completed by the ESL teacher, Ms. Ali. If a Spanish interpreter is needed, our Spanish-Language cluster teacher is available to conduct the interview in Spanish. Also, our literacy coach, Ms. Felicano is available for Spanish language translation. In addition, we have pedagogues that speak Hatian-Creole. If the Home Language Identification Survey indicates that the student is eligible for the LAB-R (Language Assessment Battery Revised), the ESL teacher will indicate the correct OTELE code on the HLIS. Next, the student is tested by Ms. Ali (ESL Teacher) within 10 days of registration. If the student shows limited English proficiency as per the LAB-R, the student is then placed in one of the three language programs based on the parent program option forms which will be discussed later. 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 with Ms. Jimenez, our Spanish-Language cluster teacher or Ms. Feliciano, our literacy coach. This assessment is given so that we are able to see the students' native language proficiency. ELLs' progress of language acquisition will be assessed through the NYSESLAT exam which is administered every spring. This assessment measures student progress in listening, speaking, reading and writing in English. The speaking section is administered individually while the reading, writing, and listening sections are administered in grade-leveled groups. This assessment is given by the ESL teacher and students' results are administered to classroom and cluster teachers the following September.

2. 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 within 10 days of registration so that parents are informed and consulted about the three program choices available. Parents are sent invitations to the orientation in their native languages. During the parent orientation, parents are able to view the informational video in their native languages. Our Spanish cluster teacher (Ms. Jimenez) or our literacy coach (I. Felicano) is present to translate to our Spanish speaking parents. Also, Ms. Dorismond, a second grade teacher, and Ms. Benjamin, a fourth grade teacher, are made available to our Hatian-Creole speaking parents. If a parent speaks a language that can not be translated by one of our pedagogues, the Department of Education's Translation and Interpretation Unit can be contacted for an over-the-phone translator. Letters and brochures are given to parents explaining the three program choices (Dual Language, Transitional Bilingual, and Freestanding ESL) in their home languages.

3. The parent coordinator, Ms. Robinson, the ESL teacher, Ms. Ali, and classroom teachers collaborate to ensure that program selection forms are returned in a timely manner. Parents usually return the forms with their child and the student gives it to either the classroom teacher or the ESL teacher to keep on file. Sometimes parents prefer to complete the parent option form during the parent orientation. Entitlement letters are distributed to parents in their home language in September by Ms. Ali (ELL teacher) and is periodically distributed 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 discontinuation of services letter. Parents of children who were LAB-R tested yet showed to be ineligible for ESL services also receive a letter that the student is not entitled to ESL services. Copies of these letters are stored in students' records in the main office, by Ms. Ali and by one of our assistant principals, Mrs. Cabrera-Charles.

4. Parents are notified of their child's placement through communication with the ESL teacher. The ESL teacher sends home letters indicating their child's placement in their native languages. Also, during the Parent Orientation, parents are offered to ask questions about the programs. Ms. Jimenez or Ms. Felicano are present to translate information into the parents' native languages. A brochure is

also given to the parents explaining all three language programs in their native languages.

5. According to the Aspira Consent Decree, if there are 15 ELL students on one grade who speak the same native language, or 15 ELL students on two contiguous grades who speak the same native language, and their parents have chosen a Bilingual Program for their child, schools are mandated to open and offer a Bilingual Program for these students. Based on the parent 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 Spanish speaking parents often reject the transfer option when it is presented to them. Thus far this school year, 3 out of 3 parents have selected a Freestanding ESL program. Last year (2010-2011) 8 out of 8 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. Copies of these forms are kept on file by Ms. Ali (ELL teacher) and by Mrs. Cabrera-Charles (assistant principal). Parent choice information is entered on the ELPC screen in ATS with the help of the pupil secretary.

6. Since parents overwhelmingly choose the Freestanding ESL program at P.S. 224 we see that this model aligns with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): v
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	25
SIFE	0	ELLs receiving service 4-6 years	13
		Special Education	11
		Long-Term (completed 6 years)	0

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. ①

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	25		6	13		5				38
<b>Total</b>	<b>25</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

Number of ELLs in a TBE program who are in alternate placement: 2

### 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
<b>TOTAL</b>	<b>0</b>													

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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	0	3	8	5	6	8	4							34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	2									3
<b>TOTAL</b>	0	3	8	7	8	8	4	0	0	0	0	0	0	38

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. P.S. 224 provides ESL instruction to 38 regular and special education students. P.S. 224 utilizes a Pull-Out model to help students develop English and improve academic skills.

