



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

19K224

School Name:

HALE A. WOODRUFF

Principal:

GEORGE ANDREWS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Hale A. Woodruff School Number (DBN): 19K224
School Level: Elementary Grades Served: UPK-5
School Address: 755 Wortman Avenue Brooklyn NY 11208
Phone Number: 718-235-3600 Fax: 718-827-4850
School Contact Person: George Andrews Email Address: Gandrews@schools.nyc.gov
Principal: George Andrews
UFT Chapter Leader: Serimatie Lakhnath
Parents' Association President: Lazelle Lyons-Daisy
School Leadership Team
Chairperson: Lazelle Lyons-Daisy
Student Representative(s): n/a

District Information

District: 19 Superintendent: Joyce Stallings Harte
Superintendent's Office Address: 557 Pennsylvania Avenue Brooklyn, N.Y. 11207
Superintendent's Email Address: JStalli@school.nyc.gov
Phone Number: (718)240-2741 Fax: (718) 240-2751

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CEI-CFN 535 Network Leader: Ellen Padva

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
George Andrews	*Principal or Designee	
Serimatie 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	
Jane Lofton	Member/	
Elizabeth Fried	Member/	
Mary Peter	Member/	
Utopia Douglas	Member/	
Tammy Goodman	Member/	
Shamal Steele	Member/	
Melissa Brooks	Member/	
Artesure Harris	Member/	
Lavette Elliot	Member/	
Christine Cabrera	Member/ Assistant Principal	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

PS 224 believes that students learn best when the whole child is serviced and progressed monitored individually. Students are given multiple opportunities to experience success emotionally and academically. Teachers establish relationships with their students and are able to identify each student's targeted needs. The structure of lessons include different levels of learning and modified levels of instruction for all types of learners; auditory, kinesthetic and visual. Continuous assessments (quick checks) are conducted throughout the lessons to ensure comprehension of information taught. Teachers reflect on lessons during Teacher Teams, Collaborative rigor, Common Planning Sessions and grade meetings, etc.

After analyzing data based on trends, last year's ELA and Math scores, Fitness-gram and diagnostic assessments and special education reform, we identified school structures for improvement. The areas of concern were a combination of adjusting instructional practices and designing levels of emotional support for our students and families. During cabinet meetings, SLT meetings, PTA, UFT Consultation Committee meetings, PPC meeting, common planning session, RTI sessions and Safety Committee meetings we developed initiatives of several programs and continued implementation of standard based instructional practices.

NYC Wake Up supports the Attendance Team in efforts to increase student attendance and punctuality. The students receive morning wake up calls from celebrities reinforcing the importance of school with an additional message of encouragement for the day.

Move to Improve, Cornell University Health and Nutrition Program and Eat Well Play Hard are all initiatives focused on healthy habits; food choices and physical fitness. The consultants provide professional development for teachers and parents and conduct workshops for the students. The teachers are accountable for continued instruction until the next visit and celebrations of success are shared with the school community via bulletin boards and school newsletter.

Waterford Early Learning, Award Reading, and MYON Library are digital academic intervention initiatives this school year to support student learning. These programs include grades K-5 and are embedded in the daily schedule. All teachers have been provided laptops to facilitate intervention in the classroom or they have access to our Computer Labs.

The Computer Lab is facilitated by the classroom teacher when classes come for whole class digital assessment or supplemental instruction. The Lab consists of 37 desktop computers, smart-board with retrofit; surround sound system with a microphone and desktop server. The Lab services students in grade K-5 and open access is permitted to all classes for additional support with digital intervention programs and research projects.

With funding from a RESO-A grant PS 224 utilized the funds to design an Early childhood computer lab that consists of 24 All in One desktops, smart board with retrofit, desktop server, a color stand-alone printer and one black and white printer. Additionally, funding was utilized to design an Early Childhood library that consists of 8 All in One desktops, a black and white printer and an Active table.

PS 224 upgraded the auditorium sound system by purchasing a new digital audio and visual unit. This unit is used for school wide assemblies and events that take place in the school auditorium. The equipment consists of 6 microphones (3 handheld and 3 body mics), electric project screen, Blu-ray DVD/CD player, iPod, MP3 compatible audio/visual system, cable and HDMI and VGA inputs/outputs.

