



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **19K224**

School Name: **P.S. 224 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
Pre-Kindergarten - 5
Grades Served: _____
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: Pending election
SLT Chairperson: George Andrews
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): n/a

District Information

District: 19 Superintendent: Joyce Stallings Harte
Superintendent's Office Address: 557 Pennsylvania Avenue Brooklyn NY 11207
Superintendent's Email Address: Jstalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-240-2747

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: _____
Director's Office Address: 131 Livingston Street Brooklyn, N.Y. 11207

BFitzge2@schools.nyc.gov

Director's Email Address:

718 935-3592

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------------|---|-------------------------|
| George Andrews | *Principal or Designee | |
| Serimatie Lakhnath | *UFT Chapter Leader or Designee | |
| Pending Election | *PA/PTA President or Designated Co-President | |
| Yomarys Alvarez | DC 37 Representative (staff), if applicable | |
| Pending election | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| n/a | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| n/a | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| n/a | CBO Representative, if applicable | |
| Christine Cabrera-Charles | Assistant Principal | |
| Jane Lofton | Member/ | |
| Mary Peter | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|------------------|--|-------------------------|
| Elizabeth Fried | Member/ | |
| Pending election | Member/ | |
| | Member/ | |
| | Member/ | |

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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. Our school found that utilizing the elements of the Framework for Great Schools enhanced specific levels of student achievement. 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, modified levels of instruction for all types of learners; auditory, kinesthetic and visual and all aligned to the common core standards. 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. In many instances, special needs students were given customized individual programs to address specific instructional needs for daily learning. These programs would include the mandates from the IEP's as well as teacher recommendation for times most conducive learning times for individual students. 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. P.S. 224 also provides 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 a Prometheon active table.

PS 224 has an upgraded digital audio and visual sound system unit the auditorium. 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 continued focus on social and emotional development for our students and increasing strong family-community ties we have incorporated additional supportive programs and workshops for parents, teacher and students. The school welcomed partnerships with mental health and physical health businesses in the East New York area. Various workshops were facilitated by school counselors, psychologist, social workers, the parent coordinator and outside consultants. For the students this included assemblies by outside vendors that conducted performances for grades K-5 on sensitive issues around self-esteem and respect for differences. Teachers attend instructional workshops with lessons on incorporating the concepts in their daily instructions. Approximately 12 male and female students per grade 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 and receive in house counseling sessions in Conflict Resolution and Peer Intervention head-speared by our lower grade guidance counselor and the student team of peer mediators. The teachers sign their classes up for workshops specific to the issues in their class and the issues are addressed by the student peer mediators. 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. School leadership empowers teachers to and staff to grow and develop professionally by turnkeying foci information and delivering the instructional support that drives student acheivement. 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 and current students have been mounted in the lobby and specific hallways where younger siblings admire past and present projects facilitated by LEAP, Studio in a School and Puppetry and Practice.
- 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 and staff members for special events.
- 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, unlimited access to color printers 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/Quarterly Curriculum Letters
- Digital 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
- Family Reading Night
- Movie Night
- School Dances
- Parent Forum

Interventions

- Conflict Resolution/Peer Mediation

19K224 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 525 | SIG Recipient |
| 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 |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| 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 | | | |

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

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

Part 1 – Needs Assessment

| | | |
|---|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | E |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | E |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | E |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Based on the analysis of student performance trends and ratings of the five focus Quality Indicators have identified the Collaborative Teacher Teams as an area of celebration. The teams are systemically analyzing data to improve instruction and implementation of the CCLS and instructional shifts. School wide area of priority focus is ensuring that across all grades and subject areas that curriculum is coherent and entirely aligned to the CCLS. We will further enhance our curriculum and monitor school academic progress in the following:</p> <ul style="list-style-type: none"> Continue to establish a culture for learning that communicates high expectations to the entire school community and provide supports to achieve those expectations Continue to engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and also focuses on maximizing student learning. Ensure that curricula in all subjects are engaging, rigorous and coherent incorporating digital learning and the arts. | | |

- Continue to align curricula to Common Core Learning Standards and differentiate instruction to a variety of learners.
- Further enhance instructional systems; curriculum maps, Professional Development Plans and units of study across the disciplines and grades, vertically and horizontally.
- Analysis of the instructional shifts and Danielson Framework for Teaching to develop teacher pedagogy and meet the needs of all learners.
- Examine data and use on-going assessments and grading practices with the analysis of student learning outcomes to adjust instructional decisions at the team and classroom level.

Part 2 – Annual Goal

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

By November 2015, all content area curriculum will be fully aligned to the Common Core Learning Standards. This includes but is not limited to core curriculum materials. All supplemental resources utilized by PS 224 will correlate with CCLS and lend itself to the horizontal and vertical instruction. These supplemental resources include Journey's Literacy Program, MYon digital learning, Mathletics digital learning, Time For Kids, Scholastic News and various instructional programs. Students will be given benchmark assessments in November, February and May to monitor progress. Data is recorded and reviewed and progress monitoring is conducted between benchmark assessments. By June 2016 all content area curriculum will be fully aligned and revised based on assessment findings, teacher input and team analysis.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>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. Teachers will attend external PD's and prepare to turnkey to staff members. The PD committee will provide a PD Plan that will incorporate</p> | <p>All Students</p> | <p>November 2015-June 2016</p> | <p>Administrators, Grade Leaders, Teachers</p> |

