



P.S. 133 WILLIAM A. BUTLER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 133 WILLIAM A. BUTLER
ADDRESS: 211 8TH STREET
TELEPHONE: 718-857-4810
FAX: 718-622-3264

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

| | |
|---|-----------|
| SECTION I: SCHOOL INFORMATION PAGE | 3 |
| SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE | 4 |
| SECTION III: SCHOOL PROFILE..... | 5 |
| Part A. Narrative Description | 5 |
| Part B. School Demographics and Accountability Snapshot..... | 6 |
| SECTION IV: NEEDS ASSESSMENT | 10 |
| SECTION V: ANNUAL SCHOOL GOALS..... | 11 |
| SECTION VI: ACTION PLAN | 12 |
| REQUIRED APPENDICES TO THE CEP FOR 2009-2010 | 13 |
| APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM | 14 |
| APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) | 17 |
| APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION | 24 |
| APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS | 26 |
| APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING | 30 |
| APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)..... | 32 |
| APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) | 33 |

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331300010133 **SCHOOL NAME:** P.S. 133 William A. Butler

SCHOOL ADDRESS: 211 8TH STREET, BROOKLYN, NY, 11215

SCHOOL TELEPHONE: 718-857-4810 **FAX:** 718-622-3264

SCHOOL CONTACT PERSON: HEATHER FOSTER-MANN **EMAIL ADDRESS** HFoster@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Branden Jackson

PRINCIPAL: HEATHER FOSTER-MANN

UFT CHAPTER LEADER: Vivian Mendez-Quintero

PARENTS' ASSOCIATION PRESIDENT: Chantel Gryne

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: MARGARITA NELL/Tatyana Ulubabova

SUPERINTENDENT: JAMES MACHEN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|------------------------|---|---------------------------------------|
| HEATHER D FOSTER-MANN | Principal | |
| Vivian Mendez-Quintero | UFT Chapter Leader | Comments: I approve |
| Branden Jackson | UFT Member | Comments: See original signature page |
| Jacqueline Didier | UFT Member | Comments: See original signature page |
| Dana Konefal | UFT Member | Comments: see original signature page |
| Daneen King | Parent | Comments: See original signature page |
| Chantel Gryne | PA/PTA President or Designated Co-President | Comments: see original signature page |
| Omene El | Parent | Comments: see original signature page |
| Phyllis Lawrence | Parent | Comments: see original signature page |
| Jean Cosme-Delaloye | Parent | Comments: see original signature page |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 133 is a learning community that sets the foundation for life-long learning. The goal of PS 133 is to create leaders who are technologically savvy and able to compete in the 21st Century. Our goal is to help our children become "Great Communicators" who are critical thinkers, with respect for themselves and their world.

Our students will be socially aware of global issues. It is our goal to empower students by providing an education that not only encompasses reading, writing, and mathematics - but also includes creative arts, drama, dance and scientific investigation in their approach to thinking. Our students will be able to take with them the awareness in changes in the environment and the ability to comprehend ideas of charity and selfless service. Students will not only leave our school with a sense of confidence, structure, and leadership but also with a sense of knowing who they are, where they live and the choices that can make a difference in their world as well as the world beyond. Not only will this create pride in their own culture but develop an awareness and respect of all cultures.

It is our goal to educate the "Whole Child" in order to set a strong foundation for life. We will fulfill our goals by modeling life long learning with all the stakeholders of our school community including teachers, parents and staff.

PS 133 is a small community school located in the Park Slope neighborhood of Brooklyn, New York. The Pre Kindergarten through Fifth grade school serves a population of approximately 274 students from the local neighborhood as well as other areas in Brooklyn. This building provides a safe learning environment where pride in the students' accomplishments is evident in the prominently displayed student work.

Our students receive a full continuum of services including Special Education Teacher Support Services, Intergraded Inclusion Classes, and Instruction in a Self Contained Class with related services of Speech and Language, Occupational Therapy, Physical Therapy, and Counseling. Additionally, 10.22% of the students are English Language Learners (ELL). The majority of students are from low-income families and more than 85% of our students qualify for free lunch.

The school houses two classes per grade from Pre Kindergarten through Fifth grade, with one of them being a Collaborative Team Teaching class. There is also a self-contained Special Education Bridge class in grades 3/4 with a ratio of 12:1:1. The average class size is approximately 21 students per class.

The student body is served by professionals and support staff including one principal and an assistant principal. The staff includes teachers, guidance counselor, educational assistants, secretary, school safety officer, parent coordinator, occupational therapist, speech therapists, school psychologist, school nurse, and school aides. A major portion of the teachers on staff are fully licensed and certified having more than 5 years teaching experience.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|---|---------------------------------------|---------------------------------------|--|---------------------------------------|--|---------------------------------------|----------------------------|----------------------------|
| School Name: | P.S. 133 William A. Butler | | | | | | | | |
| District: | 13 | DBN #: | 13K133 | School BEDS Code: | | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input checked="" type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: - % of days students attended*: | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 27 | 31 | 29 | | 91 | 92.1 | TBD | | |
| Kindergarten | 39 | 38 | 38 | | | | | | |
| Grade 1 | 47 | 48 | 44 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | 34 | 48 | 37 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 41 | 41 | 41 | | 93.7 | 90.62 | TBD | | |
| Grade 4 | 34 | 45 | 44 | | | | | | |
| Grade 5 | 40 | 31 | 45 | Poverty Rate - % of Enrollment: | | | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 0 | 0 | 0 | | 75.3 | 75.3 | 85.4 | | |
| Grade 8 | 0 | 0 | 0 | | | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 0 | 0 | 0 | | 3 | 20 | TBD | | |
| Grade 12 | 0 | 0 | 0 | | | | | | |
| Ungraded | 2 | 0 | 2 | Recent Immigrants - Total Number: | | | | | |
| Total | 264 | 282 | 280 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| | | | | | 0 | 0 | 2 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | |
| <i>(As October 31)</i> | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| # in Self-Contained Classes | 6 | 6 | 12 | Principal Suspensions | 1 | 0 | TBD | | |
| # in Collaborative Team Teaching (CTT) Classes | 38 | 45 | 35 | Superintendent Suspensions | 0 | 0 | TBD | | |
| Number all others | 19 | 16 | 17 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | Special High School Programs - Total Number: | | | | | |
| | | | | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | CTE Program Participants | | | | | |
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | 0 | 0 | 0 | | |
| | | | | | 0 | 0 | 0 | | |

