



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HALE A. WOODRUFF
DBN (i.e. 01M001): 19K224
Principal: GEORGE ANDREWS
Principal Email: GANDREWS@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: ELLEN PADVA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
George Andrews	*Principal or Designee	
Serimate Lakhnath	*UFT Chapter Leader or Designee	
Lazelle Lyons-Daisy	*PA/PTA President or Designated Co-President	
Yomarys Alvarez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Christine Cabrera	Member/ P.S. 224K	
Anisa Ali	Member/ P.S. 224K	
Christine Haynes	Member/ P.S. 224K	
Elizabeth Fried	Member/ P.S. 224K	
Lateesha Booker	Member/ Parent	
Utopia Douglass	Member/ Parent	
Tammy Goodman	Member/ Parent	
Melissa Brooks	Member/ Parent	
Natoma Jacobs	Member/ Parent	
Lateesha Booker	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 19K224

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	595	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.2%	% Attendance Rate		90.3%	
% Free Lunch	91.7%	% Reduced Lunch		2.3%	
% Limited English Proficient	5.1%	% Students with Disabilities		17.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American		72.6%	
% Hispanic or Latino	24.4%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.7%	% Multi-Racial		0.4%	
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		5.5%	
% Teaching with Fewer Than 3 Years of Experience	3.6%	Average Teacher Absences		7.9	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.4%	Mathematics Performance at levels 3 & 4		11.6%	
Science Performance at levels 3 & 4 (4th Grade)	74.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Teacher's assessment practices are aligned to curricula that target students' academic improvement by the use of rubrics aligned to CCLS, word walls for core subjects, monitoring of progress (BOY, MOY, EOY assessments), progress reports to Parents, explicit teaching of academic vocabulary, use of complex text, and monitoring of running records.			
School Leaders monitoring -short cycles of observations connected to Danielson's framework- helped Teachers to developed and achieved professional goals by making constructive feedback, noting the strengths and areas of improvement. Teachers were able to improve their questioning skills, assessments, rubrics, and student engagement in general.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Teachers need to use protocols more often analyzing student work in order to become familiar with the process and share constructive feedback to colleagues in all core subject areas.			
Student engagement strategies need to be use more often as well as modification strategies to include our ELLs and IEP student's needs.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Developing CCLS, a new reading program in grades 3-5, developing rigorous tasks and monitoring of progress were some of the challenges during this school year.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Every goal was implemented and our school Report Card improved from F to a C overall grade.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
We are implementing new programs in ELA and Math. Teachers will have to become familiar with the new curriculums and materials while delivering rigorous explicit instruction in order to fulfill DOE expectations.			
Assessments will be challenging with complex text and high expectations for ALL students.			
Students enter grades with reading levels that are below grade level.			
Challenge to develop suitable multiple entry points into the new curricula with higher standards, especially for struggling readers.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Our subgroups are: African American, Students with Disabilities (SWP), English Language Learners (ELLs), Economically Disadvantage and Hispanic. Our target for each group is a 5% increase in levels 3-4 on the State Assessments for ELA and Math for the school year 2013-14.			
Describe how the school leader(s) will communicate with school staff and the community.			
School Leaders to Staff: Mini/ Formal Observations feedback, Monthly Administrative Meetings, Teacher Teams Meetings, Teacher Teams Binder's collection and review, Data Binders review, collection of Summary Assessment Sheets, Consultation Committee, Monthly Faculty Meetings, DOE Outlooks E-mail communication, etc.			
School Leaders to Community: Extended Parent-Teacher Night conferences, Open Night School, <i>Meet the Teacher Night</i> , <i>Movie Night</i> , <i>Monthly Calendars</i> , <i>Grade's Newsletters</i> , <i>Curriculum Fair Day</i> , etc.			
Describe your theory of action at the core of your school's SCEP.			
We are now into the full implementation phase of the teacher evaluation and development system by instituting a cycle of			

formative observations accompanied by feedback that will pinpoint areas of effective practice and areas of need based on the 2013 Rubric for the Danielson Framework for Teaching. Teachers will receive whole group and individualized professional development based on their identified areas of need.

Our action plan for this year is to focus on Literacy, Student Engagement, and Personalize Learning (Differentiation). We are in the midst of implementing two new literacy programs: *Harcourt Journeys*- Grades K-2 and *Expeditionary Learning*- Grades 3-5 and GO Math for Mathematics. We believe that assessing and then addressing student's individual needs is the best way to improve student performance.

Describe the strategy for executing your theory of action in your school's SCEP.