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| yearly training in areas of academic, social-emotional and professional growth support. During the school day Lunch n Learns will support staff members with enhancement pedagogy. Additionally, the PD committee will conduct benchmark surveys to keep abreast as to the staff's input on previous and current school concerns regarding instruction and professional development. | | | |
| Strategies to address ELL and special needs students will be implemented through ESL Services, AIS Services, SETTS Teacher, Speech and Language Therapist, OT/OP Therapist. | ESL Students Bottom 5% | December 2015- June 2016 | Administration, ESL Teacher, AIS Teachers |
| Parent-Teacher communication in person, by phone, progress reports, and meetings coordinated through Parent Coordinator. | Teachers, parents, all grades | December 2015- June 2016 | 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, surveys and school assessment. | All parents | December 2015- June 2016 | Parent Coordinator, Teachers, Parents |

Part 4 – Budget and Resource Alignment

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| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Administration, School Leadership Team, Common planning, Guidance Counselors, paraprofessionals, attendance team, SAPIS worker, crisis paraprofessional, Instructional Leaders, Consultants | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | | C4E |

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|---|--------------------|--|-----------|--|---------------|--|---------------------|--|-------------------------|--|-------|
| X | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |
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Part 5 – Progress Monitoring

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

During the last week of February 2016 through the second week in March teachers will conduct mid-year assessments (M.O.Y. as a form of progress monitoring to identify key components for ensuring the success towards meeting the school specified goals. This is not limited to but will include:

- Walkthroughs
- Mid year Unit assessments
- Running record progress
- Portfolio checks
- Teacher observations and discussions with feedback
- Customized professional development workshops

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

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

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

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | E |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | E |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>P. S. 224 has three committees that are designed to address the social and emotional development and academic success of students with safety as a priority. These teams meet monthly to discuss and plan student interventions, behavioral plans/assessments, student progress and those at risk. The teams are comprised of school counselors, social workers, psychologist, administrators, parent coordinators, PTA, UFT Chairperson, safety agents, school nurse, dietician and custodians.</p> <p>P.S. 224 has set the culture for a safe and positive learning environment. Our school coordinates social emotional 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 solid foundation provided. 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.</p> <p>We received a rating of EFFECTIVE in our HEDI evaluation. In order for our school’s strategies and practices to align with the concepts of Highly Effective 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</p> | | |

collected and analyzed and effective supports are provided to promote social and emotional health, family engagement and academic success.

Part 2 – Annual Goal

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

By June 2016, 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 25%. The data from the 2014 SY shows the decrease in suspensions across grades. The data also shows that a core of the infractions are committed repeatedly by the same students within the school year. Overall the intervention strategies seem to be working schoolwide. PS 224 is looking to further enhance intervention strategies for those students who continuously break the codes of discipline. By January 2016, our school will have additional intervention strategies in place for those type of students and workshops conducted by external vendors and staff for the parents of those students as well.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>Response to Intervention framework (RTI) to provide instruction and targeted intervention to improve student outcomes. This team meets bi-weekly to discuss students who have been identified. The discussion furthers into action taken for students whether it is special education services, counseling, or academic intervention services. Teachers submit data on</p> | <p>All students</p> | <p>December 2015- June 2016</p> | <p>Administrators, Guidance Counselors, Social Workers, Psychologist, Teachers, Based Support Team</p> |

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| students after 6-8 weeks of collected data. | | | |
| <p>Conflict Resolution/Peer Mediation Training, Student Government, Career Day, Community Service and Volunteer opportunities that include all students, including our ELL and SWD subgroups.</p> <p>Students are selected and meet with staff members to be trained in various areas of community services. Students are utilized through out different times of the school day and for various events and functions.</p> | <p>They, Students with disabilities, All students, Targeted Boys and Girls</p> | <p>November 2015-June 2016</p> | <p>Administrators, Guidance Counselors, Social Workers, Psychologist, Teachers, Based Support Team</p> |
| <p>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.</p> | <p>All parents and Teachers</p> | <p>September 2015- June 2016</p> | <p>Administration, Parent Coordinator, Teachers, Parents</p> |
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Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Outside Partnerships to Robust Academic Achievement- • School-wide Dojo Classroom Program • MyOn Reading • Award Reading- Grades K-2 • “Respect for All” - grades PreK-5 |
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- 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
- Career Day
- Schoolwide Assemblies

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

Part 5 – Progress Monitoring

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

- ♣ Decrease in student lateness and increase in student attendance by February 2016
- ♣ Increase in activities and afterschool participation by February 2016
- ♣ Attendance and implementation of best teaching practices in the classroom – February

PS 224 has an Attendance Committee that meets monthly to discuss student attendance and lateness. Our goal is to surpass last school years data and achieve 96% attendance daily. Our school has quarterly assemblies and Fantastic Friday events to celebrate 100% attendance and encourage others to attend school regularly. We also send messages home to parents and guardians via School Messenger, Homework sheets, School Calendars and School Newsletters to increase awareness on student attendance; specifically for Early Childhood students. The School Messengers are communicated daily as well as the Homework sheets. All newsletters and Calendar are monthly reminders that are also available in the main office for those parents who were unable to receive backpacked copies.