| | | | | | | | |
|---|---------|--|---|--|---|---------|---------|
| # in Transitional Bilingual Classes | 0 | 0 | 0 | | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 29 | 13 | 15 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 0 | 2 | 6 | Number of Teachers | 34 | 35 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 9 | 8 | TBD |
| | | | | Number of Educational Paraprofessionals | 2 | 3 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 85.3 | 80 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 64.7 | 74.3 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 88 | 91 | TBD |
| American Indian or Alaska Native | 0.4 | 0.7 | 0 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 73.1 | 97 | TBD |
| Black or African American | 39.8 | 41.8 | 42.5 | | | | |
| Hispanic or Latino | 54.6 | 49.6 | 47.9 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 1.1 | 2.1 | 3.2 | | | | |
| White | 4.2 | 4.3 | 4.6 | | | | |
| Multi-racial | | | | | | | |
| Male | 55.3 | 54.3 | 53.2 | | | | |
| Female | 44.7 | 45.7 | 46.8 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I | | | |
| Years the School Received Title I Part A Funding: | | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input checked="" type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | Y | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | Progress Target |
| All Students | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | √ | √ | - | | | | |
| Hispanic or Latino | √ | √ | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | | |
| White | - | - | | | | | |
| Multiracial | - | - | - | | | | |
| Students with Disabilities | - | - | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 4 | 4 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|--|
| Overall Letter Grade | A | Overall Evaluation: | |
| Overall Score | 81.1 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment (Comprises 15% of the Overall Score) | 12 | Quality Statement 2: Plan and Set Goals | |
| School Performance (Comprises 25% of the Overall Score) | 19.4 | Quality Statement 3: Align Instructional Strategy to Goals | |
| Student Progress (Comprises 60% of the Overall Score) | 47.4 | Quality Statement 4: Align Capacity Building to Goals | |
| Additional Credit | 2.3 | Quality Statement 5: Monitor and Revise | |

| Key: AYP Status | Key: Quality Review Score |
|---|---|
| √ = Made AYP | Δ = Underdeveloped |
| √ ^{SH} = Made AYP Using Safe Harbor Target | ► = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | √ = Proficient |
| - = Insufficient Number of Students to Determine AYP Status | W = Well Developed |
| X* = Did Not Make AYP Due to Participation Rate Only | ◇ = Outstanding |

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Strengths

Several distinctive features about our school:

- Collaborative team teaching class on each grade level beginning in Pre-K;
- Small school with a very stable staff. Many of our students have siblings and their parents have attended our school.
- Early bird drop -off is available for our families beginning at 7AM and have increased attendance and punctuality.
- We communicate with our parents through grade specific monthly newsletters, progress reports, email contact, one-to one conversations, and monthly "Parents as Learning Partners." We also have in place a monthly "Coffee Chat with the Principal" as a time for parents to voice their concerns to the principal.

Our curriculum is enriched through the arts both during the school day and in after-school. At each grade level, our cultural partnerships have transformed our curriculum and our learning environment. Our enrichment after-school program includes collaborations such as: Studio in a School, Brooklyn Arts Council, Robotics, Music, and Brooklyn Center for Urban Environment, LEAP, and Art Connection.

The implementation of the Renzulli School wide Enrichment Model has been instrumental in increasing enrichment opportunities for students. Students self select the club of interest and meet every Friday.

One of the most significant changes in the past year has been in our learning environment. We have created a warm atmosphere that is nurturing and fosters independence for children. Students' work is prominently displayed in our brightly painted hallways.

Another great accomplishment was a visit from our Mayor Bloomberg, Chancellor Klein and other guests to celebrate our achievement on our Progress Report for making gains in spite of the fact we have 28% of our students who have an IEP.

We have a core group of parents that volunteer in after-school. One of them teaches a dance class to our students! Our parents wanted an after-school program so we went in search of a community based partnership that would meet our needs. University Settlement an Out of School Time CBO provides our families with after-school care, homework help, and enrichment activities. We also applied for and received grants to support us in after-school through the council members' office. Our partnerships enrich our students and staff lives through professional development in the arts and provides students enrichment through a variety of mediums.

Accomplishments:

We have an emphasis on rigorous instruction across all content areas. We have in place systems to monitor our plans with measurable and achievable goal setting. We have developed students' goal setting in Grades 1-5. Teachers use conferences to assist students in setting their goals. Students are able to articulate their goals and set new ones each time goals are mastered. We have increased the number of students performing on or above grade level in grades K-2 in reading and have targeted this area consistently.

We have increased our communication to families in a manner that is demonstrated to monthly newsletters, narrative report cards, grade specific newsletters.

Data use has become more rigorous and we have formed Inquiry Teams and sub teams to target students who are outside the sphere of success.

- Teachers maintain assessment binders, work folders, conference notes and can speak to the data and their students' needs. This is a system that is in place school wide. During grade conferences we look at the data and make plans for improvement. Professional development has been provided in analyzing data. We provide parents with a mid year progress report to highlight strengths and weaknesses. In addition to our mid year report, we communicate with families of our struggling students mid trimester.
- In K-2, benchmark checklists are made on the grade. Teachers utilize the end of unit rubrics to assess whether goals have been met and monitor students' progress. Informal observations also provide teachers with feedback.
- Our teachers utilize technology and access the Acuity system to tailor instruction for their students by making individualized study guides.

Challenges:

According to school-wide data as per the NYS School Report Card, we do well at meeting our students' needs who are identified as at risk, but according to our data we need to improve in the area of planning for our students who are at levels 3 and 4. We are beginning to plan for students who are at Levels 3 and 4 through the use of enrichment. Our next step include implementing the next phase of the School wide Enrichment Model which is to train staff for curriculum compacting.

Student performance trends:

The trends indicate a steady increase in the number of students performing on and above grade level in reading and math. It also shows a decrease in the number of students performing at Level 1.

Significant aids or barriers to the schools' continuous improvement

One significant barrier to our school's continuous improvement is attendance. Our school's attendance rate is 90%, which is low compared to the citywide average. We have a high number of students with asthma and other health conditions, as well as a high population of students in temporary housing. We have put several measures in place to combat this issue including: an attendance team, school-wide incentives, phone call system to parents after one day of absence, and home visits.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

| Annual Goal | Short Description |
|--|---|
| <input type="checkbox"/> By June of 2011, two grade level teams (Grades 2 and 3) will be engaged in the implementation of the Common Core State Standards (CCSS) and will begin to align their professional practice to these evolving standards. | <input type="checkbox"/> In order to successfully meet our goal we will implement the following components: <ul style="list-style-type: none"> · Prep schedule reflects 90 minutes of team planning weekly · Grade Conferences will have a specific foci i.e. creating assessments, rubrics · Using the Tuning Protocol of Looking at Student work. · Systematically analyzing student assessment data through the Inquiry process · Grade Conferences will be task oriented based on the foci of the month · Teacher leaders involved in CCSS PD sessions · CCSS team will facilitate PD for the staff as they re-align curriculum maps · Focused supervision on mini lessons to improve instruction · Use of grade conference tracker to record minutes |
| <input type="checkbox"/> By June 2011, we will create a viable action plan to begin a dual language French and Spanish enrichment program which will launch in September 2010. | <input type="checkbox"/> Collaboration with English French New York (EFNY) to recruit and hire a French instructor to facilitate an after-school class for native and non-native |