Our teachers will become familiar to student's qualitative data such as: student's interests, student's demographics, student's needs, etc. to provide support to the individual needs.

Our teachers, as well as our students are becoming familiar with the themes, materials, assessments and performance tasks for each program. Our commitment is to provide teachers with the professional development, time, and follow up support to ensure that all students achieve the goals in our CEP

Our teachers will plan and use engaging instructional strategies to ensure 100% students' participation.

ESL differentiation strategies will be the core of instruction and assessment to provide students with entry points to materials (e.g. complex text), assessments, and instruction.

List the key elements and other unique characteristics of your school's SCEP.

We are building capacity within our grade level *Core and Band Teams* to take responsibility for the student's academic improvement and achievement.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Principal and assistant principals will provide an instructional focus of professional guidance for the implementation of the Danielson Framework for Teaching.

Our Grade Teams are willing to accept professional responsibility & to accept professional development support.

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

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

Major Recommendation

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

- Alignment to Citywide Instructional Expectations (CIE) targeted areas of the educational program that need to be strengthened, specifically 3b Using Questioning & Discussion Techniques & 3d Using Assessment in Instruction.

Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 2: School Leadership Practices and Decisions

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

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

Annual Goal #1

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

June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from the Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system for improved pedagogy, by focusing on lesson design, assessment, questioning, and discussion techniques to enhance pedagogical delivery & achievement outcomes for all students- including identified student subgroups.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

All teachers will participate in the following professional growth practices that shift teaching practices:

Participate in and complete self-reflection regarding their practice within the specified domains of the Danielson rubric.

A minimum of 1 formal and 3 informal classroom observations teachers (depending on the selection of evaluation) to observe practices across competencies, & specifically 3b and 3d.

All will submit 8 artifacts to be entered in Advance System by April 2014.

All teacher teams will review student assessment information a minimum weekly during the 2013-14 school year.

Receive timely & actionable feedback following observations.

Modify practice(s) according to feedback received from observations.

Receive specifically tailored PD support, as required, (in-class support, coaching, inter-classroom visitations, ARIS Learn, inter-school visitations, outside P.D., etc).

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

All Teachers

Principal and Assistant Principal will work on effective classroom observations

All Discipline Teams, Team Leaders & Supervisors (reviewing student assessment information)

Supervisors & All Teachers

All Teachers (as required)

All Teachers (as required), Team Leaders, Supervisors

Principal, Assistant Principal, Coaches, All Teachers, Outside Consultants, Network Support

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

By the end of the 2013-14 school year, supervisors, coaches and teachers will agree with the calibrated rating 80% of the time as to whether teacher Complete self-reflection exercise following the Danielson PD

Grade team share 'Effective' and 'Highly Effective' strategies for 3b & 3d and lesson plans (where applicable)

Supervisors will conduct an analysis of the results of unit assessments to monitor effectiveness of teaching strategies to support student growth over Minimum of 3 times a year between September 2013 and June 2014

Follow up will be conducted within the month of the observation & feedback, whenever modifications are deemed necessary practice, as observed in training video represents 'Highly Effective', 'Effective', 'Developing', or 'Ineffective' practice across competencies 3b and 3d.

Schedule of support will be provided during at the time of the observation feedback if required.

▪ **Timeline for implementation and completion including start and end dates**

Whole school PD conducted in September- November 2013

Ongoing September 2013 to June 2014

Ongoing September 2013 to June 2014

Following unit assessment for ELA & Math (October, December, February and April)

Ongoing September 2013 to June 2014, as required

Ongoing September 2013 to June 2014, as required

Ongoing September 2013 to June 2014, as required.

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

2013 Danielson Framework & Rubric

ARIS Learn video & materials

PD at scheduled monthly Faculty meeting

Grade team & subject team planning meetings

Schedule of observations & follow up feedback

PD for specific teachers requiring additional support

Engage NY and CEI CFN 535 PD

Budget and Resource Alignment

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

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

School Wide Program (SWP)

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

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- 2013-14 Citywide Instructional Expectations requires us to ensure that the ELA curriculum is aligned to the CCS and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessment to help us and our students address the gap between what students know and are able to do.

Review Type:	Quality Review	Year:	2013	Page Number:	5-6	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

- By June 2014, all ELA & Literacy (ESL & Spec Ed.) K-5 teachers, principal & assistant principal will work toward closing curricular gaps in ELA outcomes for students achieving at or below proficiency levels in NYS ELA '13 Test, through the integration of publisher-made materials, by providing dedicated time, resources, and support for teachers to review and adapt curricula to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice.