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

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

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

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | E |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | E |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. | E |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>The 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-visitiation, 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.</p> <p>We received a rating of Well-Developed for the structure and professional collaborations of the inquiry teams and their approach to analyzing data to improve student learning. However, in order to improve our rating in the focus area of aligning assessments and developing coherent pedagogical beliefs across all disciplines we will: customize an assessment team as part of the curriculum planning team that focuses on analyzing questions, validity and measures of assessment. This team will also create a test bank for progress monitoring and periodic assessments. The Collaborative Inquiry Teams and Professional Development Team 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. Additionally, Administrators will conduct content area and grade specific study groups focusing on areas of need based on surveys and observation feedback sessions.</p> | | |

Part 2 – Annual Goal

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

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>A tiered professional development plan based on the Chancellor’s Professional Learning</p> | <p>All Staff</p> | <p>September 2015- June 2016</p> | <p>Administrators, Professional Development Committee, CITE, outside providers</p> |

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| Handbook will provide for whole school and individual teacher support. Intervisitations, Learning Walks, weekly team meetings, cabinet meetings, administrative meetings, etc. | | | |
| Provide assessments, lessons, and classroom activities with multiple entry points to address the needs of all students, including our ELL and SWD students. | They, Students with Disabilities, All Students | September 2015- June 2016 | 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. | They, Students with Disabilities, All Students | September 2015- June 2016 | 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 2015- June 2016 | Administration, Parent Coordinator, Teachers, Parents, Psychologist, Social Workers, Guidance Counselors |

Part 4 – Budget and Resource Alignment

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|---|-----------------|---|-------------|--|------------|---|------------------|--|--------------------------|---|-------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
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| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | X | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
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♣ By January 2016 our school administration will complete a full day instructional walk

♣ By June 2016 administration will complete a minimum of 4-6 classroom snapshots (1/2 conducted in fall/winter) .
By June 2016 completion of a minimum of 1-2 formal teacher observations (fall/spring)

♣ In meeting with teachers and cycles of observations administrators can evaluate data with teachers and determine the needs of the students and staff. Discussions will take place during the bi-monthly observations in regards to class data, grade data and comparison to school data.

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

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

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

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP). | E |
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | E |
| 2.4 | The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | E |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>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 Compatibility 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 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 and achievement as noted in the Framework for Great Schools. The schools Professional Development Plan indicates the QR indicators and DTSDE Tenets that are aligned with our professional development and clearly indicates the purpose for the workshops. Additionally, the premise of this plan is to prepare students for the 21st century college and career readiness.</p> <p>We received a rating of Effective. 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 through student data analysis, lesson observations and supervisory inquiry.</p> | | |

Part 2 – Annual Goal

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

By June 2016, Administrators will facilitate 30-40 cabinet meetings expanding the cabinet to 10% of staff to include, parent coordinator, school counselors, social workers, psychologist, school nurse, office staff and custodian. The Assistant Principals will assemble weekly to gather data on students and stay current on building issue across grades. Monthly the executive cabinet will meet to discuss the month in review and the following month at a glance to determine shifts, trends and revisions to be considered for the next cycle of Effective School Leadership.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>Adminstrators will attend external workshops Year webinars on updates to DOE policies, ADVANCE, Stars, Schoolnet. Talent coaches will meet with</p> | <p>Administrators</p> | <p>September 2015- June 2016</p> | <p>Administrators, external consultants</p> |

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| administrators in-house to evaluate teachers and discuss next steps. Staff will conduct learning walks, environmental walks, intervisitations, intravisitations, and lunch n learns. | | | |
| Teachers, AIS Services, SEEN 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. | They, Students with Disabilities, All Students | September 2015- June 2016 | Administrators, Support Services Personnel, SEEN/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 2015- June 2016 | 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 2015- June 2016 | Administration, Parent Coordinator, Teachers, Parents |

Part 4 – Budget and Resource Alignment

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|---|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Principal, Asst. Principals, the School Leadership Team (SLT), grade leaders, data specialist, school counselors, SAT, paraprofessionals, External support staff includes the Achievement Coaches |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |

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

Part 5 – Progress Monitoring

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

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

- ♣ Portfolio Checkups
- ♣ Analyze Progress of Mid-Year Assessments
- ♣ Mid-Year Compliance Review

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

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

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

Part 1 – Needs Assessment

| | | |
|---|--|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | E |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | E |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | E |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>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. 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 success.</p> <p>P.S. 224 will continue to develop a culture of partnership wherein high levels of family engagement are sustained. The continued collaboration between staff and community partners will offer training in timely topics for parents to help their children’s academic, social-emotional, and behavioral efforts.</p> | | |

Part 2 – Annual Goal

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

By June 2016 the school would have increased family involvement by increasing PT attendance-rates by 20%.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>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.</p> | <p>Parents Grades K-5</p> | <p>September 2015- June 2016</p> | <p>Administrators, Teachers</p> |

| | | | |
|--|--|---------------------------|--|
| 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 2015- June 2016 | 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 2015- June 2016 | 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 2015- June 2016 | Administration, Parent Coordinator, Teachers, Parents |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|-----------------|---|-------------|--|------------|---|------------------|--|--------------------------|---|-------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Administration, School Leadership committee, Parent Coordinator, Teachers, Parent Association, Data Specialist, School Counselors, Community and network supports. | | | | | | | | | | | |
| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | X | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Mid-point benchmarks will be as follow |
| September 2015- February 2016 Access to materials and resources for parents for in-school or at home use to support their child's learning (Myung , Waterford Early Learning, Class Dojo, Pebble Go, Dreambox, Mathletics) |

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

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

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|---|--|
| English Language Arts (ELA) | 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/Foundations 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, | Peer mediation, conflict resolution, classroom presentations, self-esteem intervention, problem-solving, anger management, critical thinking | Group meetings; one-on-one sessions. | During the school day; after-school. |

| | | | | |
|--|---|---|--|--|
| | disciplinary record; students in temporary housing. | activities, Respect for All program, Life Skills program. | | |
|--|---|---|--|--|

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|--|
| The building leader ensures that all teacher certifications are current and that teachers participate in differentiated professional development to enhance pedagogy. Teachers are reminded via email to update professional paperwork and attend webinars, and workshops to ensure they are current with PD hours and certifications. |

2b. High Quality and Ongoing Professional Development

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

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.