With the focus on social and emotional development we have enhanced the Respect for All (RFA) program this school year. Led by school counselors, psychologist and social workers the RFA program has included assemblies by outside vendors that conduct performances for grades K-5 on sensitive issues around self-esteem and respect for differences. Teachers attend instructional workshops with lessons on incorporating the RFA concepts in the daily instructions. Approximately 100 male and female students with academic, behavioral, social and emotional issues in grades K-5 have been identified to participate in the Tier 1 and Tier 2 intervention program. Tier 1 includes high quality, rigorous reading instruction that occurs in the general education classroom and is delivered by the general education teacher. The teacher makes use of research-based instruction or strategies and customizes instruction to meet the needs of all students and ensure positive outcomes. Tier 2 refers to small group instruction designed specifically for those students who are not making adequate progress in Tier 1. These supports are provided in addition to the core instruction all students receive in Tier 1. Supportive techniques are designed to match the needs of students identified as at-risk through screening and progress monitoring assessments

In addition, students will participate in workshops by LEAP and receive in house counseling sessions in Conflict Resolution and Peer Intervention. Our counselors provide weekly training to a group of students as a tool to support the emotional-social environment around the school.

The Response to Intervention (RTI) Team is a collaborative group of teachers, 2 counselors, psychologist, social workers and administrators who meet periodically to discuss and document strategies for targeted students in Tier 2 and Tier 3. This team gathers all student data and makes decisions about intervention strategies most suitable for the whole child. Additionally, individualized programs have been designed for Students With Disabilities (SWD's) to integrate students into content area classes based on student growth and achievement.

These initiatives are monitored and adjusted according to feedback from teachers, students, parents and administration. The data is analyzed and evaluated for strategic revisions that will able a fluid process of transition. P.S. 224 has experience success thus far in the following areas:

Attendance has increased by 2%; currently 93%.

The awareness of healthy habits have increased among students and families; lessening the amount of inappropriate food choices for snacks during the lunch periods and class celebrations.

Struggling students engage in digital interventions

Multiple opportunities afforded to all grades with use of the additional lab

Foster the love for reading and the use of the library in the early grades.

Lowered amount of infractions related to bullying.

Lowered rate of evaluation referrals for students; more intervention at the Tier 1 RTI classroom level.

These are some of the activities and/or programs currently in place in our school:

Aesthetics

- Each grade has a wing in the building which displays student's best work. Work is creatively posted with title and task and scored with standards based rubric. Teachers provide feedback on the work based on rubric next steps.
- Murals from former students have been mounted in the lobby area where younger siblings admire past projects facilitated by LEAP and Studio in a School.
- An outdoor mural project was facilitated by Puppetry in Practice, designed and painted by the students and displayed in the school yard facing the East New York Community.
- The outdoor Café is seen from the lobby area where students are supervised and may eat lunch with peers.
- The Pre-K play yard is surrounded by the Early Childhood Wing with age appropriate apparatus, mats and benches for early childhood recess and structure play.

Instructional

- All grades PK-5 have smart-boards; this also includes speech, ELL, and SETTS teachers.

- All teachers are provided a laptop and usage to handheld devices for diagnostic assessments, digital instruction or digital management systems.
- Students and staff members have access to fully functioning school library, computer labs and science laboratory.
- Students attend music classes in a room designed for instrumental and choral instruction.
- Spelling Bee to enhance vocabulary acquisition and the challenges of acquiring academic language.
- Math Bee to refine mental math strategies and techniques for grades 3-5.
- Afterschool SWP Title 1 Focus ; Afterschool SWP Title 1 Arts and Recreation Program ; Saturday Academy
- Response To Intervention Team

Extracurricular Activities

- Talent Show;
- Seasonal and Grade Assemblies
- Ongoing Field Trips
- Field Day/Sports Day
- Scholastic Book Fair
- Spelling and Math Bee
- Respect For All Week
- Career Day
- School Performances and Celebrations(Hispanic Heritage, Holiday Show, Black History, Spring Showcase)
- Awards Assemblies (quarterly by grade)
- Celebrations (Pre-Kindergarten Moving Up, Kindergarten Day, 5th Grade Graduation, Multicultural Day)
- Afterschool sports, arts and technology