Instructional Strategies/Activities

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

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

Receive curricular resources for ELA Programs: Expeditionary Learning (Grades 3-5), Harcourt Journeys (Grades K-2) (Teacher Guides, student workbooks, novels, books & all associated curricular materials)

Be provided with dedicated time to review the materials
 ELA teachers devise lessons based on the Unit materials, devising specific scaffolding & entry points for all student subgroups
 DOE Baseline for ELA will be administered in October and uploaded (STARS)
 Grade 3-5 NYS ELA Test 2013 by student & student subgroup, class and grade will be reviewed by grade team
 Grade 3-5 NYS ELA Test 2013 item analysis (focused on 10 lowest performances against CCL) will be distributed & used to adjust plans accordingly
 Each student’s achievement data will be recorded in Data Binder and contain each student NYSELA Test’13 scores
 Grade teams will review assessment items for all student subgroups, in particular, & adjust lesson plans accordingly
 ELA Teachers conduct a minimum of 2 Performance Tasks in ELA and unit assessments to analyze student’s progress and adjust curriculum
 All Reading Assessment information will be recorded on summary sheets to allow for comparison across Peer Group as well as to monitor progress of all subgroups
 LA teachers will conduct Fountas & Pinnell assessments 3 times during the school year (BOY, MOY, EOY)
 DOE endline reading assessment administered & reading level recorded & uploaded (STARS) to evaluate progress against the grade level standard (Fountas & Pinnell)

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

Principal & assistant principal, all ELA teachers
 Principal & assistant principal, all ELA & Literacy teachers (ESL & Spec Ed)
 All ELA teachers
 Supervisors (Principal & A.P.) class teachers
 Supervisors (Principal & A.P.), ELA teachers, Literacy teachers
 Principal & assistant principal
 All ELA & Literacy teachers

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

DOE ELA Baseline conducted in September & uploaded (STARS).
 ELA Assessments analyzed during the School Year

Principal & assistant principal and other support personnel (as deemed necessary) conduct data 1:1 interviews with ELA & literacy teachers at each assessment milestone.
 ELA Unit Assessments 2, 3 & 4 monitored in December, February and April for student growth & effectiveness of teaching programs – continuous growth is expected to be achieved and if not an immediate action plan is put in place.
 End-line is conducted in May/June and analysis of student growth over the year & 1:1 interviews conducted with principal & assistant principal to support individual teacher goal setting for 2014-15 school year.

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

ELA Baseline conducted and uploaded (STARS) by beginning of November 2013.
 ELA Team receives ELA Unit materials in September- October
 By end of October all teachers are planning for the implementation of ELA curricular.
 ELA Unit Assessment 1 assessment undertaken by all Grade 3-5 students as per Unit 1 schedule in October/November.
 October 2013 NYSELA data recorded for each student & class summary sheets distributed to ELA teachers & all literacy teachers (ESL & Spec. Ed).
 December 2013 ELA teachers will receive & review the NYSELA item analysis focused on 10 lowest items per grade.
 ELA Unit Assessments 2, 3 & 4 (milestones) will incorporate increased rigor in line with CCS (December 2013, February and April 2014).
 Lessons planning for differentiation October 2013 & ongoing.
 Summary Sheets will be distributed in October recording each ELA Assessments X student, class & grade & distributed to literacy teachers (ESL & Spec. Ed).
 ELA Teachers maintain data binder with all student assessment information from October to June.
 Summary Sheets will be updated and distributed May-June Reading Assessment.
 October through June data reviewed with principal & assistant principal, ELA teachers & literacy teachers (ESL & Spec. Ed).
 DOE ELA end-line assessment conducted, recorded & uploaded.

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

ELA materials & resources.
 Per session for participating teachers to conduct planning.
 ELA Unit Assessment Modules 1-4 (EL), and Journeys Units and all performance tasks prepared, assessed & results recorded for each Grades 3-5 student by Teacher Teams
 ELA Unit Assessments, baseline and end-line reading data recorded in data binders for monitoring & data planning meetings with supervisor(s).

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

- 2013-14 Citywide Instructional Expectations requires us to ensure that the Math curricular is aligned to the CCS and that teachers shift their classroom practice to meet these higher standards, requiring regular and ongoing assessments to help us and our students address the gap between what students know and are able to do.