Teachers are selected for a MOSL team which determines the assessments that are suitable for the school based on population, staff and curriculum. There is a teacher representative for each grade as well as the intervention, SETTS and ELL teachers.

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 '16 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> , section references where a related program activity has been described in this plan. | |
|--|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 545,913.00 | x | 4,5,6,7,8 |
| Title I School Improvement 1003(a) | Federal | 16,979 | x | 4,5,6,7 |
| Title I Priority and Focus School Improvement Funds | Federal | \$107,270.00 | x | 4,5,6,7,8 |
| Title II, Part A | Federal | 213,807.00 | | 4,5,7 |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 219,195,640 | x | 4,5,7 |

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 224**, 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. **P.S. 224** 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)

P.S. 224, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 |
| Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • 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) |

Part B: Direct Instruction Supplemental Program Information

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 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

NYSELAT

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:

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, | \$2300 | _____ |

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. |
|--|-----------------|---|
| instructional materials. <ul style="list-style-type: none">• Must be clearly listed. | | |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | 11500 | _____ |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

| | |
|--|--|
| Principal George Andrews | Assistant Principal Christine Cabrera-Charles |
| Coach N/A | Coach N/A |
| ENL (English as a New Language)/Bilingual Teacher D. Steele | School Counselor R. Liverpool |
| Teacher/Subject Area I. Feliciano/Math/ELA | Parent |
| Teacher/Subject Area J. Gilmore/Math/ELA | Parent Coordinator A. Cameron |
| Related-Service Provider C. Glover/AIS | Borough Field Support Center Staff Member Bernadette Fitzgerald |
| Superintendent Joyce Stallings-Harte | Other (Name and Title) type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|---|----------|---|----------|
| Number of certified ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers not currently teaching in a bilingual program | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 477 | Total number of ELLs | 28 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|---|
| All ELLs | 28 | Newcomers (ELLs receiving service 0-3 years) | 25 | ELL Students with Disabilities | 8 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 3 | Long-Term (ELLs receiving service 7 or more years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 25 | 0 | 7 | 3 | 0 | 1 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| SELECT ONE _____ | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| 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 |

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| SELECT ONE _____ | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

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

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | 2 | 3 | 1 | 2 | 1 | 1 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 0 | 0 | 1 | 1 | 1 | 0 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 2 | 0 | 1 | 0 | 2 | 1 | | | | | | | | 0 |
| Expanding (Advanced) | 3 | 1 | 0 | 1 | 1 | 3 | | | | | | | | 0 |
| Commanding (Proficient) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | | | | | | | | 0 |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | 0 | 0 | 1 | 0 | 0 | 1 | | | | | | | | 0 |

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

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

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

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

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

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

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

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

Students in grades K-5 including ELLs participate in the Journeys Reading Program and are assessed at the beginning of the school year with the Journeys' Beginning of the year assessment (BOY). Additionally, Fountas and Pinell running records/assessments are also done to determine the reading levels of each child K-5. Teacher created assessments are utilized in each class and by the ENL teacher to further ascertain students' literacy skills and language proficiency. Finally, the NYSITELL and NYSESLAT are also used to provide useful insights on all ELLs' language proficiency and performance in the four modalities, Listening, Speaking, Reading, and Writing.

Results from these assessments indicate that instruction should best be focused on developing ELLs phonemic awareness, phonics, vocabulary development, reading comprehension, and language fluency across all grade and proficiency levels. This is due to the fact that 100% of our ELLs are reading below level, approximately 35% are Entering, 12% are Emerging, 21% are Transitioning, and 32% are Expanding. Thus deliberate and focused instructions in all the areas mentioned above is of great importance to our ELLs academic success.

Instruction is done schoolwide 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL and NYSESLAT results for the 2015-2016 school year indicate that the majority of our ELLs (35%) are at the Entering level of English proficiency followed by 32% at the Expanding level while the other 33% are performing at the Emerging and Transitioning level of English proficiency. Additionally, 50% of the students who are Expanding are in the early grades (K-1) while the other 50% are in the upper grades (4-5). 60% of the students performing at Entering level are also in the lower grades (K-2) while the other 40% are spread across the upper grades (3-5).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses information from the AMAO to focus on the progress toward achievement of proficiency for our ELLs, and utilizes this information to help design effective instructional programs and/or interventions for these students. The AMAO analyzes home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. Additionally, the AMAO allows us to measure progress toward the goal of English proficiency and includes content area data and identifies known risk factors. The data from the AMAO indicates that our school did not AMAO 2 status for the 2014-2015 school year. (AMAO 1 status was not available at the time of this document). 12.5% of our ELLs attained proficiency on the NYSESLAT for the 2014-2015 school year. 25% of our ELLs has an at risk level of 3 or greater while 12.5% are at an at risk level of 5 or greater.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

One major test that ELLs participated in along with the general student population (3-5) is the ELA examination. This test is in English and 21% (6 students: 3 in grade 3 and 3 in grade 4) of the ELL population sat the ELA exam in the 2014-2015 school year. All six students scored a level 1 on this examination. Our ELLs did not take any examinations in their home language for the 2014-2015 school year.