1b. Students are grouped based on their grade levels; therefore each groups' proficiency levels are heterogeneous.

2. Through a Pull-Out model, a fully certified ESL pedagogue 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. Currently there are no ELLs in kindergarten. Therefore, first-grade and second-grade students are grouped together, third-grade and fourth-grade students are grouped together and fifth-grade and sixth-grade students are grouped together. These students are grouped together and receive instruction in the ESL lab by Ms. Ali. Although these students are pulled out based on grade level, instruction is differentiated based on students' proficiency levels. At P.S. 224, each instructional period is comprised of 50 minutes. The first-grade and second-grade group receives 8 periods of ELL instruction. The third-grade and fourth-grade group receives 8 periods of instruction per week. The fifth-grade and sixth grade also receives 8 periods of ESL instruction per week. Advanced students in grades K-6 receive only 180 minutes of ELL instruction so that students are able to receive their mandated 180 minutes of ELA instruction in their classrooms. ELL students do not receive NLA instruction since there is no Dual Language program at P.S. 224. However, ESL students receive 25% native language support through native language glossaries, native classroom libraries, and through peers who speak the same native languages.

3. The instructional strategies and techniques being employed in the ESL pull out program are instructional approaches that help make content comprehensible. These strategies are used by the classroom teachers as well as the ESL teacher. Some of these strategies derive from the reading and writing workshop. Instruction in the content areas 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, ELL 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. In collaboration with the assistant principal for ELLs, classroom teachers, coaches, and the ESL teacher develops curriculum aligned with the City and State standards.

4. ELLs are evaluated in their native languages through the initial Spanish Lab assessment and through the NYS exams that are given

## A. Programming and Scheduling Information

in students' native languages.

5. Differentiation is provided for all ELL subgroups. Activities that require Total Physical Response (TPR) are used with all subgroups of ELLs. Newcomers are assigned tasks to enhance listening and speaking skills in English and are instructed in sheltered English. Once newcomers have adequately progressed in listening in speaking skills, newcomers are asked to complete tasks that focus on building reading and writing skills in English. ELLs that are receiving 4 to 6 years of service are instructed on how to strengthen reading and writing skills in English while continuing to enhance listening and speaking skills. Long term ELLs (ELLs that have received 6 or more years of service) receive targeted instruction in reading and writing skills. ELLs that have special needs receive targeted instruction in reading, writing, listening, and speaking modalities based on the students' needs and abilities.

5a. 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. In addition, any SIFE students will be provided with one-on-one remedial instruction according to their NYSESLAT performance levels in high needs areas of reading, writing, speaking and listening as necessary. The ELL after-school program will incorporate programs such as Santillana and Bridges in the content areas for additional support.

5b. 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.

5c. 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.

5d. 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.

6. Teachers of ELL-SWDs use instructional strategies such as CALLA, TPR, bilingual glossaries, pictures and visuals, graphic organizers, flashcards, SMARTBoard technologies and ongoing student conferences in order to meet the needs of these students.

7. P.S. 224 has 11 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.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