| | |
|---|---|
| | <p>speakers of French</p> <ul style="list-style-type: none"> Develop a Spanish cluster program Provide language instruction during the day in Spanish for Pre-K through grade 1 students Enrichment Club meets 1 hour weekly w/French instructor (Kindergarten) and Spanish teacher (grades 2-5) Create a dual language ad hoc committee that is comprised of parents and faculty that will work on a needs assessment of the community Recruit students to become language ambassadors Professional Development on the various dual language model s for administrators and teachers Intra-visitation to Dual Language Programs |
| <p><input type="checkbox"/> By June of 2011, the level of communication between parents and the school community will increase as evidenced by the responses on the communication portion of the Spring 2011 Learning Environment Survey.</p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> Establish two way communication w/parents, letters to child’s teacher Invite parents to monthly “Parents as Learning Partners” , Coffee and Chat, Get Cozy and Read, where parents are engaged in specific learning activities with students Conduct workshops for Parent using ARIS Parent Link Parent Workshops in the content areas of ELA, Math, Science Family Math Night; Science Fair, Curriculum Night Collaboration with CBO’s to increase outreach to families Continue with communication initiatives i.e. translation services provided at meetings and in communications, monthly grade newsletters, interim progress reports to families Set up email contact list to communicate with parents Recruit Parents for ESL classes, hosting specialty classes, for and by parents |
| <p><input type="checkbox"/> By June of 2011, the number of students in grades 3-5 performing at proficiency level in literacy will increase by 10% as evidenced by the NYS ELA exam.</p> | <p><input type="checkbox"/></p> <p>In order to successfully meet our goal we will implement the following components:</p> <p>In order to successfully meet our goal we will implement the following components:</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> · Incorporate the use of 6 + 1 Traits of Writing to increase the level of writing volume and provide a systematic writing program across grade level 3 – 5 · Academic after-school programs designed specifically to meet the needs of level 1 and 2 students and levels 3 and 4 respectively · Establish interim goals and timescales and review progress towards goals · Interim Progress Reports given to Red Zone students on October 15th, January 15th, April 30th · Additional support given to students during Academic After-School program · Utilize lead teachers to provide academic intervention to targeted students · “Red Zone” students during AIS time 3Xs per week (period 4 on Tues., Wed., Thurs. for small group instruction · Students working on specific materials to be used for intervention (Triumph Learning Program) |
| <p><input type="checkbox"/> By June 2011, we will increase the number of students performing at levels 3 and 4 by 10% in Mathematics as indicated by the NYS exam.</p> | <p><input type="checkbox"/> In order to successfully meet our goals we will implement the following components:</p> <ul style="list-style-type: none"> · Academic services for students who are at risk for not meeting the promotional criteria · Specific skill of the week math message challenge to increase problem solving abilities · Identify and target students that are level 2 and move them to level $\frac{3}{4}$ · Incorporate EDM constructed response in the morning message · Team meetings will focus on looking at student work to plan instruction according to need in the areas of measurement, |

| | |
|--|--|
| | <p>geometry</p> <ul style="list-style-type: none">· 37 ½ minutes will focus on small group work looking at specific skill of the week· PD study group Math of All with grade 5 CTT teachers given by Bank Street College |
|--|--|

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/></p> <p>By June of 2011, two grade level teams (Grades 2 and 3) will be engaged in the implementation of the Common Core State Standards (CCSS) and will begin to align their professional practice to these evolving standards.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <p>Classroom teachers in grades 2 and 3 will engage lead and assist our school in the alignment of our current curriculum and instructional practices with those outlined by the Common Core State Standards (CCSS). The second and third grade teams prep schedules will reflect 90 minutes of weekly team planning respectively in order to align their instructional practices according to the CCSS. Grade conferences will consist of such activities as engaging in the creation of rubrics and various assessment tools, the use of Tuning Protocols in order to review student work, and analyzing student assessment data through the Inquiry process. Grade conference goals will be task oriented according to the foci of the month. Grade conference notes will be taken in order to record the grade meeting minutes. Second grade Teacher Leaders Julia Bruccoleri and Charlia Moulton-Campbell will attend Professional Development sessions in CCSS. The CCSS team will then facilitate Professional Development for the school staff in order to help them re-align school-wide curriculum maps according to these new standards. There will be focused supervision of mini lessons in order to improve the quality of instruction.</p> |

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| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Responsible Staff Members: Heather Foster-Mann, Principal, Deanne McGhie, Assistant Principal, Julie Bruccoleri, Gen. Ed. Teacher, Charlia Moutlon-Campbell, Sp. Ed. Teacher, Janet Awerbuch, Gen. Ed. Teacher, Andrea Blanks, Gen. Ed. Teacher, Yvonne Ford, Sp. Ed. Teacher, Vivian Quintero, Gen Ed. Team will meet during preparation period meetings - once a week for 90 minutes</p> <p>Inquiry Team Meetings will be held twice a month and address the implementation of Common Core State Standards. Substitute teachers will be covering the classrooms of CCSS team members when are attending profession development sessions during school hours.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/>CCSS Team will meet once a week for 90 minutes, according to their respective grade double preparation period scheduled day. Meeting minutes, assessments tools developed, and student data are maintained by classroom teachers and submitted to the principal. Time will be allotted during designated staff meetings in order to allow CCSS team members to turnkey PD information to the staff. Those meeting dates and minutes will be kept by the principal. Inquiry Team Meetings.</p> |

Subject Area
(where relevant) :

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> By June 2011, we will create a viable action plan to begin a dual language French and Spanish enrichment program which will launch in September 2010.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/> In Collaboration with English French New York (EFNY) our school will recruit and hire a French instructor to facilitate an after-school for native and non-native speakers of French. We will develop and implement a Spanish cluster program for Pre-K through grade 1 students. We will also implement Enrichment Club for dual language. It will meet 1 hour a week with the French instructor (Kindergarten) and a Spanish teacher (grades 3-5) will meet</p> |

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| | <p>with clubs. School Leadership Team will consist of an ad hoc Dual Language Committee that is comprised of parents and faculty that will work on a needs assessment of our school community in order to continually address the needs of our dual language learning community. Professional Development on the various dual language models for administration and teachers to best implement and meet the needs of our dual language learners. Inter-visitations to other successful dual language programs.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Responsible Staff: Heather Foster-Mann, French Teacher, Spanish Teacher, ESL Teacher, Jacqueline Didier, Team Leader, Apply for Dual Language Grant</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/> Timeline for our Dual Language Committee: October - January Inter-visitations to model sites, Open House (November/December), Apply for Dual Language Grant, Administer Assessment to Francophone families (April/May), Group Students, Establish an Interview Committee consisting of parent and staff (March/April), Deadline for Admissions (March/April)</p> |