Review Type:	Quality Review Report	Year:	SY 2012-13	Page Number:	5, 6	HEDI Rating:	Proficient
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Tenet 4: Teacher Practices and Decisions

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

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

- By June 2014, all K-5 Mathematics teachers & Administrators will work toward closing curricular gaps in Mathematics outcomes, through the integration of publisher-made materials, by providing dedicated time, resources, and support for teachers to review and adapt curricula to ensure alignment to the Common Core standards (CCS) and that teachers have a clear understanding of the shifts required in their classroom practice

Instructional Strategies/Activities

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

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

Receive Mathematics curricular resources, 'GO Math' Program (Teacher Guides, student workbooks & all associated curricular materials)
Mathematics teachers will be provided with dedicated time to review the materials
As a team Mathematics teachers will plan lessons for each with multiple entry points for our student subgroups
DOE Mathematics Baseline assessment will be conducted & recorded (STARS)
Grade 3-5 NYS Math Test 2013 by student, class and grade will be reviewed by grade team
Grade 3-5 NYS Math Test 2013 item analysis (focused on 10 lowest performances against CCL) will be distributed & used to adjust plans accordingly
Unit 1 assessment will be marked & recorded in data binders by student & corresponding item analysis provided to each class teacher
Mathematics teachers will review item analysis & adjust lesson plans accordingly in consultation with principal & assistant principal
3specific math unit assessments (December 2013, February and April 2014) will be administered, results analyzed by student and by student sub group
Math Unit Assessment 1-4 will be recorded on spreadsheets to allow for comparison across student peer group as well as to monitor progress
DOE Mathematics end-line assessment administered & reading level recorded & uploaded (STARS) to evaluate progress against the grade level standard

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

Math teachers
Principal, assistant principal leaders & all mathematics teachers grade leaders & all mathematics teachers
Principal, assistant principal leaders & all mathematics teachers
Principal, assistant principal leaders & all mathematics teachers
Principal & assistant principal
Principal, assistant principal leaders & all mathematics teachers
Principal, assistant principal leaders & all mathematics teachers

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

Baseline DOE Mathematics & Math Unit 1 assessment conducted in September/October.
Mathematics Unit 2, 3 and 4 assessment milestones in December, February and April recorded & monitored for student growth and effectiveness of teaching programs – continuous growth is expected to be achieved and if not an immediate action plan is put in place with support of principal and assistant principal and other support personnel (as deemed necessary).
DOE Mathematics End-line is conducted in May/June and analysis of student growth over the year and 1:1 interviews conducted with principal and assistant principal to support individual teacher goal setting for 2014-15 school year.

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

DOE Mathematics Baseline conducted and uploaded (STARS) by beginning of November 2013.
Mathematics teachers receive Math materials & review the program.
By end of October all Mathematics team teachers are planning for the implementation of Math curricular.
Mathematics Unit 1 assessment undertaken by all Grade 3-5 students.
October 2013 NYS Math data will be recorded for each student & class spreadsheets distributed to class teachers & all DLP providers.
By December 2013 mathematics teachers will receive & review the NYS Math item analysis focused on 10 lowest items per grade.
DOE Mathematics Baseline conducted in October 2013 and all class & DLP teachers receive each students reading level
Math Unit 1 examined by class teachers-October 2013.
Mathematics Unit 2, 3 & 4 will incorporate increased rigor in line with CCS (December 2013, February and April 2014).

Each Math Assessment x student, class & grade will be recorded & held in data binder for reference & planning.
 May-June mathematics end-line conducted, recorded & uploaded & reviewed by principal, assistant principal & mathematics

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

Math materials and resources 'Go Math'.
 Per session for participating teachers to conduct planning.
 Mathematics Units and Performance Tasks nominated by Teacher Teams and assessment prepared and distributed for each student.
 All Mathematics assessments recorded by grade, class individual student

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

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

Review Type:	Progress Report	Year:	2013	Page Number:	1	HEDI Rating:	n/a
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Tenet 5: Student Social and Emotional Developmental Health

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

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

- By June 2014, the 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

Instructional Strategies/Activities

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

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

Building a social-emotional support by creating a culture of respect. We will use **Respect for All**, a research based model that will support our work.
 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.
 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.
 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.
 Training for all staff in classroom management and behavioral interventions (Behavioral Intervention Plan)
 Opportunities for student voice and student choice