Parental Outreach

- Monthly Curriculum Letters
- Daily Message Board (Information board in the main lobby)
- School Messenger
- Quarterly Reports Cards/Progress Reports
- Student contracts/Behavior Logs
- Parent Workshops hosted by Parent Coordinator (Cornell University and Eat Well Play Hard), CITE
- School Curriculum Night
- School Dances
- Parent Forum

Interventions

- Young Men's Initiative
- Ladies Choice

Conflict Resolution/Peer Mediation

19K224 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	525	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	90.2%	% Attendance Rate			91.7%
% Free Lunch	92.3%	% Reduced Lunch			3.5%
% Limited English Proficient	4.4%	% Students with Disabilities			20.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			72.9%
% Hispanic or Latino	23.5%	% Asian or Native Hawaiian/Pacific Islander			1.5%
% White	1.2%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			9.99
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4			18.5%
Science Performance at levels 3 & 4 (4th Grade)	54.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

19K224 School Information Sheet Key

School Configuration (2014-15)				
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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.2%	% Attendance Rate		91.7%
% Free Lunch	92.3%	% Reduced Lunch		3.5%
% Limited English Proficient	4.4%	% Students with Disabilities		20.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		72.9%
% Hispanic or Latino	23.5%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	1.2%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.99
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4		18.5%
Science Performance at levels 3 & 4 (4th Grade)	54.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
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6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
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American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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% American Indian or Alaska Native	0.5%	% Black or African American		72.9%	
% Hispanic or Latino	23.5%	% Asian or Native Hawaiian/Pacific Islander		1.5%	
% White	1.2%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.3%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.99	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4		18.5%	
Science Performance at levels 3 & 4 (4th Grade)	54.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Rigor is defined in four components as used on the Rigor Continuum; Modeled, Shared, Guided, and Independent. This continuum is utilized to demonstrate student progression from teacher centered lessons to student centered. PS 224 believes the purpose of rigor is to ensure that students are taught strategies that they utilize while learning. As they become more metacognitive when they process information the students migrate to the next level of learning where they are able to share and teach information to one another. Rigor can be seen in a multitude of ways.

On our Focus School Recommendations, in this Tenet we received Effective in our HEDI. In order for our school’s strategies and practices to align with the concepts in the Highly Effective column of Tenet 3 our school should: Expand the collaborative analysis of formative and summative data to ensure reliability between the curriculum assessment, and progress monitoring to allow teachers to plan and adapt instruction and groupings, as well as to provide targeted, data based feedback to students and engage them as active participants in their next learning steps to increase student progress and growth. (SOP 3.5)

Part 2 – Annual Goal

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

By June 2015, 80% of teachers will *at a minimum* use questions and discussion techniques throughout grade levels and across curricula to promote student thinking and understanding and as a result work products—including formative and summative assessments-- will incrementally throughout the academic year demonstrate higher student achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Expand the collaborative analysis of formative and summative data through Collaborative Inquiry Teams to ensure reliability between curriculum and assessment, and progress monitoring to adapt instruction and groupings, as well as to provide feedback to students. (We use the research of Nancy Love, 2008, on teacher teams using data to improve learning for all students)	All students	November 2014- June 2015	Administrators, Grade Leaders, Teachers
Strategies to address ELL and special needs students will be implemented through ESL Services, AIS Services, SETTTS Teacher, Speech and Language Therapist, OT/OP Therapist	ESL Students Bottom 5%	December 2014- June 2015	Administration, ESL Teacher, AIS Teacher's
Parent-Teacher communication in person, by phone, progress reports, and meetings coordinated through Parent Coordinator	Teachers, parents, all grades	October 2014- June 2015	Parent Coordinator, Teachers, Parents
Parent Coordinator and teachers establish a welcoming environment and open communication between community and school. Parents have the opportunity to meet with teachers every Tuesday from 2:20pm- 3:40pm. Parent Coordinator plans monthly workshops based on parents' needs	All parents	September 2014- June 2015	Parent Coordinator, Teachers, Parents