Subject Area
(where relevant) : _____

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/> By June of 2011, the level of communication between parents and the school community will increase as evidenced by the responses on the communication portion of the Spring 2011 Learning Environment Survey.</p> |
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| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Invite parents to monthly “Parents as Learning Partners” , “Coffee and Chat“, “Get Cozy and Read,” opportunities where parents can engage in specific learning activities with students. Parent workshops will be provided in the content areas of ELA, Math, and Science in order facilitate and increase parent understanding of academic standards for students. Additional workshops will be provided for parents using ARIS Parent Link. Other parent outreach activities will include Family Math Night, Science Fair, Curriculum Night. Parent communication initiative that we will establish will be parent email contact lists and recruiting parents for ESL classes, and the hosting of specialty classes for and by parents. that will continue as regular school-wide practices will be translation services provided at meetings and in written communication, monthly grade letters, interim progress report to families.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/></p> <p>Responsible Staff Member: Heather Foster-Mann, Principal, Deanne McGhie, Assistant Principal, ShaWonda Williams, Literacy Coach, Natasha Harbin, Science Cluster Teacher, Ahmed Dickerson, Parent Coordinator</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p>Principal will keep a binder of monthly newsletters for each grade, flyers informing parents of school-wide events, Writing Celebration invitations, as well agendas and attendance records from parent workshops and specific school-wide learning activities where parents are invited to attend. Teachers will maintain copies of interim progress reports to families. Parent coordinator will maintain records of parent communication via email.</p> |

Subject Area
(where relevant) : _____

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| <p>Annual Goal <i>Goals should be SMART – Specific,</i></p> | <p><input type="checkbox"/></p> <p>By June of 2011, the number of students in grades 3-5 performing at proficiency level in</p> |
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| <p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>literacy will increase by 10% as evidenced by the NYS ELA exam.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/> Teachers in grades 3-5 will assess students every 6 to 8 weeks in order to monitor student progress toward meeting specific benchmarks in reading in conjunction with their respective grade level standards. Teachers will send home progress reports every 6 to 8 weeks in order to inform parents of their child's current educational status toward meeting those benchmarks and standards. Extended Day activities will focus on reading skills around nonfiction texts. The grouping of these students will be based on NYS ELA exam results, Predictive Assessments, TC running record results and classroom teacher made assessments and will be subject to change according to data results. Lead teachers Shanay Anderson, Judith Hudson, and Sha Wonda Williams-Credle will provide Academic Intervention Services for Red Zone students Tuesdays, Wednesdays, and Thursdays (3 Xs per week) during period 5 (11:10 - 11:55). In order to increase the quality and volume of student writing in grades 3-5 the school has implemented the 6 + 1 Traits of Writing program during the daily writing lessons. Interim Reports issued on October 15, January 15th and April 30th by classroom teachers in order to inform parents of their child's at-risk/Red Zone status. Academic after-school programs are designed to meet the specific needs of level 1 and students and level 3 and 4 students respectively. Establish interim goals and timescales and review progress of students toward their goals.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Responsible Staff Members: Heather Foster-Mann, Assistant Principal, Sha Wonda Williams-Credle, Literacy Coach, Leader Teachers: Shanay Anderson, Sp. Ed. Teacher, Judith Hudson, Gen. Ed. Teacher, Teachers in grades 3-5. After-school program will take place from January to May twice a week (Tuesdays and Wednesdays) After-School - personnel, materials, Literacy Coach will administer professional development training for staff on how to implement 6+1 Traits of Writing.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/> Periodic student reflections in which students are able to address their own area of academic growth and remaining areas of challenge. Periodic review of student determined goals. Periodic teacher/student review of portfolio work in order to discuss and note student progress and challenges. Red Zone students will be monitored by AIS teachers as well as classroom teachers and the results will be monitored by AIS teachers as well as classroom teachers and those results will be discussed in order to differentiate assignments in order to meet students' individual needs as well as to group them in order to instruct these students</p> |

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| | with other that share similar learning challenges. |
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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p>By June 2011, we will increase the number of students performing at levels 3 and 4 by 10% in Mathematics as indicated by the NYS exam.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Teachers in grades 3-5 will meet once weekly during their designated double preparation period days in order to review student work and student data such as weekly and monthly assessment results both formal and informal and make instructional adjustments. The school will use data to target those students who are at level 2 in order to move them to levels 3 or 4. Grade 5 teachers will engage in a Professional Development study group based on Math of All given by Bank Street College in order to help increase the effectiveness of their instructional practices. Extended Day/37 ½ Minute periods (will take place on Mondays through Thursdays period 4). During these periods one teacher or adult will work with no more than 10 and no less than 8 students to support students in grades 3 through 5 from September through June in cycles that change every two weeks of Math and ELA skills. The focus of these math skills will be based upon student assessment results from teacher generated assessments, Everyday Math Assessments, Ed Performance, Acuity, Predictive Assessments. The grouping of these students will be homogeneous according to their grade level but flexible based upon the changing data results.</p> |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Responsible Staff Members: Heather Foster-Mann, Principal, Deanne McGhie, Assistant Principal, Classroom Teachers (grades 3-5), After-school program January to May twice a week (Tuesdays and Wednesdays). University Settlement tutors will be working with after-school program as well as Americorps tutors. Substitute teachers will covering the grade 5 Integrated Team Teaching classroom during days when those teachers attended professional development.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/> Acuity - Math Interim assessment/Periodic review assessment, Periodic reviews every 6 to 8 weeks to identify Red Zone as well as the overall student population. Progress reports for all students to inform parents by classroom teachers and issued to parents (October, January and April). Ed performance to websites to assist students both at home and in school and where progress can be monitored by teachers and staff. Differentiated instruction and homework. Renzulli enrichment model. Grade level team meetings teachers will focus on reviewing student work in order to plan instruction according to need, specifically in the areas of geometry and measurement. Classroom teachers will incorporate Everyday Math constructed response questions into the morning message. During the 37 ½ minute periods on Monday, Tuesday, Wednesday and Thursday teachers will engage students in small group instruction looking at specific skills weekly based on student data that has identified challenge areas.</p> |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | 27 | 10 | N/A | N/A | 2 | | | |
| 2 | 12 | 12 | N/A | N/A | 1 | 1 | | 1 |
| 3 | 5 | 8 | N/A | N/A | 1 | | 1 | 5 |
| 4 | 8 | 12 | 2 | | 1 | | | 3 |
| 5 | 7 | 8 | 3 | 6 | 5 | | | 3 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
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| 12 | | | | | | | | |