Results from the ELL Periodic assessments are used by the school leadership and ENL teacher to assess students' performance, plan next steps, and tailor and coordinate instruction in order to further develop areas where students have improved and to strengthen areas where students need improvement. These assessments help to inform instruction as they measure 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 ENL teacher in order to strengthen students' skills in the areas indicated where students are lacking. Students' native languages is used to supplement and strengthen skills and learning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

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

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

1. Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed.
2. Review and analyze data collected in Tier II documentation and conduct further assessments as needed, and make recommendations for Tier III. Documentation may include:
 - Explanation of how instruction was differentiated to address native and second language issues and cultural differences
 - Amount and type of ESL instruction
 - Amount and type of native language instruction (as appropriate)
 - Select the instructional areas that need further, more intense intervention
 - Determine the extent of ESL instruction and/or native language instruction needed during Tier III to ensure the student will benefit from the intervention.
3. Tier III intervention needs to be provided by a well-trained specialist such as a bilingual education or ESL teacher with a strong background in literacy, or a learning disability teacher who has a strong background with and understanding the educational needs of ELLs.
4. Tier III instruction may need to last for a significant period of time when students are making minimal progress; adjustments to instruction may need to be made, with consideration given to integration of contextual factors (e.g., family, personal, and classroom variables) that may need to be address as necessary. A team approach to problem solving may be very useful in interpreting factors that influence progress and provide suggestions for designing instruction.
5. Students who have been provided research-based reading interventions that are typically associated with improved outcomes may not demonstrate significant gains and may require highly individualized reading instruction that considers other factors

such as attention, language and vocabulary development, and behavior problems. A team approach to problem solving that considers many of these factors may facilitate the development of an appropriate instructional plan.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Collaboration between the ENL and classroom teachers occur on a weekly basis during grade meetings and common planning time to ensure student's progression in their second language development. The ENL teacher reinforces literacy concepts and lessons taught in the students' classrooms. Instruction is differentiated for ELLs to ensure second language development in all content areas.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 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 by a fully certified pedagogue (Usually the ENL teacher Ms. Steele) and an interpreter where applicable (usually someone on staff). During the interview, the pedagogue asks the parent/guardian a list of questions about the child's language needs (as outlined on the HLIS). If a Spanish interpreter is needed, we have a number of individuals on staff that speaks Spanish fluently (Ms. Feliciano- Grade 5 classroom teacher, Ms. Liverpool-Guidance councillor, Ms. Alvarez- school aide). In addition, we have pedagogues that speak Haitian-Creole. After the interview and completion of the HLIS, the ENL teacher will determine if the student is eligible for NYSITELL based on the criteria outlined in the ELL Policy and Reference Guide which states that A student is considered to have a home language other than English when:
At least one (1) question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and
 - At least two (2) questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and
 - The interview with the parent and student indicates a language other than English, as determined by the interviewerAfter the determination is made that a student has another home language other than English, the ENL teacher will indicate the correct OTELE code on the HLIS.
 2. Next, the student is tested by Ms. Steele (ENL Teacher) within 10 days of registration. Based on NYSITELL results, students are categorized into one of five proficiency levels Entering, Emerging, Transitioning, Expanding, and Commanding. Students who score below the Commanding level on the NYSITELL are mandated to receive bilingual education or English as a new language (ENL) services. NYSITELL results also determine the number of units of ENL and ELA the students must receive.
Spanish speaking students who show are ELLs based on the results of the NYSITELL, will also take the Spanish Lab Assessment. This assessment is given to determine the students' native language proficiency.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
During the initial registration of a new incoming ELL the parent/Guardian is required to complete a Home Language Survey. During this process an interview is conducted by a certified pedagogue. At this time, the student's SIFE status can also be determined based on the history of the student's prior schooling. If it is indicated that a student has had an interruption or inconsistency in his/her formal schooling then the SIFE identification process is followed which is to Administer the oral interview questionnaire
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled ELLs who may need an IEP must be initially determined by an IEP team to decide if the student is eligible for special education services. This may come about or be initiated if the student has lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. Based on student's academic performance and behavior that may raise red flags to the classroom teacher that the student may have additional needs that cannot be met in the classroom even after RTI approaches have been applied. Newly enrolled ELLs who already have an IEP are generally identified upon registration by documentation provided by parents/guardian that the student was receiving Special Education services in their previous school or country.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five school days of the NYSITELL test and a score is determined to indicate whether a student is an ELL and are entitled to ENL services or not, entitlement and non-entitlement letters are sent out to parents/guardians of the students. The usual method is that these letters are sent home with students. A follow up call is usually done to inform the parent/guardian that these letters were sent home and to have them please read and sign and return where applicable.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
Starting this school year 2015-2016, parents will be informed in writing via letters sent home that they have 45 school days starting from the day of enrollment to request that the ELL Identification Process be administered a second time if they believe that the child was misidentified as an ELL or non ELL.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
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 and tested, the parents/guardian will receive notification of the child's eligibility for ELL services and are invited to come to the school usually within 10 days of identification. Parents will then be provided with the relevant information and advised of the three program choices available in the NYC public schools through parent orientations (in the parents' preferred language) The Parent Orientation workshop allows parents to view the informational video in their native languages. Our literacy coach (I. Felicano) is present to translate to our Spanish speaking parents. Staff members are available to translate for Spanish and Haitian Creole speaking parents. However, 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. Additionally, letters and brochures are given to parents explaining the three program choices (Dual Language, Transitional Bilingual, and Freestanding ENL) in their home languages
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parent coordinator, Mrs. Cameron, the ESL teacher, Ms. Steele, 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. However, most parents prefer to complete the Parent Survey and Program Selection form during the parent orientation meeting.
Parents' program choices are entered by a school personnel in the designated screen in ATS (ELPC) as forms are completed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
It is expected that the parent must return the completed and signed Parent Survey and Program Selection form to the school within 5 school calendar days. The school will make every attempt to assist parents in making this possible. Several workshops will be offered throughout the school year and parents also have the option to come in every Tuesday after school from 2:20 to 2:55 for assistance in getting the relevant information needed to complete the form. They will also be contacted over the phone if it is not possible for them to come to the Parent Orientation workshops. If the parent does not return the form within 5 school calendar days, the student will be placed in our ENL program as we do not currently have a bilingual program. We will then document and include all our attempts to gather initial parent selection preference and keep these documentation on students' files.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are sent home with student. Follow up phone calls are also made to homes to notify parents that these letters were sent home or will be sent home with students so they can be on the look out for them. These letters inform parents of the program their child(ren) were placed in based on the Parent Survey and Program Selection forms.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation are kept for each child in his/her accumulative file. Copies of these documentation are also retained by the ENL teacher in a locked closet/file cabinet.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The testing coordinator/supervisor along with the ENL and classroom teachers collaborate to create a schedule that ensures that all sections of the NYSESLAT are administered to all ELLs in our school within the time frame given. Where needed, make up testing is administered by the ENL and other available teaching staff as well.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are sent home with students. Follow up phonecalls are placed to notify parents that these letters were sent or will be sent home.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 Survey and Program Selection forms from the past few years, the common trend is that the majority of parents choose the free-standing ENL program at P.S. 224. Most bilingual Spanish speaking parents often reject the transfer option when it is presented to them. For this school year (2015-2016), 100% of our parents of newly identified ELLs (8) have selected the Freestanding ENL program offered at our school. Last year (2014-2015) 11 out of 11 parents also choose our Freestanding ENL program for their children.