Transitional supports (elementary to middle)
 Instructional Trips
 Student activities/community involvement/afterschool opportunities (September 2013-June 2014, ongoing)
 Attendance plan (September 2013-June 2014)
 College and Career Readiness Plan (January 2014-June 2014)
 Guidance and crisis intervention plan (September 2013-June 2014)
 Establishment of student personal goals and future plans (September 2013-June 2014)
 Monthly parental opportunities (workshops, breakfasts, evening events)
 Student recognition events and celebrations (September 2013-June 2014)
 Identification of community service and volunteer opportunities (September 2013-June 2014)
 Identify external supports and community based organizations: Ex. Latino Institute of Psychology, NYC Department Of Health, Cornell Health and Nutrition Program
 Spelling Bees in Literacy and Math

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

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

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

Targets to evaluate the our progress, effectiveness, and impact will include:
 Increase in student attendance (daily monitoring, mid-year, final attendance rate)
 Decrease in student lateness
 Reduction in classroom management issues
 Reduction in student suspensions
 Increase in activities and afterschool participation
 Increase in academic achievement

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

September 2013 through June 2014

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

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

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

- Increase parent engagement and involvement

<ul style="list-style-type: none"> Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children 							
Review Type:	Learning Environment Survey	Year:	2013	Page Number:	3-7	HEDI Rating:	n/a

Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

- By June 2014 the school 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 2014 NYC DOE Learning Environment Survey.

Strategies to Increase Parental Involvement and Engagement

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

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

Utilization of current data to identify subgroups and analyze needs of individual students
 Planning and implementation of a Family outreach plan (September 2013-June 2014, ongoing)
 New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
 Retention of a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
 Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
 Monthly implementation of parental offerings (workshops, breakfasts, evening events)
 Student recognition events (January and June)

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

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

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
 Parent-Teacher Conferences Attendance
 Collaborative PTA-Staff award assemblies
 School Environmental Survey
 Attendance Logs
 Parent Surveys

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

September 2013 thru June 2014

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

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

Budget and Resource Alignment

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

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Early Morning Tutoring Daytime	3X/37.5 min./weekly 2X/45 min./weekly	School Day
Mathematics	Early Morning Tutoring Daytime	3X/37.5 min./weekly 2X/4min./weekly	School Day
Science	Early Morning Tutoring	3X/37.5 min./weekly	School Day
Social Studies	Early Morning Tutoring	3X/37.5 min./weekly	School Day
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	School Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Class inter-visitations: teachers will support and learn about best practices by close observation of veteran teachers; best practices will then be discussed during critical friends groups.
Lesson demonstrations: instructional coaches and school administrators will facilitate demonstration lessons to model best practices.
Teacher goal-planning: teachers will take surveys through ARIS to assist in developing their goals for the school year; these goals will be revisited in January 2014 to check progress, and make adjustments where necessary.
Common planning sessions: teachers will meet on a weekly basis to plan curriculum and lessons, and compare data from classes.
Administrative meetings: assistant principals will meet with grade leaders and teachers monthly to share feedback from common planning meetings, and to facilitate operational guidelines, professional development, and curriculum implementation.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers, Administrators and Support Staff will collaborate on ways to implement pedagogical practices that focus on following the CIE 'instructional shifts' that require students to ground responses in evidence and require explanations that reflect comprehension of concepts; ability to infer from and draw on writing sources/texts; develop speed and accuracy; learn more about less; build skills across the grades; use the knowledge in the real world; and self-reflect on their learning.
Teachers, Administrators and Support Staff will continue to strength student work by examining and refining curriculum (units), assessments (tasks) and classroom instruction by modifying core subject curriculum maps to include Common Core-aligned units of study in ELA (Social Studies, Science) and Math for all grades (PK-5) to impact learning environments for all aggregate groups of students.
School leaders will conduct frequent formative classroom observations and provide teachers with timely feedback that informs professional development needs; and support a professional learning community where Instructional Leads model and engage best practices in identified competencies across a common framework.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Budget set asides will reflect funds of students who are in need. Guidance counselors will perform outreach to students to ensure that their educational needs are being met.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Pre-K Teachers align curriculum units to CCLS by creating rigorous Performance Tasks for Pre-K students.
Parents are invited to workshops to learn about student's curriculum and parental support in Pre-K
Pre-K Teachers are familiar with the progression of standards in the subsequent grades and plan to give the preparatory skills necessary to achieve those goals

Measures to Include Teachers in Decisions Regarding Assessments

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

School teachers meet 6 times a month in grade cohorts to review curriculum, assessments, units, etc. to improve instruction
Grade “Bands” (including Clusters servicing the grade) meet twice a month to review student work.