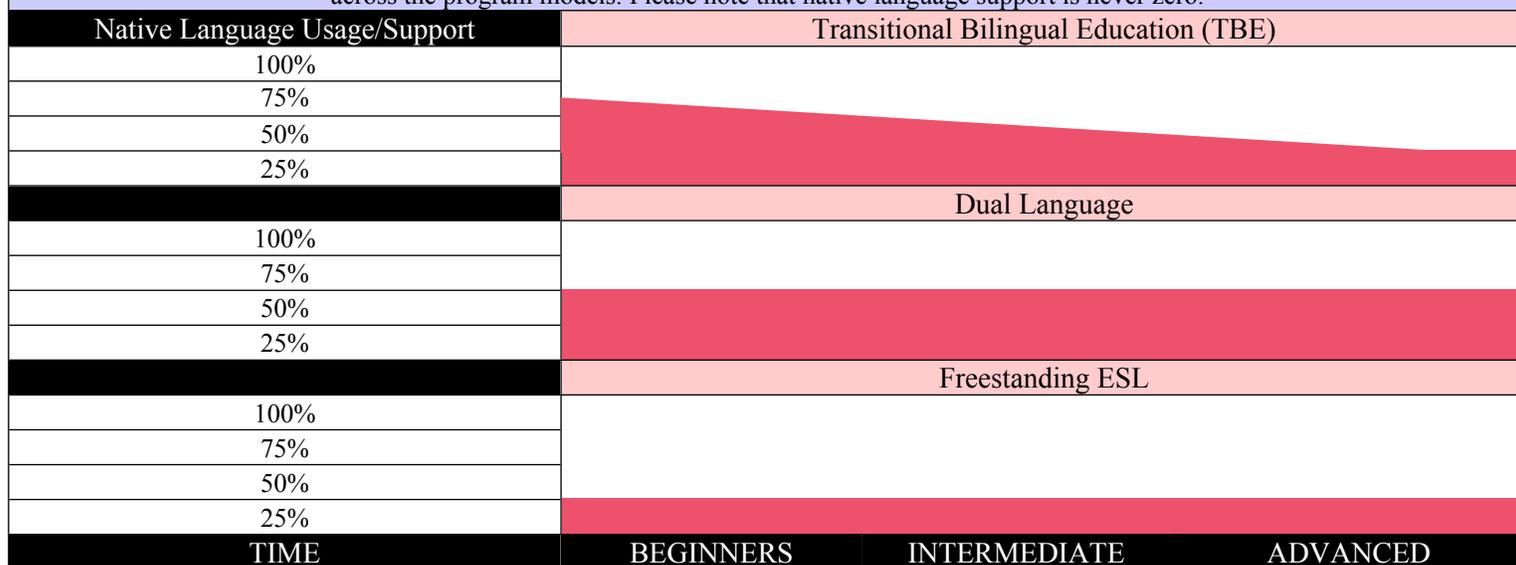
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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

8. 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. These programs offer small group instruction, utilize teachers' best practices, and provide test-taking strategies. These programs are offered in English.

9. ELLs that have reached proficiency on the NYSESLAT (Former ELLs) 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 for these assessments.

10. 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. This program allows for students' math skills to be strengthened across grade and proficiency levels.

11. No programs will be discontinued at P.S. 224.

12. P.S. 224 provides all ELL students with the same extra-curricular programs open to all students. Currently, the school facilitates programs in guitar practice, dance, step, choir, Studio in a School Art Program, bookfairs, Reading is Fundamental, Career Day, periodic award assemblies, archery, Field Day, Kindergartten-Day, Poem In Your Pocket, Open House, Penny Harvest, and multi-cultural enrichment. P.S. 224 also facilitates productions for Hispanic Heritage month, Black History month, Poetry Slam, and an End of Year Production. These programs foster an opportunity for students to extend their academic instruction and promote social interaction with all students. All ELLs are entitled and are encouraged to be a part of these extra-curricular programs. In addition, P.S. 224 offers an ELL extended day program that starts after the school day for grades 3-6. The students of this program meet on Mondays to Thursdays from 3:05-4:35. The rationale behind the ELL extended day program is to provide additional services for those students in the content areas of English, social studies, science and mathematics, focusing specifically on enhancing oral and written communication in English.

13. 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. All materials listed are designed to correspond to ELLs' ages and grade levels. ELLs are also supported by the use of the SMARTBoard within the ESL Lab, and access to the Internet and laptops.

14. 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. All teachers of ELLs are encouraged to provide instruction using sheltered English and language learning strategies. Bilingual paraprofessionals also help to provide native language support for our ELLs.

15. Yes, all required services support, and resources correspond to ELLs' ages and grade levels. Students use Harcourt's Moving Into English Program which corresponds to students' ages and grade levels. Students also use Santillana Intensive English Program where the material is grade and age appropriate. Students are supported by bilingual content-area glossaries in their native languages that are appropriate to the students' age and grade.

16. Through efforts of our parent coordinator and ELL teacher, newly enrolled ELL students will be identified, parents notified and students offered academic enrichment for the duration of the summer school program which will target deficits in reading, writing, listening and speaking.

17. P.S. 224 offers Spanish as a language elective.

## 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.

1. Staff development for the 2011-2012 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 Network Support Team, 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.

2. Staff members will work with the ELL teacher and attend on-site and off-site professional development focused on extending academic and socio-emotional support for students making transitions to middle school. Students will be able to attend a Middle-School fair and students will be able to tour neighboring middle schools on class trips. In addition, middle schools also visit P.S. 224 and present their programs to our students.