At this time, PS 224 does not have enough ELLs enrolled on the same grade or across 2 consecutive grades that speaks the same language and whose parents requested a bilingual program to open a bilingual class. However, we offer a free-standing ENL program for all ELLs K-5. As a result, our program model offered at PS224 means that we are aligned with parents requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
At PS 224 our Freestanding ENL program is done using a stand alone format. Students are serviced using the pull out model where they are pulled by the ENL teacher. The groups are generally heterogeneous and spans across grades and may uses several different languages. Entering and Emerging ELLs receive a total of 360 minutes of ENL instruction each week while Transitioning and Expanding ELLs receive a total of 180 minutes of ENL instruction each week.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Explicit ENL instruction is delivered by the ENL teacher Ms. Steele. Based on each student's proficiency level, the number of minutes of instruction is determined and delivered in 50 minutes periods of instruction totaling 180/360 and above each week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The instructional strategies and techniques being employed in the ENL pull out program are instructional approaches that help make content comprehensible. These strategies are also used by the classroom teachers as well as the ENL teacher and include differentiated instruction, home language support, technological integration, repetition and picture ques and visua, various comprehensive and reading strategies, grouping and partnering, and scaffolding. 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 developed curriculums aligned with the City and State standards.

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

ELLs are evaluated in their native languages through the initial Spanish Lab assessment and through the various NYS native language exams that are given in students' native languages where applicable.

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

Throughout the year, students are engaged in various tasks and activities in reading, writing, speaking, and listening on a daily basis. This is a collaborative effort between the ENL and classroom teachers who ensure that students get the opportunity to engage in these four modalities daily.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

6a. At present, there are no Students with Interrupted Formal Education (SIFE) at P.S. 224. However, in order to provide for potential SIFE students, the ELL teacher will implement targeted instruction during the 360 minutes. Ongoing communication with parents and participation in Early Morning Tutoring and Extended day programs are available for potential SIFE students. In addition, any SIFE students will be provided with one-on-one remedial instruction according to their NYSESLAT performance levels in high needs areas of reading, writing, speaking and listening as necessary. The ELL after-school program will incorporate programs such as Santillana and Bridges in the content areas for additional support.

6b. Newcomers (ELLs receiving less than three years of ESL services) will receive targeted instruction in ELA and Math. Newcomers are entitled to attend Early Morning Tutoring and Extended day programs where targeted instructional strategies are implemented. There will be ongoing informal and formal assessments as well as communication with parents and classroom teachers.

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

6d. Currently, there are no long term ELL students attending P.S. 224. However, in order to provide for potential long term ESL students, these students are entitled to attend Early Morning Tutoring, and Extended Day programs. There would be consistent communication with the classroom teachers and the ESL teacher to discuss the progress of the ELL students. In necessary, some ESL students may require other intervention services to facilitate their academic advancement. The Pupil Personnel Team (PPT) at P.S. 224 helps to determine how to best help them meet the standards reviews individual student progress.