Part 4 – Resources Needed

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

Administration, School Leadership Team, Common planning, Guidance Counselors, paraprofessionals, attendance team, CFN support, SAPIS worker, crisis paraprofessional, Instructional Leaders, Consultants

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

- Walkthroughs – Supervisors, CFN, Collegial Inter-visitations (December 2014-June 2015)
- February 2015 and June 2015 Completion of Units of study –using CCLS and support Instructional Shifts
- Weekly Professional Development- September 2014-June 2015
- February 2015 Completion of mini observations that reflect implementation of professional development strategies (Formal Observation - 1 by February 2015; Informal Observations - 1 by December 2014)
- February 2015 and June 2015 Progress on Fountas & Pinnell Reading Levels, Grades K-5
- February 2015 Student Portfolio Progress and Exemplary work

February 2015 Completion of assessments to date in “Testing Assessment Calendar”

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

P.S. 224 has set the culture for a safe and positive learning environment. Our school coordinates social emotion learning and youth development for academic success. We establish a culture of learning that is communicated with the staff and parents. It is expected that when our students leave P.S. 224 they are well-equipped to handle the challenges of middle and high school and are prepared for college because of the firm foundation provided here. We believe that all children can learn regardless of ethnicity, socio-economic status and physical or mental disabilities. No child is left behind and all students are celebrated throughout the school year. Parents are encouraged to attend success assemblies and achievement celebrations as well as neighborhood community workers and politicians.

We received a rating of EFFECTIVE in our HEDI evaluation. In order for our school’s strategy and practices to align with the concepts in the Highly Effective column, we will: Develop a strategic and comprehensive system to connect structures and practices currently in place so that key information on social and emotional development health for all students is collected and analyzed and effective supports are provided to promote social and emotional health, family engagement and academic success.

Part 2 – Annual Goal

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

By June 2015, our school will have implemented a cycle of professional learning opportunities that provides training for teachers, staff, and parents/guardians to develop effective classroom and home-based strategies and interventions that promote social and emotional health with the intent to decrease student infractions (including suspensions) by 30%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Response to Intervention framework (RTI) to provide instruction and targeted intervention to improve student outcomes.	All students	December 2014- June 2015	Administrators, Guidance Counselors, Social Workers, Psychologist, Teachers, Based Support Team
Conflict Resolution/Peer Mediation Training, Student Government, Career Day, Community Service and Volunteer opportunities that include all students, including our ELL and SWD subgroups. Young Men’s Initiative, Ladies Choice	ELLs, Students with disabilities, All students, Targeted Boys and Girls	November 2014-June 2015 January 2015 – June 2015	Administrators, Guidance Counselors, Social Workers, Psychologist, Teachers Administrators, Teachers, Parents, Students.
Parent Coordinator and teachers establish a welcoming environment and open communication between community and school. Parents have the opportunity to meet with teachers every Tuesday from 2:20pm- 3:40pm. Parent Coordinator plans monthly workshops based on parent’s needs.	All parents and Teachers	September 2014- June 2015	Administration, Parent Coordinator, Teachers, Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Outside Partnerships to Robust Academic Achievement- School-wide Dojo Classroom Program MyOn Reading Award Reading- Grades K-2

“Respect for All”- grades PreK-5
 Eat Hard, Play Well- PreK students and parents
 Move to Improve
 NYC Department of Health – Grades K-3
 NYC Correction Department – Grades K-3
 Cornell University – Health and Nutrition
 Medgar Evers Pipeline Initiative

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

- Decrease in student lateness and increase in student attendance by February 2015
- Reduction in classroom management issues by February 2015
- Reduce student suspensions by February 2015
- Increase in activities and afterschool participation by February 2015
- Attendance and implementation of best teaching practices in the classroom – February 2015
- Feedback of observations and administrative walkthroughs- February 2015