3. All general education teachers will have received 7.5 hours of training in methodology for instructing students with limited English proficiency through on-going professional development activities such as focus workshops and study groups. Special Education teachers will have received 10 hours of training. Workshops on ESL strategies will be planned and scheduled throughout the year to support ESL instruction. Handouts, agendas, and attendance records for these workshops will be kept on file.

#### **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, Ms. Robinson, along with the Parent Teacher Association focuses on creating a warm welcoming environment for all parents. The parent coordinator develops stable relationships with members of the school community including all faculty and staff members, parents, and children. The parent coordinator and the PTA conduct monthly parent workshops, orientations, and information sessions throughout the school year. Invitations are sent in parents' native languages. Parents of ELLs are contacted using School Messenger and DOE Translation Unit's over the phone translation service. In order to meet parents' needs, workshops and information sessions are based on parent surveys that are mailed out at the beginning of the school year. These workshops and information sessions assist parents in knowing how to support their child's learning at home and outside of the school. These sessions help to provide strategies that parents can use to support, monitor and advocate for their children's education and healthy development. Parents are invited to numerous "Family Nights," and family oriented events. Mandated orientation sessions for ELL parents are held throughout the year with the help of the parent coordinator. These 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 are also provided. 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. P.S. 224 works with many Community Based Organizations to provide workshops or services to ELL parents including Cornell University, Fresh Air Fund, Health Plus, United Community Center, The Beacon Program at I.S. 218, Luis Pink Houses Afterschool Program, United Concerned Citizens Dollars for Scholars program.

## 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)	0	3	4	4	0	0	3							14
Intermediate(I)	0	0	3	2	4	6	1							16
Advanced (A)	0	0	1	1	4	2	0							8
Total	0	3	8	7	8	8	4	0	0	0	0	0	0	38

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	0	0	3						
	I	0	2	0	0	1	0	1						
	A	0	1	6	5	2	5	0						
	P	0	0	2	2	5	2	0						
READING/ WRITING	B	0	3	4	4	0	0	3						
	I	0	0	3	2	4	5	1						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>	0	0	1	1	4	1	0						
	<b>P</b>	0	0	0	0	0	1	0						

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	1	0	0	8
5	6	1	0	0	7
6	2	0	0	0	2
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	1	0	6	0	1	0	0		8
5	2	2	3	0	0	0	0		7
6	0	2	0	0	0	0	0		2
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	5	0	2	0					7
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				
Integrated Algebra				
Geometry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. 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. Results from these assessments show that instruction

will focus on phonemic awareness, phonics, vocabulary, comprehension and fluency. Instruction is done through a balanced literacy model. Whole group and small group instruction is tailored to students' academic needs. Independent and collaborative workstations are used to develop, strengthen, and reinforce reading and writing skills. Teachers plan instruction based on students' progress.

2. The LAB-R and NYSESLAT results reveal that 14 of our ELL students have tested at the beginner level, 16 students have tested at the intermediate level, and 8 students have tested at the advanced level. In order to meet the needs of all students, it is important to differentiate instruction so that students are able to complete assignments that correspond to their proficiency levels. A combination of visual, kinesthetic, and aural activities are provided in order to strengthen and build student language learning skills.

3. 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, (22 students) have tested as proficient in all modalities. These results inform instruction as strategies are taught in order to strengthen reading and writing skills. For example, the use of graphic organizers for vocabulary development and writing pieces are used help accomplish growth in reading and writing. Listening and speaking tasks will continue to be assigned so that these skills will be further developed. For example, students can complete interviews with each other to reinforce listening and speaking skills. 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.

4. 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. The ELL Periodic Assessments helps to pinpoint areas that students need improvement in. This assessments helps to inform instruction as it measures students' progress in reading, writing, listening, and speaking in English. The ELL Periodic Assessments reveal the ELLs are doing well with their listening skills yet need improvement in reading and writing skills. The ELL Periodic Assessment explains that instruction can be altered to use students listening skills to enhance reading and writing skills. A number of reading and writing strategies are taught by the ELL teacher and by the classroom teachers. School leadership provides coaching sessions on instructional strategies and feedback from informal classroom observations in order to strengthen student progress on the ELL Periodic Assessment.