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

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

Part B. Part B - Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
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| ELA: | <input type="checkbox"/> English Language Arts Academic Intervention Services are provided by AIS teachers, SETSS provider and Classroom teachers. The types of programs used are: Wilson Early Intervention (Foundations), Reading Recovery, and Voyager Passport. These programs are used during our Early morning initiative which is 40 minutes of instructional time provided by an additional teacher who pushes into the classroom. Students meet in small groups of no more than 5 students. Reading Recovery is provided to first grade students on a one to one program., additional small group instruction is provided for at-risk first grade students during an early morning session 7:30am to 8:15am. We also provide service during Extended Day After-school Program, 37 1/2 minutes. We assess our programs by using DRA2, Reading Recovery Observation survey, and TC Running Record. |
| Mathematics: | <input type="checkbox"/> Mathematics Intervention is provided by our math AIS teacher and classroom teachers during Morning Initiative. A concentrated focus is on mathematics twice per week. The teachers use “Achieve It” Math strategies, V-Math and Essential Skills for Math Success by Rally Education. We will also incorporate Everyday Math components. Students receive small group instruction as well as one-to one tutoring during the day and during 37 ½ minutes. |
| Science: | <input type="checkbox"/> Science will be covered by the classroom teacher as well as the Science Cluster teacher. The AIS provider will integrate Science with Reading and Mathematics lessons using science related stories to answer comprehension questions and solve math problems. There will be a push for a Science Club for the third and fourth grade students to work more on their science skills after school or during the school day, if there is a zero period. |

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| Social Studies: | <input type="checkbox"/> During the months of September to November, the fifth grade teachers will work in a comprehensive after school program to ensure that the students understand DBQ'S (Data Based Questions) and how to use primary documents in preparation for the Social Studies Test in November. Also the fourth grade students will be invited to attend so that it will not be so difficult for them the following year. |
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> The Guidance Counselor works with a group during the Early Morning Initiative daily. |
| At-risk Services Provided by the School Psychologist: | <input type="checkbox"/> None provided |
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> None provided |
| At-risk Health-related Services: | <input type="checkbox"/> The school nurse provides training for the students and teachers of students who have chronic illnesses such as asthma, diabetes, and others if it becomes necessary. The school nurse also provides workshops on healthy eating, hygiene etc. |

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 17

Non-LEP 6

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

P.S. 133 is not eligible to receive any Title III funds.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development is provided at least once a month throughout the year to help the ESL teacher and all teachers serve the ELLs and general education students better. One of the professional developments is titled, ***Using Data to inform instruction***". By using students' data, it gives idea to the ESL teacher to plan her lesson effectively. Another profession development is ELA Test Prep. It helps both the teachers and the students to get familiar with the test. It also helps the ESL teacher to plan her lesson by analyzes question by question of the ELA. This will support the ELLs performance on the test. Since we need to use data to inform instruction, All teachers, including our Title III teachers, will attend Professional Development activities offered by our LSO. These activities are at no cost to Title III.

Section III. Title III Budget

School: P S 133 The William A. Butler Elementary School
BEDS Code: 331300010133

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| Allocation Amount: | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |

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| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | 11,364.00 | <input type="checkbox"/> Professional staff, per session, per diem (Note: schools must account for fringe benefits) | \$ 11,364.00 | After School program. Grades 3-5 ELA/Math 4 teachers X 2 hours X 24 sessions X 47.35 =\$ 9,091.20 NYSESLAT Program 1 teacher X 2 hours X 24 sessions X 47.35= \$ 2,272.80 |
| | | Purchased services such as curriculum and staff development contracts | | |
| | | Supplies and materials | \$3,136.00 | Supplementary Library books, supplementary leveled libraries, supplementary math materials, NYSESLAT and |

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|---|-------------|---|--|--|--|--------|--|--|-------|-----------|--|-------|-------------|--|
| | | <table border="1"> <tr> <td></td> <td></td> <td>Beyond, supplies and instructional material for After School Programs.</td> </tr> <tr> <td>Travel</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td>\$ 500.00</td> <td>Parent Involvement refreshments and snacks \$ 500.00</td> </tr> <tr> <td>TOTAL</td> <td>\$15,000.00</td> <td></td> </tr> </table> | | | Beyond, supplies and instructional material for After School Programs. | Travel | | | Other | \$ 500.00 | Parent Involvement refreshments and snacks \$ 500.00 | TOTAL | \$15,000.00 | |
| | | Beyond, supplies and instructional material for After School Programs. | | | | | | | | | | | | |
| Travel | | | | | | | | | | | | | | |
| Other | \$ 500.00 | Parent Involvement refreshments and snacks \$ 500.00 | | | | | | | | | | | | |
| TOTAL | \$15,000.00 | | | | | | | | | | | | | |
| Purchased services - High quality staff and curriculum development contracts | 3136.00 | <input type="checkbox"/> Supplementary Library books, supplementary leveled libraries, supplementary math materials, NYSESLAT and Beyond, supplies and instructional material for After School Programs. | | | | | | | | | | | | |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$3,136.00 | <input type="checkbox"/> Supplementary Library books, supplementary leveled libraries, supplementary math materials, NYSESLAT and Beyond, supplies and instructional material for After School Programs. | | | | | | | | | | | | |
| Educational Software (Object Code 199) | 01.00 | <input type="checkbox"/> not allocated | | | | | | | | | | | | |
| Travel | 01.00 | None applied. | | | | | | | | | | | | |
| Other | 500.00 | <input type="checkbox"/> Parent Involvement refreshments and snacks | | | | | | | | | | | | |
| TOTAL | 3638 | | | | | | | | | | | | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We will implement the following methodologies: parent surveys in both English and Spanish,

Door to door outreach by Parent Coordinator and other Spanish speaking staff/parents

All written communication home will be translated

Full use of a computerized translation program

The school employs an interpretation system by which bilingual personnel can provide simultaneous interpretation through the use of a microphone and headsets.

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

- Our Latino parents need more consistent translation services. This was reported to the school community via PTA meetings, and School Leadership Team Meetings. We need to also report the information to staff during faculty conferences so that all staff members can become aware of the need to translate in Spanish.
- During one to one meetings, a translator is present. Our SBST team is bilingual and information sent home is done in both languages,
- A part of the budget is used for language translation services
- Report Cards are translated in Spanish

Part B: Strategies and Activities

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

All materials are translated to Spanish through a translation software program. Both staff members and parent volunteers assist in the process of translation for written communication.

Continue to implement translation at all meetings i.e. (PTA, Open House, Curriculum Night), school’s answering machine, HIPP program,

Translate all communications home to families,

Translate signs around the building be in both languages.

Purchase translation software for each classroom teacher to use for written communication home.

The school employs a bilingual secretary who uses a computerized translation program in order to translate English versions of all literature to be sent out to Hispanic households. Literature, such as PTA related mailings, narratives, and children's progress reports are translated in-house by bilingual personnel.