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

The Danielson Framework training for the PS 224 involves school staff and administration in collaboration around effective teaching and the targeted domains and competencies as per the Instructional Expectations. The Cabinet, the Professional Development Team, and MOSL Committee devised a series of in house sessions/workshops to further teacher knowledge of the Framework and its use in the classroom in all subject areas. They prepared and facilitated Professional Learning for staff (Teacher’s Professional Development sessions on Mondays, Demo Lessons, Inter-visitation, Individual Meetings, etc.) Administrators supported the instructional effort during grade specific meetings and individual conferences with teachers sharing essential information and feedback on teaching. Administration shared the implementation plan with the School Leadership Team (SLT) and the Consultation Committee. Both teams consist of parents and PTA members who provided updates and school progress to the parents via PTA meetings and literature.

We received a rating of Developing in our HEDI evaluation. In order for our school’s strategy and practices to align with the criteria to be Effective, our school will: Meet and create a professional development plan collaboratively on as needed basis. Collaborative Inquiry Teams will meet weekly to develop units/lesson plans to include multiple entry points through varied instructional practices aligned to the CCLS curriculum maps and the instructional shifts, to meet the identified needs of individual students and subgroups.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated

in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our school will continue to reinforce our community of trust by holding regularly scheduled teacher-team workshops/inquiry to collaboratively analyze and subsequently implement Danielson’s Instructional Framework to develop instructional effectiveness measured by the “Advance Rating System” and “Capacity Framework and School Quality Reports” where 80% of teachers will show proficiency at using questioning and discussion techniques to at a minimum promote student thinking and understanding.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A tiered professional development plan based on the Chancellor’s Professional Learning Handbook will provide for whole school and individual teacher support	All Staff	September 2014- June 2015	Administrators, Professional Development Committee, CFN, CITE, outside providers
Provide assessments, lessons, and classroom activities with multiple entry points to address the needs of all students, including our ELL and SWD students.	ELLs, Students with Disabilities, All Students	September 2014- June 2015	Administration, Teacher Teams, Grade Leaders, Teachers, CITE Supporting Staff
Monthly workshops to explain and clarify assessments, and data analysis, where parents are given the opportunity to access and discuss their student’s progress.	Parents	September 2014- June 2015	Administration, Parent Coordinator, Teachers
Parent Coordinator and teachers establish a welcoming environment and open communication between community and school. Parents have the opportunity to meet with teachers every Tuesday from 2:20pm- 3:40pm. Parent Coordinator plans monthly workshops based on parent’s needs.	All parents and Teachers	September 2014- June 2015	Administration, Parent Coordinator, Teachers, Parents, Psychologist, Social Workers, Guidance Counselors

Part 4 – Resources Needed

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

Administration, School Leadership Team, School Based Committee, Parent Coordinator, Teachers, Guidance Counselors, paraprofessionals, attendance team, Network support, Crisis Paraprofessional, Instructional Leaders, Exterior Consultants

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

D. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

E. Specify a timeframe for mid-point progress monitoring activities.

- By January 2015 our school administration will complete a full day instructional walk
- By June 2015 administration will complete a minimum of 2-4 classroom snapshots
- By June 2015 completion of a minimum of 2-4 formal teacher observations
- Teacher baseline, mid-year, end-year self-evaluations and teacher feedback sessions
- Looking at Student Work protocols implementation October 2014 – June 2015, ongoing
- Analysis of BOY, MOY, EOY data by Teacher Teams (Teacher’s Data Binder) November 2014-June 2015
- Analysis of state assessment data August 2014 through June 2015
- Progress on Fountas & Pinnell Reading Levels, Grades K-5 by June 2015
- Progress on Baseline Assessments, Grades K-2 by June 2015
- Progress on State Test Grade Levels in Reading, Math and Science, June 2015
- Promotional Portfolio Progress and Exemplary work, ongoing

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

All eligible teachers had Initial Planning Conferences with administration to set teacher, student and school goals based on CCLS, CIE, and the Danielson Framework. Teachers received MOSL training from the CFN and administrators. Teachers are observed formally and informally by administration and receive verbal feedback and written feedback through Advance, based on the Danielson Framework Rubric. This timely feedback is discussed in order to provide next steps to enhance teacher pedagogy through additional support of internal and external (Children’s First Network) professional development opportunities. The scaffolding support will continue to allow teachers to design standard based lessons, rubrics, activities, and performance tasks that will enhance student achievement and instructional practices for maximizing student growth. Additionally, the premise of this plan is to prepare students for the 21st century college and career readiness.