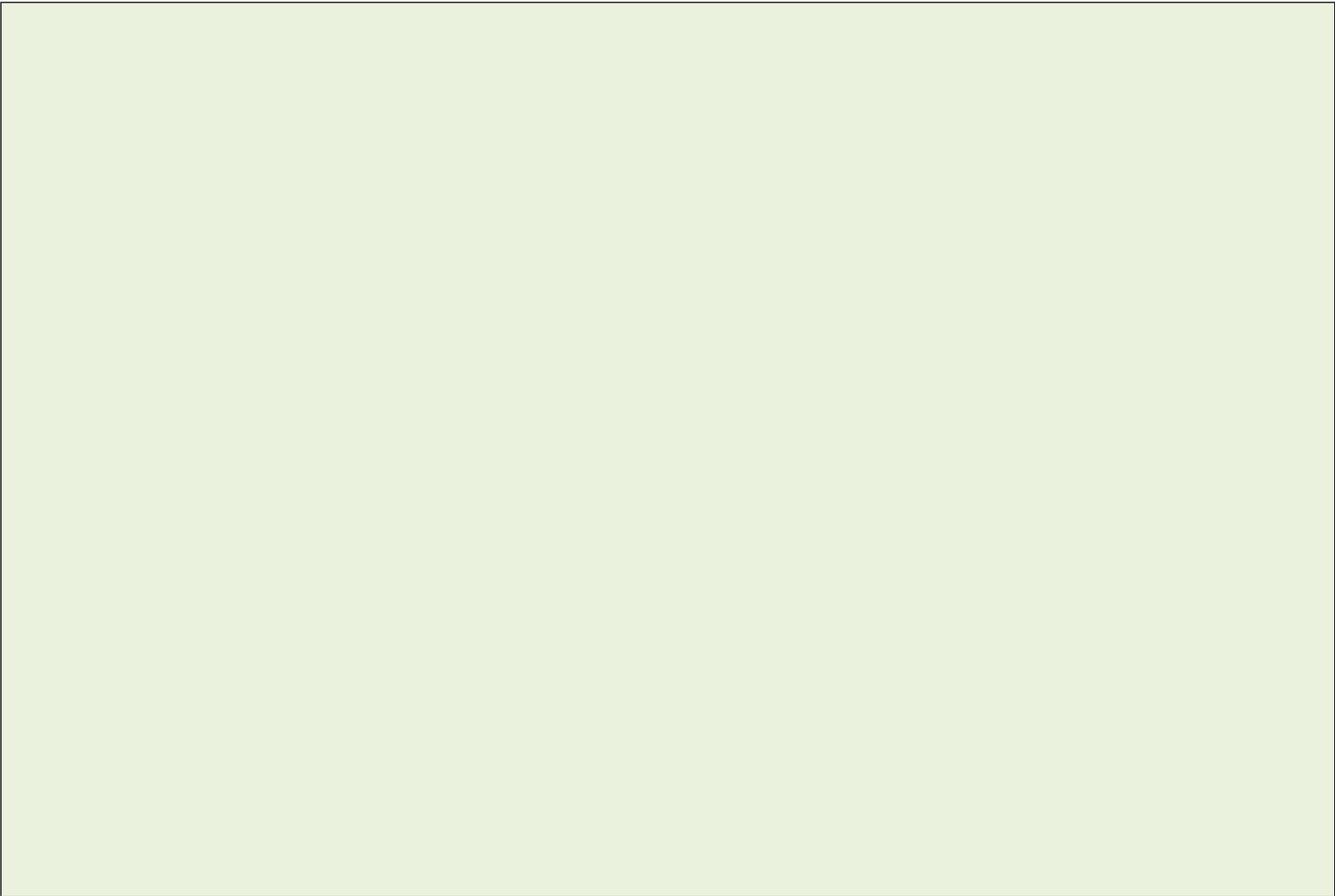
5. State ELA assessments reveal that ELLs have room for improvement when compared to non ELLs. The ELL teacher and classroom teacher utilize tools such as Acuity and ARIS to inform instruction as based on the students' needs. The literacy coaches continue to provide informative professional development sessions for all teachers of ELLs. 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.

6. 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

<b>School Name: <u>P.S. 224</u></b>		<b>School DBN: <u>19K224</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
George Andrews	Principal		10/14/11
Christine Cabrera-Charles	Assistant Principal		10/14/11
L. Robinson	Parent Coordinator		10/14/11
A. Ali	ESL Teacher		10/14/11
Khadi Dia	Parent		10/14/11
M. Jimenez	Teacher/Subject Area		10/14/11
M. Mehu	Teacher/Subject Area		10/14/11

School Name: P.S. 224

School DBN: 19K224

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
I. Feliciano	Coach		10/14/11
R. Suchdeve	Coach		10/14/11
T. Hawkins	Guidance Counselor		10/14/11
Mae Fong	Network Leader		10/14/11
Laya Vosges	Other <u>Assistant Principal</u>		10/14/11
Yvette Padilla	Other <u>Assistant Principal</u>		10/14/11
M. Peter	Other <u>IEP Teacher</u>		10/14/11
	Other		10/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **19K224** School Name: **HALE A. WOODRUFF**

Cluster: **5** Network: **535**

**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**

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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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Arabic, French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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.