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

- All oral interpretation services are provided by in-house school staff. The main office is staffed by a bilingual secretary who interfaces with the bilingual population, and assists our Hispanic families with the filling out of necessary school documents.
- In-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel.
- The school also employs an interpretation system, by which bilingual personnel can provide simultaneous interpretation through the use of a microphone and headsets. This system allows us to reach a greater number of non-English speakers at the same time and facilitates group communication.
- The method of interpretation is utilized during Parent Teas, PTA meetings, and other group events attended by non-English speakers.

Oral interpretation services will be done in-house by staff members, parent volunteers.

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

The school will provide all oral interpretation services in-house by the school's bilingual staff. The main office and is staffed by a bilingual secretary who interfaces with the bilingual population, and assists our Hispanic families with the filling out of necessary school documents. The in-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel.

The school also employs an interpretation system, by which bilingual personnel can provide simultaneous interpretation through the use of a microphone and headsets. This system allows us to reach a greater number of non-English speakers at the same time and facilitates group

communication. This method of interpretation is utilized during Parent Teas, PTA meetings, and any other group events attended by non-English speakers. Oral interpretation services will be done in-house by staff members, parent volunteers, and translation devices.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I | Title I ARRA | Total |
|---|------------|--------------|-------|
| 1. Enter the anticipated Title I Allocation for 2010-11: | \$ 241,606 | \$64,844 | 0 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$2,410 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$10,730 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$21,1460 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
73.1 %

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- Administrative team along with literacy coach provides articles, literature, professional development to support staff members in their professional growth. Grade meetings, faculty conferences have a specific focus that centers on instructional improvement.

- Teachers are involved in study groups in multiple areas. They are also involved in “Lunch and Learn” or afterschool PD sessions with the Literacy coach.
 - Staff members participate in professional development yearly and throughout the summer months
 - Staff members will attend professional development session and gather information to turn-key to the rest of the staff.
 - Teachers are involved in ongoing professional development supported by CLSO, and consultants.
-
- Teachers are accommodated through release time in order to attend accredited college. The teachers are encouraged to obtain a masters degree or higher in an accredited college. There are also accommodations made for completion of internship and/or field work which is supported by the principal.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S.133 agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- o The school will incorporate this parental involvement policy into its school improvement plan.

- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

§ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. The **William A. Butler Elementary School , P.S.133**, will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

(a) The Principal, Parent Coordinator and the PTA Committee will schedule meeting time to discuss Outreach to the PS 133 community. Monthly committee meeting will be organized in order to discuss the development of community plans.

2. **William A. Butler Elementary School, P.S.133**, will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

(b) The leadership team will devote part of their bi-monthly meeting to assessment and reflect on process and procedures.

(c) Leadership Team will provide parents with the opportunities to voice their opinions via Parent Surveys.

(d) The Parent Coordinator will maintain an open-door policy to welcome parents and encourage ideas and concerns.

(e) On-going workshop will be continued to be conducted to build parents knowledge with the tools necessary to assist their children.

(f) Learning Leaders will continue to be actively involved in the improvement of their children education.

3. **The William A. Butler Elementary School, P.S.133** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

(a) A yearly Parent Survey will be conducted in order to find ways to help meet parents' needs.

(b) Improve and Updated Parent Handbook to be ready for distribution during the first month of school.

(c) Parents as Learning Partners. The 1st Friday of every month parents will be invited into their children classroom to read and do other activities with their children.

4. The William A. Butler Elementary School, P.S.133 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: *Head Start, Parents as Learning Leaders, local, and State-operated programs* by:

(a) ESL for Parents.

(b) Collaboration with Head Start and PAL, and Parents as Learning Leaders, local and state operated programs.

5. **The William A. Butler Elementary School, P.S.133**, will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(a) A yearly survey will be conducted by the Executive Board of the P.T.A to evaluate the quality of the school.

(b) The school Leadership Team will continue to evaluate the programs that are currently running at P.S.133.

(c) The Parent Coordinator will plan and conduct on-going workshop that will maximize parent involvement and build community involvement.

6. **The William A. Butler Elementary School, P.S.133**, will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

andlt; The State’s academic content standards;

andlt; The State’s student academic achievement standards;

andlt; The State and local academic assessments including alternate assessments,

andlt; The requirements of Part A,

andlt; How to monitor their child’s progress, and

andlt; How to work with educators:

§ PS 133 will continue to build parents knowledge and empower parents with the tools necessary to assist their children. Workshops will be held during convenient time for parents to encourage the greatest turn out. Flyers will be distributed in English and Spanish to include non-English speaking families.

- b. **The William A. Butler Elementary School, P.S.133**, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

andlt; Parents will be encouraged to attend monthly meetings and workshops to increase involvement in their children's education. Parents will be encouraged to visit their children's classroom for assistance and celebrations. Parents will be kept informed of important issues regarding their children's education.

- c. **The William A. Butler Elementary School, P.S.133** , will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

andlt; Parent outreach and involvement remains a priority at PS133. We will pride ourselves in providing teachers with bi-monthly professional development which will address content, pedagogy and how to engage parents as partners.

andlt; Monthly newsletters keep parents informed of specific needs of classes and how they can assist as well as keeping them up to date on the curriculum.

andlt; September meet the teacher week and Parent/Teacher conferences are done to inform parents of grade curriculum and expectations.

andlt; The Parent Coordinator will provide a conduit for communication between home and school.

- d. **The William A. Butler Elementary School, P.S.133** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- First Friday's – Parents are invited as Learning Partners to engage in classroom activities. Each Month there is a content area focus.

- Parent Workshops. – monthly writing celebrations

- Curriculum Teas – Parent Teas

- Special evening events – Pajama Night, Family Math Night, Movie Night.

- Curriculum related trips

e. **The William A. Butler Elementary School, P.S.133** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Translation of all parent communication in Spanish andamp; English (headphones provided to aid in translation)

Staff provided to assist in translation via personnel

Monthly newsletters provided in Spanish.

Information sent via internet and email

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by Chantel Gryne -PTA President; Heather Foster-Mann Principal; and Lami Liar PAC Representative.

This policy will be adopted by The William A. Butler School, PS 133, in September 24, 2010 and will be in effect for the period of 2010-2011 school year. The school will distribute this policy to all parents of participating Title 1 Part A children on or before October 15, 2010.

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

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

The William A. Butler Elementary School, P.S.133 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

The William A. Butler Elementary School, P.S.133 will:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

(a) Parent/Teacher Conferences will be held 2 times annually to support parents understanding of the curriculum. The compact will be discuss as it relates to each child's achievement.

hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

(a) Parent/Teacher Conferences will be held 2 times annually. One in November and one in March.