We received a rating of Effective in our HEDI evaluation. In order for our school’s strategy and practices to align with the concepts in the Highly Effective column of Tenet 2 the school will: Monitor the effectiveness of the professional development program consistently and regularly through student data analysis, lesson observations and supervisory inquiry.

Part 2 – Annual Goal

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

By June 2015 ELL students will demonstrate a 10% increase in ELA and mathematics progress as evidenced by state assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ▪ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ▪ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ▪ Strategies to increase parent involvement and engagement ▪ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A tiered professional development plan based on the Chancellor's Professional Learning Handbook that provides for whole school and individual teacher support.	All Staff	September 2014- June 2015	Administrators, Professional Development Committee, CFN outside providers
Teachers, AIS Services, SETTS provider, ESL Teacher and paraprofessionals share, analyze and discuss student data consistently in order to adapt curriculum and lessons according to the student's needs, including our ELL and SWD students.	ELLs, Students with Disabilities, All Students	October 2014- June 2015	Administrators, Support Services Personnel, SETTS/ESL/AIS/ Teachers
Monthly workshops, individual parent- teacher conferences, progress reports, Parent- Teacher conference dates to explain and clarify assessments, and data analysis, where parents are giving the opportunity to access and discuss the student's progress	Parents	September 2014- June 2015	Administration, Parent Coordinator, Teachers, Psychologist, Social Workers, Guidance Counselors
School leaders ensure that parent coordinator and teachers establish a welcoming environment and open communication between community and school. Parents have the opportunity to meet with teachers every Tuesday from 2:20pm- 3:40pm. Parent Coordinator plans monthly workshops based on parent's needs.	All parents and Teachers	September 2014- June 2015	Administration, Parent Coordinator, Teachers, Parents

Part 4 – Resources Needed

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

Principal, Asst. Principals, the School Leadership Team (SLT), instructional lead teachers, data specialist, guidance staff, paraprofessionals, External support staff includes the CFN Achievement Coaches.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

- By February 2015 Administrator’s Team will conduct midpoint benchmarks as follows:

- Instructional Walkthroughs
- Portfolio Checkups
- Analyze Progress of Mid-Year Assessments
- Mid-Year Compliance Review
- In-house Surveys
- Teacher Observations
- Balanced Budget

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Response to Intervention RTI, Swanson & Deshler, 2003, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, school, and community partnering across tiers consists of: effective partnerships including parents, families, students, community members, and educators. Indicators of an effective partnership include 1) sharing information; 2) problem solving; and 3) celebrating student success. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

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

We received a rating of DEVELOPING in our HEDI evaluation. In order for the school’s strategy and practice align with the concepts in the Effective column our school will: Develop a culture of partnership wherein high levels of family engagement are sustained. Collaboration between staff and community partners will offer training in timely topics for parents to help their children’s academic efforts.

Part 2 – Annual Goal

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

By June the school would have increased family involvement by increasing PT attendance-rates by 20% resulting in a decrease in school-wide student infractions by 30% as well as a 10% increase in students earning L3-4 NY State ELA and Math scores

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ▪ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ▪ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ▪ Strategies to increase parent involvement and engagement ▪ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Progress reports, End of Unit Assessments and Performance Tasks of research based instructional programs (Harcourt Journey’s/ Go Math) are available and discussed with Parents, ongoing.	Parents Grades K-5	September 2014- June 2015	Administrators, Teachers
SETTS Provider, ESL Teacher and AIS Services share information with parents regarding the needs and progress of students, including our ELLs and SWD students.	ELLs, Students with Disabilities, Targeted student’s parents	September 2014- June 2015	Administrators, Support Services Personnel, SETTTS/ESL/AIS/ Teachers
The school will provide opportunities to engage parents throughout the school year: monthly grade assemblies, special presentations, awards ceremonies, graduation, monthly workshops, parent-teacher conferences, etc.	All Parents	September 2014- June 2015	Administration, Parent Coordinator, Teachers
Parent Coordinator and teachers establish a welcoming environment and open communication between community and school. Parents have the opportunity to meet with teachers every Tuesday from 2:20pm- 3:40pm. Parent Coordinator plans monthly workshops based on parent’s needs.	All parents and Teachers	September 2014- June 2015	Administration, Parent Coordinator, Teachers, Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration, School Leadership committee, Parent Coordinator, Teachers, Parent Association, Data Specialist, Guidance staff, Community and network supports.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