TA Schools Only

Use of Program Resources

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

n/a

TA Coordination with the Regular Program

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

n/a

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 224
School Name Hale A. Woodruff		

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

Principal George Andrews	Assistant Principal Christine Cabrera-Charles
Coach I. Feliciano (Literacy Coach)	Coach R. Suchdeve (Math Coach)
ESL Teacher A. Ali	Guidance Counselor T. Hawkins
Teacher/Subject Area D. Rivera-5th Grade	Parent S. McFarlane
Teacher/Subject Area C. Glover-5th Grade Special Ed	Parent Coordinator L. Robinson
Related Service Provider M. Peter	Other L. Vosges
Network Leader(Only if working with the LAP team)	Other Y. Padilla

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	590	Total number of ELLs	24	ELLs as share of total student population (%)	4.07%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2	3	3	4	5	7								24
SELECT ONE														0
Total	2	3	3	4	5	7	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	9	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15	0	3	9		3				24
Total	15	0	3	9	0	3	0	0	0	24

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	3	3	3								16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian				1	1	3								5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1	1								3
TOTAL	2	3	3	4	5	7	0	0	0	0	0	0	0	24

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	2	0	1	2	1								8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	2	1	1	2								7
Advanced (A)	0	0	1	2	2	4								9
Total	2	3	3	4	5	7	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4				4
5	7				7
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4	1	0	0	0	0	0	0	5
5	5	1	1	0	0	0	0	0	7
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	1	1	3	0	0	0	7
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Lower grade ELLs participate in the Journeys Reading Program and are assessed through ECLAS-2, DIBELS and Fountas and Pinell assessments. Middle and upper grade students participate in the Expeditionary Reading Program and 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R and NYSESLAT results reveal that 8 of our ELL students have tested at the beginner level, 7 students have tested at the intermediate level, and 9 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

N/A-State has not provided data regarding combined modalities from NYSESLAT assessment.

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

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 help to pinpoint areas that students need improvement in. These assessments help to inform instruction as it measures students' progress in reading, writing, listening, and speaking in English. The ELL Periodic Assessments 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 observations in order to strengthen student progress on the ELL Periodic Assessments. Students' native languages is used to supplement and strengthen skills and learning.

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

P.S. 224's Response to Intervention framework considers ELLs' instruction through all three tiers of intervention. Data such as students' native language, culture, and educational history are considered when making decisions regarding intervention.

Considerations of Tier II intervention/instruction for English Language Learners:

1. Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed.
2. Review and analyze data collected in Tier I documentation and conduct further assessments as needed, and make recommendations for Tier II. Documentation may include:
 - Explanation of how instruction was differentiated to address native and second language issues and cultural differences
 - Amount and type of ESL instruction
 - Amount and type of native language instruction (as appropriate)
 - Select the instructional areas that need further, more intense intervention
 - Determine the extent of ESL instruction and/or native language instruction needed during Tier II to ensure the student will benefit from the intervention.

Considerations of Tier III intervention/instruction for English Language Learners:

1. Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed.
2. Review and analyze data collected in Tier II documentation and conduct further assessments as needed, and make recommendations for Tier III. Documentation may include:

- Explanation of how instruction was differentiated to address native and second language issues and cultural differences
 - Amount and type of ESL instruction
 - Amount and type of native language instruction (as appropriate)
 - Select the instructional areas that need further, more intense intervention
 - Determine the extent of ESL instruction and/or native language instruction needed during Tier III to ensure the student will benefit from the intervention.
3. Tier III intervention needs to be provided by a well-trained specialist such as a bilingual education or ESL teacher with a strong background in literacy, or a learning disability teacher who has a strong background with and understanding the educational needs of ELLs.
4. Tier III instruction may need to last for a significant period of time when students are making minimal progress; adjustments to instruction may need to be made, with consideration given to integration of contextual factors (e.g., family, personal, and classroom variables) that may need to be address as necessary. A team approach to problem solving may be very useful in interpreting factors that influence progress and provide suggestions for designing instruction.
5. Students who have been provided research-based reading interventions that are typically associated with improved outcomes may not demonstrate significant gains and may require highly individualized reading instruction that considers other factors such as attention, language and vocabulary development, and behavior problems. A team approach to problem solving that considers many of these factors may facilitate the development of an appropriate instructional plan.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
Instruction is differentiated for ELLs to ensure second language development in all content areas. Collaboration between the ESL teacher and classroom teachers occur on a weekly basis to ensure student's progression in their second language development.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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 after three years of ESL instructional services.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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-Lnaguage 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. 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. 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.
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 literacy coach (I. Feliciano) is present to translate to our Spanish speaking parents. Also, Ms. Dorismond, a fourth grade teacher, and Ms. Benjamin, a fourth grade teacher, are made available to our Haitian-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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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.
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.
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. Feliciano is 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each year, the ESL teacher collaborates with classroom teachers to create a schedule that ensures that all sections of the NYSESLAT are administered to all ELLs within the time frame. Make up testing is administered by the ESL teacher as well.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
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 (2013-2014), 3 out of 3 parents have selected a Freestanding ESL program. Last year (2012-2013) 10 out of 10 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.