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

(a) During the Parent/Teacher conferences parents will be provided with an update of their child report card.

provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

(a) Parents/ Teachers Conferences will be held 2 times a year. P.S 133 will have an open door policy to facilitate parent concern regarding their children.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

(a) P.S. 133 will invite parents into their children classroom to volunteer and participate in their child's class and observe classroom activities.

Learning Leaders and Parent volunteer will assist teachers with a hands-on approach to their children education. The 3rd Friday of each month parents' are invited to their children classroom to act as learning partners.

- ▷ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- ▷ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- ▷ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- ▷ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- ▷ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- ▷ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

▷ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

▷ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- supporting my child's learning by making education a priority in our home by:
making sure my child is on time and prepared everyday for school;

talking with my child about his/her activities every day;

scheduling daily homework time;

providing an environment conducive for study;

· monitoring the amount of television my children watch

- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- promoting positive use of my child's extracurricular time .
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV – Needs Assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Appendix 1 – Academic Intervention Services (AIS) Summary Form Part B. Also see School wide goals numbers 2, 3, and 4 and corresponding action plans.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Appendix 1 – Academic Intervention Services (AIS) Summary Form Part B. Also see School wide goals numbers 2, 3, and 4 and corresponding action plans.

o Help provide an enriched and accelerated curriculum.

See Appendix 1 – Academic Intervention Services (AIS) Summary Form Part B. Also see School wide goals numbers 2, 3, and 4 and corresponding action plans.

- o Meet the educational needs of historically underserved populations.



See Appendix 1 – Academic Intervention Services (AIS) Summary Form Part B. Also see School wide goals numbers 2, 3, and 4 and corresponding action plans.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.



See Appendix 1 – Academic Intervention Services (AIS) Summary Form Part B. Also see School wide goals numbers 2, 3, and 4 and corresponding action plans.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.



Staff is offered opportunities to attend continuing course work through tuition reimbursement.

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



There are on going professional development – monthly PD calendars posted. Literacy coach is National Board Certified, Literacy coach provided PD to staff and parents. Professional Development provided by CLSO.

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



A hiring committee is established within the school. Recruitment fair is utilized. A collaboration is establish with St. rances College and New York University, and collaboration with CLSO.

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

* **See School wide goal number 5 and corresponding action plan. Also see Parent involvement policy.**

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



Head Start program visit out school in Spring.

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



Professional Development in ARIS, periodic assessment, and Acuity.

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



See Appendix 1 – Academic Intervention Services (AIS) Summary Form Part B

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

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

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i> | Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan. | |
|-------------------------|--|--|----|-----|---|---|---------------------|
| | | Yes | No | N/A | | Check(x) | Page#(s) |
| Title I, Part A (Basic) | Federal | Yes | | | \$180,269.00 | True | Goal number 2 and 3 |
| Title I, Part A (ARRA) | Federal | Yes | | | \$64,196.00 | True | Goal # 3 |
| Title II | Federal | Yes | | | \$131,532 | True | Goal #3 |
| Title III | Federal | | | N/A | | | |
| Title IV | Federal | | | N/A | | | |

| | | | | | | | |
|----------|---------|-----|--|--|-------------|------|-----------|
| IDEA | Federal | Yes | | | \$170,268 | True | Goal #2 |
| Tax Levy | Local | Yes | | | \$1,749.364 | True | Goal #3,4 |

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

6

2. Please describe the services you are planning to provide to the STH population.

We will provide for our students: uniforms, basic supplies, workshops for parents in the content curriculum areas.

Afterschool program available for students.

Counseling services provided for students each week from school counselor. Specific Girl's Club to address student's needs, trips . Boys group work with PC and other male support staff. Meet each week to discuss concerns. Developed organized team (football) to teach students sportsmanship, teamwork.

Parent Coordinator is the assigned liaison to work with STH Family Assistant in making sure students are in attendance.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|----------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 133 William A. Butler | | | | | |
| District: | 13 | DBN: | 13K133 | School | | 331300010133 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 31 | 29 | 51 | | 91.0 | 92.1 | 91.8 |
| Kindergarten | 38 | 38 | 43 | | | | |
| Grade 1 | 48 | 44 | 37 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 48 | 37 | 36 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 41 | 41 | 37 | | 93.7 | 90.6 | 96.1 |
| Grade 4 | 45 | 44 | 41 | | | | |
| Grade 5 | 31 | 45 | 34 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 75.3 | 85.4 | 85.4 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 3 | 20 | 24 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 2 | 1 | Recent Immigrants - Total Number: | | | |
| Total | 282 | 280 | 280 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 0 | 0 | 2 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 6 | 12 | 7 | Principal Suspensions | 1 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 45 | 35 | 41 | Superintendent Suspensions | 0 | 0 | 1 |
| Number all others | 16 | 17 | 14 | | | | |

These students are included in the enrollment information above.

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 34 | 35 | 33 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 9 | 8 | 3 |
| # receiving ESL services only | 13 | 15 | TBD | | | | |
| # ELLs with IEPs | 2 | 6 | TBD | Number of Educational Paraprofessionals | 2 | 3 | 9 |

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

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 85.3 | 80.0 | 84.8 |
| | | | | % more than 5 years teaching anywhere | 64.7 | 74.3 | 78.8 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 88.0 | 91.0 | 97.0 |
| American Indian or Alaska Native | 0.7 | 0.0 | 0.4 | % core classes taught by "highly qualified" teachers | 73.1 | 97.0 | 87.5 |
| Black or African American | 41.8 | 42.5 | 41.8 | | | | |
| Hispanic or Latino | 49.6 | 47.9 | 45.7 | | | | |
| Asian or Native Hawaiian/Other Pacific | 2.1 | 3.2 | 1.4 | | | | |
| White | 4.3 | 4.6 | 10.4 | | | | |
| Male | 54.3 | 53.2 | 51.8 | | | | |
| Female | 45.7 | 46.8 | 48.2 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

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

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

Individual Subject/Area AYP Outcomes:

| Elementary/Middle Level | | Secondary Level | |
|-------------------------|---|------------------|--|
| ELA: | v | ELA: | |
| Math: | v | Math: | |
| Science: | v | Graduation Rate: | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|---------------------|-------------------------|------|---------|-----------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | - | | | | |
| Hispanic or Latino | v | v | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | | |
| White | - | - | | | | | |
| Multiracial | - | - | - | | | | |
| Students with Disabilities | - | - | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 4 | 4 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | C | Overall Evaluation: | | | | | NR |
| Overall Score: | 34.6 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 8.4 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 6.6 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 19.6 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 0 | | | | | | |