Mid-point benchmarks will be as follows:

- September 2014- June 2015 Parent Coordinator Family Outreach Workshops agendas and attendance
- September 2014- June 2015 Student recognition events
- September 2014-February 2015 Outside Partnerships Orientations and Workshops: Ex. Cornell University Nutrition Program, Partnership for the Homeless
- September 2014- February 2015 Access to materials and resources for parents for in-school or at home use to support their child’s learning (MYON libraries, Dojo Class)

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

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

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fountas & Pinell Running records scores for fluency and comprehension; NYS ELA exam scores; teacher-created assessments from Journeys and Expeditionary Learning programs; Waterford Early Learning performance data.	Wilson/Fundations program strategies; interactive read-alouds; shared reading/writing, partner reading; independent reading with leveled readers; choral reading.	Small group instruction; focused one-to-one instruction, guided reading/writing; interactive software, scaffolding.	During the school day; after-school.
Mathematics	NYS Math exam scores; Go Math unit assessments; ST Math progress monitoring; teacher-created assessments.	Go Math problem of the day; guided practice; independent practice, use of manipulatives, repeated math steps	Small group instruction; focused one-to-one instruction, interactive software, scaffolding.	During the school day; after-school.
Science	Teacher created assessments; Common Core assessment results.	Cooperative learning; station teaching; center activities, mini projects.	Interdisciplinary teaching, cooperative learning groups	During the school day; after-school.
Social Studies	Teacher created assessments; Common Core assessment results.	Cooperative learning; station teaching; center activities, exit projects.	Interdisciplinary teaching, cooperative learning groups	During the school day; after-school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Number of years receiving AIS services, hold-over students, chronic absence, lateness; repeated academic failure; poor socio-emotional skills, disciplinary record; students in temporary housing.	Peer mediation, conflict resolution, classroom presentations, self-esteem intervention, problem-solving, anger management, critical thinking activities, Respect for All program, Life Skills program.	Group meetings; one-on-one sessions.	During the school day; after-school.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Personnel ensures that all teacher certifications are current and that teachers participate in differentiated professional development to enhance pedagogy.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Several teams meet (Collaborative Inquiry, Curriculum Team, and Professional Development Committee) to ensure that teachers are involved in the process of choosing assessments for their students as well as workshops that support the needs of the teachers. Teachers submit feedback forms and surveys at the completion of workshops to evaluate and provide input on each session.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school

program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Pre-school children and their parents/guardians are involved in various workshops, and information sessions to make the transition to kindergarten fluid. The parent coordinator, support staff and administration work closely with the Pre-kindergarten Social Worker to customize sessions and workshops to best suit the needs of the students. The students are periodically assessed to monitor social, emotional and academic progress. The parents receive quarterly progress reports and encouraged to have face to face meetings with teachers and paraprofessionals.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	496,071	X	11-25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	125,578	X	7-9, 23-24
Title II, Part A	Federal	212,197	X	11-25
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,356,082	X	11-25

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

F. School Information [i](#)

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

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

Principal 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	Tot #
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	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15	0	3	9		3				24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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	
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	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
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/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

4. 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.
5. 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 [AMAO tool](#))
N/A-State has not provided data regarding combined modalities from NYSESLAT assessment.
6. For each program, answer the following:
 - c. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - d. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - e. 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.

7. 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.

8. 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.

9. For dual language programs, answer the following:

i. How are the English-proficient students (EPs) assessed in the second (target) language?

j. What is the level of language proficiency in the second (target) language for EPs?

k. How are EPs performing on State and City Assessments?