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. Copies of these letters are stored by Ms. Ali and by one of our assistant principals, Mrs. Cabrera-Charles.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. P.S. 224 utilizes a Pull-Out model to help students develop English and improve academic skills. The main objective of the ESL program is to equip all ELLs with tested instructional strategies that will enable them to develop English and improve academic skills.
 - 1b. Students are grouped based on their grade levels; therefore, each groups' proficiency levels are heterogeneous.
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)?

Through a Pull-Out model, P.S.224 provides 360 minutes a week for beginner and intermediate level ESL students. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. Students are grouped based on their grade levels. ELLs in kindergarten, first-grade, second-grade and third-grade are grouped together, while ELLs in fourth-grade and fifth-grade 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 lower grades group receives 8 periods of ELL instruction. The upper grades group receives 8 periods of instruction per week. Advanced students in grades K-5 receive only 4 periods 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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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, Go Math, and Bridges and Navigators 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in their native languages through the initial Spanish Lab assessment and through the NYS exams that are given in students' native languages.
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, tasks are assigned to help strengthen students in reading, writing, speaking, and listening in all content areas.
 6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
6. 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 gained 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.

6a. 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.

6b. 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.

6c. 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.

6d. Currently, there are no long term ELL students attending P.S. 224. However, in order to provide for potential long term ESL students, these students are entitled to attend Early Morning Tutoring, and Extended Day programs. There would be consistent communication with the classroom teachers and the ESL teacher to discuss the progress of the ELL students. In necessary, 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

P.S. ensures that all ELL-SWDs 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				
Native Language Arts:					
Social Studies:					
Math:					
Science:					