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

Chart

N/A

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 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.

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

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

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

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



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

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

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

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

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

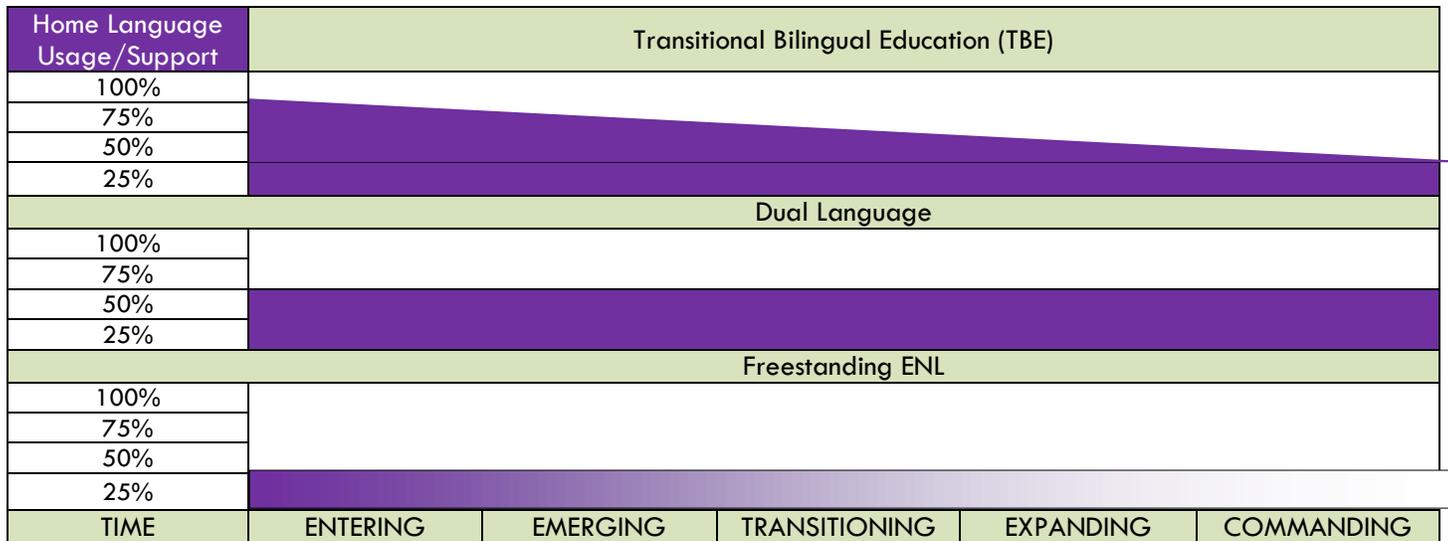


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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 all ELLs across all the grades.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year?
This year, ELLs will participate in new programs such AWARD Reading, Waterford Learning, Respect For All, STAR Reading, STAR Math, Little Kids Rock, and Box Out Bullying.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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 ENL Lab, and access to the Internet and laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Since the school does not offer a bilingual program, students are instructed in English; however, students have access to materials in their native language to encourage transference of skills. Students are provided with native language glossaries, content-area textbooks in students' native languages, and literature in students' native languages. All teachers of ELLs are encouraged to provide instruction using sheltered English and language learning strategies. Bilingual paraprofessionals also help to provide native language support for our ELLs.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development for all teachers is ongoing throughout the school year. Teachers of ELLs are encouraged and given several opportunities to attend various professional development workshops and sessions both in house and across the city. This school year, 2015-2016, there are a number of professional development opportunities for the ELL teacher and all other teachers that have ELLs in their classrooms. on-site professional developments planned for this school year include workshops on various ELL teaching strategies that can be utilized in the classroom on a daily basis, Integrating technology in the classroom to support ELL learning, implementing the RTI model across all classrooms and grades, ELL assessment and data analysis, and differentiating instruction for all students (including ELLs). Additionally, several workshops are offered throughout the school year by Department of English Language Learners and Student Support (DELLSS) to teachers of ELLs which staff of PS 224 will participate in.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers including teachers of ELLs are required to be fully aware of and plan lessons that are standard driven based on the Common Core Learning Standards. The ELL teacher is fully trained on the various Common Core Learning Standards and how they relate to ELL teaching and learning. All lesson plans are expected to be aligned with the CCLS and teachers have the opportunity to meet with their supervisors for support and training if they have difficulties with implementing and integrating the CCLS in their daily lessons.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
PS 224 is an elementary school and provides staff with all the necessary assistance they need to help all seniors including ELLs transition to middle school. PS 224 provide information to seniors on the various open houses taking place throughout the city and encourage students and their families to attend. additionally, our graduating class get many opportunities to go on several senior trips and participate in various senior events that will help them transition smoothly to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
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.

C. Parental Involvement

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

Every Tuesday from 2:20-2:55pm, throughout the school year, parents are given the opportunity to come in and have one and one discussion with teachers about their child(ren) progress. PS 224 utilizes this time for parent engagement where parents of ELLs can come in to discuss the goals of the program, their children's language development progress, assessments results and needs on an individual basis. Interpretation and translation services will be contacted if needed.

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

All parents are expected to sign on a sign-in sheet provided by the person (ENL teacher) conducting the meeting upon arrival. These sign in sheets are kept on record along with other ELL related documents such as agendas and sign-in sheets for Parent Orientation meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent and community involvement is ongoing at P.S. 224. The parent coordinator, Mrs. Cameron, 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.