N/A

10. 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:

3. 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-language cluster teacher is available to conduct the interview in Spanish. Also, our literacy coach, Ms. Feliciano is available for Spanish language translation. In addition, we have pedagogues that speak Haitian-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.

4. 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. Felicano) 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

5. 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.

6. 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. Felicano 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.

7. 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.

8. 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

C. Programming and Scheduling Information

3. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?
- 1 a. 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.
- 1 b. Students are grouped based on their grade levels; therefore, each groups' proficiency levels are heterogeneous.
4. 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)?
- 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.

5. 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.

6. 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.
7. 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.
8. 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.

9. 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.

10. 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.

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

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

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

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

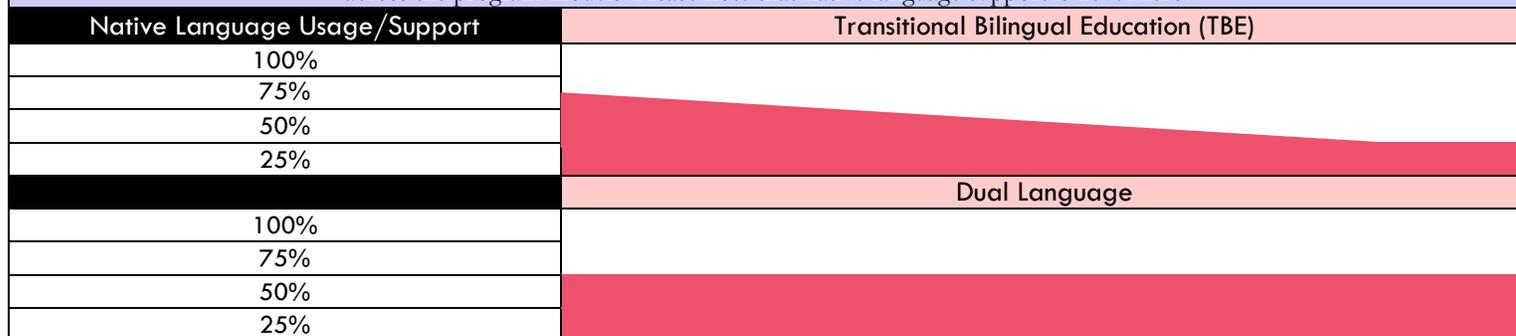
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

D. Programming and Scheduling Information--Continued

11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. What language electives are offered to ELLs?
P. S. 224 offers Spanish as a language elective.
21. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

E. 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 SLOP 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.

F. 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.

G. 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 Developmnt @ 2 Teachers x 2 hours x 50.19= \$803.00).

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

Part C: Professional Development

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

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

Begin description here: in as much as every teacher is a teacher of ELLs, we ensure quality instruction to our staff through various resources. To ensure that all our teachers of ELLS, including our Title III teachers provide quality instruction to students in the Title III program and that these teachers receive sustained professional development, additional PD will be offered to them and will be conducted by a supervisor, math coach and a literacy coach – 2 in literacy and 2 in math, one hour each. The PDs will be held on alternate Fridays for one hour from 3 to 4 pm. Additionally, PD is held during teacher preparation periods, during “Lunch and Learn” sessions daily (3 lunch periods); and other randomly

Part C: Professional Development

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

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

Strategies for Differentiated Instruction

How to Help your Child with Homework and Study Skills

Common Core Learning Standards

NYS ELA and Math Assessments

NYSLAT

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of the students participating in the Title III program will receive letters in their native language informing them about the benefits of the Title III program and the opportunities that their children will have by attending the program. The Title III orientation meeting will be held with parents before the commencement of the program. They will be kept informed about the progress their students are making while in the program. The parents will be invited to visit the classroom while the Title III program is in session. There will be a final meeting held with the parents and the Title III teacher at the end of the program to share their thoughts about the Title III program and the experiences they have had with their children who have been enrolled in the Title III program.

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

Part D: Parental Engagement Activities

How to Help your Child with Homework and Study Skills

Common Core Learning Standards

NYS ELA and Math Assessments

NYSLAT

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

Part E: Budget

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

Allocation Amount: \$11500

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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	_____