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

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

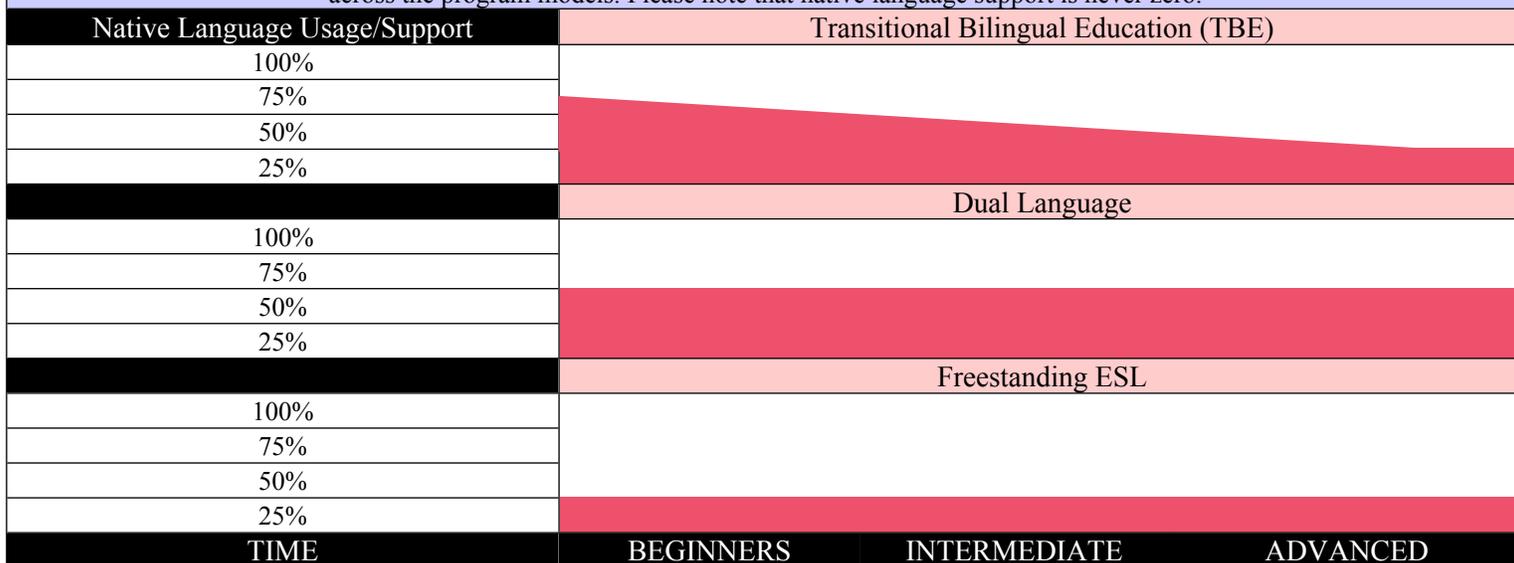
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- At P.S. 224 ELLs are provided with targeted intervention programs such as Go Math's Intervention, Expeditionary Learning's Intervention and Coach Math workbooks in order to meet their academic needs. These programs are offered in English. In addition, P.S. 224 facilitates an RTI program to further meet the needs of ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Go Math and Expeditionary Reading Intervention programs are aligned to Common Core Learning Standards. These programs focus on strategies, skills and content that students need in order to be successful in mastering the Common Core Learning Standards.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, ELLs will participate in new programs such as Go Math, Expeditionary Learning, AWARD Reading, Waterford Learning, ST Math, Respect For All, STAR Reading, STAR Math, Little Kids Rock, and Box Out Bullying.
12. What programs/services for ELLs will be discontinued and why?
- The "Eat Well, Play Hard" program will be discontinued since this program only runs for one year per school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- P.S. 224 offers an ELL extended day program that starts after the school day for grades 3-5. 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials such as Go Math, Santillana Intensive English, Harcourt's Moving Into English, AWARD Reading, Waterford, STAR Reading, STAR Math 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Since the school does not offer a bilingual program, students are instructed in English; however, students have access to materials in their native language to encourage transference of skills. Students are provided with native language glossaries, content-area textbooks in students' native languages, and literature in students' native languages. In addition, P.S. 224 offers Spanish as a language elective. 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Curriculum and resources are age and grade appropriate so that they are aligned to student interests and needs. For example, the AWARD Reading program allows for students in grades K-3 to be engaged in tasks that aid in building phonemic awareness, phonics, vocabulary, comprehension and fluency.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Through efforts of our parent coordinator and ELL teacher, newly enrolled ESL 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.
18. What language electives are offered to ELLs?
- P. S. 224 offers Spanish as a language elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Staff development for the 2013-2014 school year at P.S. 224 is ongoing both at on and off-site locations. All staff will receive professional development designed to support the implementation of the Chancellor's initiatives, Children First Network and school goals for the instruction of ELLs. The ESL teacher, Math and Literacy and Reading First Coaches and other specialists will conduct workshops. Additionally, teachers attend workshops offered by the Office of English Language Learners (OELL). Workshop topics will include the Common Core Learning Standards, the SIOP Model, Literacy for ELLs, Math for ELLs, ELL Assessments and Data Analysis and Best Practices. 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. All staff members 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.

D. Parental Involvement

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

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 and information sessions throughout the school year. 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 Health Plus, United Community Center, The Beacon Program at I.S. 218, Luis Pink Houses Afterschool Program, United Concerned Citizens, and the Dollars for Scholars organization.

E. Additional Information

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

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.

Part VI: LAP Assurances

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)
George Andrews	Principal		10/9/13
Christine Cabrera-Charles	Assistant Principal		10/9/13
L. Robinson	Parent Coordinator		10/9/13
A. Ali	ESL Teacher		10/9/13
S. McFarlane	Parent		10/9/13
D. Rivera	Teacher/Subject Area		10/9/13
C. Glover	Teacher/Subject Area		10/9/13
R. Suchdeve	Coach		10/9/13
I. Feliciano	Coach		10/9/13
T. Hawkins	Guidance Counselor		10/9/13
Ellen Padva	Network Leader		10/9/13
Laya Vosges	Other <u>Assistant Principal</u>		10/9/13
Yvette Padilla	Other <u>Assistant Principal</u>		10/9/13
M. Peter	Other <u>IEP Teacher</u>		10/9/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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 are ELL parent orientation meetings throughout 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. There are teachers and paraprofessionals 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 services.

Part B: Strategies and Activities

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

Official correspondence for the parents of ELL's will be sent home in 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 Department 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 are ELL Parent Orientations throughout the year, as needed, to answer any questions that 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 Department 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-house staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Department 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 Development @ 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"> • Per session • Per diem 	\$9200	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$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.
TOTAL	11500	