All parents at P.S. 224 are encouraged to participate in the Learning Leaders Program so that they can be volunteers at the school.

PS 224 host an annual Multicultural day event that is celebrated across the whole school and community. All parents, including parents of ELLs are invited and are given the opportunities to participate in various ways such as providing dishes that represent their culture. PS 224 also host an annual talent show for students and all students are encouraged to participate and show off their various talents. Parents are invited to this event and get a chance to see their children on stage performing.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 224 works with many Community Based Organizations to provide various workshops or services to all parents including parents of ELLs. Some of these agencies include New York Psychotherapy and Councilling Center, Resources for Children with Special Needs, Health Plus, Brooklyn Public Library, Healthplex, CITE, Cornell University Health and Wellness program , United Concerned Citizens, and the Dollars for Scholars organization.

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

At the beginning of the school year, the parent coordinator sends out a parent survey to gather information on the most pressing needs that parents of our students may have.

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

Based on the results of the parent survey, various community groups and organizations such as those mentioned above partner with our school to provide information and workshops to address the needs of our parents.

D. Additional Information

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

Part VI: LAP Assurances

School Name: **PS224**

School DBN: **19K224**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------------|---|-----------|-----------------|
| George Andrews | Principal | | 1/1/01 |
| Christine Cabrera-Charles | Assistant Principal | | 1/1/01 |
| Angella Cameron | Parent Coordinator | | 1/1/01 |
| Denise Steele | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| I. Feliciano | Teacher/Subject Area | | 1/1/01 |
| J. Gilmore | Teacher/Subject Area | | 1/1/01 |
| N/A | Coach | | 1/1/01 |
| N/A | Coach | | 1/1/01 |
| R. Liverpool | School Counselor | | 1/1/01 |
| Joyce Stallings-Harte | Superintendent | | 1/1/01 |
| Bernadette Fitzgerald | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K224** School Name: **Hale A. Woodruff**
Superintendent: **Joyce Stallings**

Before you begin, please check the following:

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

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

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

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

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

One key piece of data used at PS 224 to assess language preferences of all parents including Limited-English Proficient Parents is the Home Language Identification Survey (HLIS). This information is specifically garnered from PART 3-Parent Information where parents/guardians are asked to indicate the language they would prefer to receive written communication and the language they would prefer to communicate orally with school staff. Additionally, blue contact cards filled out by each parent registering a child at PS 224 are also used to determine the parent/guardian preferred language of written and oral communication. Finally, our parent coordinator in collaboration with the ENL teacher composed and send out parent surveys to each household in an effort to ascertain the needs of our parents including language and communication needs.

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

The parents' preferred language for written and oral communication at PS 224 include English, Spanish, Haitian Creole, and French.

Part B: Creating a Communications Calendar

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

Documents sent out from PS 224 that usually require translation include our monthly calendars, All parent letters, Parent Teacher Conferences notification and reminders, Curriculum Night notifications, PTA meetings, After school activities.

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

Curriculum Night - September
Parent-Teacher conferences - November, March
Promotion in Doubt Meetings - January, February
Guidance Counselor meetings with parents- Ongoing
Parent Engagement Tuesdays- Every Tuesday throughout the school year.

Part C: Providing Language Assistance Services

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

PS 224 meets all identified translation needs through several methods including translated documents available on the Department Of Education Intranet which are usually printed and given or sent home to parents together with the English version, so they can be informed of their choices/options. Additional documents that are not available on the DOE websites are usually translated in-house by members of staff, mainly in Spanish. PS 224 is also aware of the availability of the Translation and Interpretation Unit services should the need arise for us to use these services. Monthly schedules of activities involving parent participation are sent to parents with translations in Spanish. The parent coordinator regularly send out notices of various activities engaging the parents with the principal in school matters that are important to the whole school community. PS 224 also provides available translated documents and forms for parents especially during important occasions like parent-teacher conferences and other school meetings.

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

PS 224 has several members of staff that are bilingual in different languages. We have Spanish bilingual Teachers, Bilingual Haitian-Creole/French teachers, and a Bilingual Italian teacher Spanish as well as several bilingual paraprofessionals. These professionals are available to provide translation for parents who speak any of these languages. If the need arises, for other low incidence languages the Translation and Interpretation unit will be contacted to request over the phone interpretation.

Part D: Training Staff on Policies and Procedures

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

At the beginning of every school year all staff members are informed orally and in writing of the availability of over-the-phone Translation and Interpretation services from the Translation and Interpretation Unit and how these services can be accessed. They are also informed that they can request the assistance of the Language Access Coordinator, School Secretary, Assistant Principal, or Parent Coordinator to facilitate contacting the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

At Ps 224 a welcome poster is placed at a prominent location where it will be visible to all visitors that come inside the school building. Parents will be provided the Parents' Bill of Rights and the Parents' Guide to Language Access. For any parent that indicates the need of translation services on the Language ID Guide the Translation and Interpretation Unit will be contacted starting with the security officer at the security desk, personnel in the main office, the Parent Coordinator, the Language Access Coordinator

Part F: Monitoring and Quality Control

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

PS 224 will frequently review the responses provided by parents on the HLIS and parent surveys to determine if any adjustments or changes need to be made to our procedures to provide Translation and Interpretation Services.