In the past 5 years our ESL population has consisted of mostly Spanish speaking backgrounds, however, most recently we have received students whose dominant home language is French. There are teachers and paras in-house who speak one of these languages. In this way documents can be quickly translated in the necessary language, we have not needed to look for a translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services.

## Part B: Strategies and Activities

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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.

Official correspondence for the parents of ELL's will be sent home in the their home language according to their Home Language Identification Survey(HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's.

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.

Oral interpretation services are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Hale Woodruff	DBN: 19K224
Cluster Leader: D. Maldonado	Network Leader: Ellen Padva
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: All ELLS in grades 3-5, including our ELL-SWDs are invited to attend our after school school T3 program, beginning February into June for 20 sessions, facilitated by our fully certified ESL and bilingual teachers. Two groups of approximately 15 students each (grades 3,4, and 5 ) will attend our 4 day a week (Monday, Tuesday, Wednesday, Saturday), 2 hour per day sessions (9 weeks X 2 Teachers x 4 days x 2 hours x \$50.19= \$7227.00)

In order to properly plan our Title III program our two teachers will meet to plan the curriculum for 2.5 hours, to ensure alignment of the program to the CCLS through the texts being used in the program. During the program teachers will meet at least once every two months for ongoing professional development conducted by school based instructional support coaches, CFN ELL specialists, etc. (Curriculum Developmnt @ 2 Teachers x 2 hours x 50.19= \$803.00).

Our fully certified ESL teacher will work on ELA skills and standards with ESL methodology and techniques; our fully certified Bilingual teacher will focus on content instruction including math, science and social studies, preparing our students for state assessments and enhancing academic vocabulary and skills. Both teachers will see each group of students for one hour during each session. Students will receive native language support in the content areas with teacher support, use of word to word glossaries and technological resources of laptops and translation programs. Materials to be used include NYSESLAT prep materials, and Bridges and Navigator texts focusing on lessons based on L2 acquisition and alignment to the CCLS, along with classroom materials including notebooks for Title III participating students, chart paper and teacher materials for record keeping at a total cost of \$2,919.00.

### Part C: Professional Development

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

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

Begin description here: in as much as every teacher is a teacher of ELLs, we ensure quality instruction to our staff through various resources. To ensure that all our teachers of ELLS, including our 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 supervisor, math coach and a literacy coach – 2 in literacy and 2 in math, one hour each. The PDs 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

### Part C: Professional Development

designated times. PD is provided by the Assistant Principals, Lead ESL Teacher, and our CFN ESL specialist through on-site PDs and through monthly ESL workshops turnkeyed by our ESL teacher. The key professional development session to be facilitated by our ESL teacher will contain information about "The Fundamentals of Language Acquisition and the Teachers Role". This workshop will help the classroom teachers better understand the language process for our ELLs and how they can better serve them.

All teachers of ELLs Title are included in the projected PD schedule, prepared monthly from September through June. In addition, Teachers of ELL will attend Citywide ELL professional development workshops provided by the OELL office. Some of these sessions include the following:

Strategies for Differentiated Instruction

How to Help your Child with Homework and Study Skills

Common Core Learning Standards

NYS ELA and Math Assessments

NYSLAT

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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. The Title III orientation meeting will be held with parents before the commencement of the program. They will be kept informed about the progress their students 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.

During the year, our parent coordinator conducts a series of workshops for parents together with our ESL teacher. Light refreshments are served to offer a warm and welcoming atmosphere, helping our ELL parents feel at ease and know our school is open to them.. Workshops will take place once a month and include topic such as:

**Part D: Parental Engagement Activities**

How to Help your Child with Homework and Study Skills

Common Core Learning Standards

NYS ELA and Math Assessments

NYSLAT

All invitations are sent in the parents' preferred language of written communication and an interpreter is made available when necessary for parents' preferred language of oral communication.

**Part E: Budget**

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

Allocation Amount: \$11500

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9200	
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$2300	
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$11500

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	11500	