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|---|--------------------------------------|
| Network Cluster type here | District 13 | School Number 133 | School Name William A. Butler |
| Principal Heather Foster-Mann | | Assistant Principal Deanne McGhie | |
| Coach Sha-Wonda Williams-Credle | | Coach type here | |
| Teacher/Subject Area | | Guidance Counselor K. Risley | |
| Teacher/Subject Area type here | | Parent type here | |
| Teacher/Subject Area type here | | Parent Coordinator Ahmed Dickerson | |
| Related Service Provider Myra Lopez | | Other type here | |
| Network Leader type here | | Other type here | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 266 | Total Number of ELLs | 16 | ELLs as Share of Total Student Population (%) | 6.02% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At the time of admission an oral interview is given by a pedagogue to determine language dominance. ELLs who attend PS 133 are identified through the completion of HLIS (Home Language Identification Survey). If the HLIS indicates that a child meets the criteria for testing, then the student is administered the LAB-R. If the LAB-R results show that the student is an ELL and Spanish is spoken in the home, they must also take the Spanish LAB to determine Spanish dominance. The exam is administered by the ESL teacher. P.S. 133 holds an orientation for parents or guardians of newly enrolled LEP/ELLs to inform them about the different ELL programs that are available. Translation materials are available at this meeting. At this orientation materials are handed out explaining the available program choices and parents view a DVD in their native language. Then they have the opportunity to ask questions. We will review the state standards, assessments and what our school expects from the families. At the end of the orientation the parents are given a survey and program selection form. Because there are no bilingual classes given at this school, parents are given the option of transferring their children to schools offering a bilingual program. The ESL teacher maintains records to ensure that entitlement letters, parent surveys and program selection forms are returned. There is a signature card and a checklist that allows her to see at a glance who has not returned forms. If a letter is not returned, a phone call is made, and a letter is sent following. If there is no response, a letter will be placed in the student's file indicating that the form was not returned. The child will automatically be placed in a TBE program if it is available. Otherwise they will be placed in an ESL program in the school. (As per the CR Part 154) Identified students are placed in bilingual or ESL instructional programs based on the following criteria and procedures: Parents complete the HLIS (Home Language Identification) Survey. Based on the responses given when registering their children the first time, they are administered the Language Assessment Battery-Revised (LAB-R). The assessment will determine their level of proficiency. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is rejecting transfers and opting out of bilingual programs. 100% of parents at all grade levels opt to have their children in a freestanding ESL Program.

Program models offered at our school align with parent requests. In order to meet the linguistic needs of our ELLs as well as comply with parental choice and CR Part 154, P.S. 133 has a free-standing English as a Second Language Program (ESL).

Part III: ELL Demographics

A. ELL Programs

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

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

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

| | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 0 | 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 | 16 | Newcomers (ELLs receiving service 0-3 years) | 9 | Special Education | 7 |
| SIFE | 1 | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6 years) | 1 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 9 | 1 | 3 | 6 | 0 | 4 | 1 | 0 | 0 | 16 |
| Total | 9 | 1 | 3 | 6 | 0 | 4 | 1 | 0 | 0 | 16 |

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 3 | 4 | 2 | 1 | 3 | 1 | | | | | | | | 14 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | 1 | | | | | | | | | 1 |
| Haitian | | | | | | 1 | | | | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 3 | 4 | 2 | 1 | 4 | 2 | 0 | 16 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

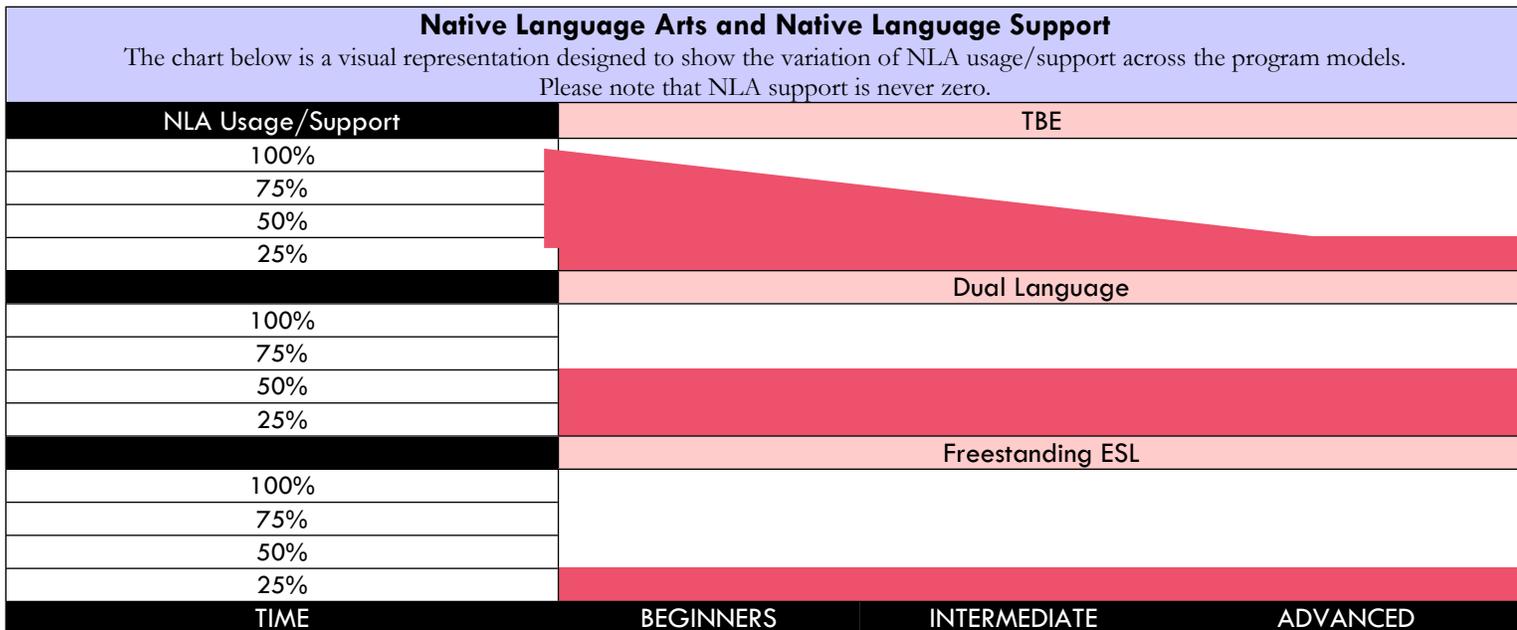
The 2010 / 2011 school year will serve children from 10 monolingual classes, 5 of which are CTT (Co-Team Teaching) classes. The students receive all instruction in English. Three hundred sixty (360) minutes of ESL instruction is provided to all beginning and intermediate level students. Advanced-level students receive 180 minutes per week of ESL instruction and 180 minutes of ELA per week as per the CR Part 154. The ELLs will be taught through content area instruction aligned closely with the grade level curriculum and ESL methodologies. All lessons for ELLs are aligned with New York City and State Standards. To provide students with support in areas of assessments there is continuous reinforcement of English Language Arts and Mathematics skills. There is an emphasis on the four modalities: reading, writing, speaking and listening. In the classrooms they use various graphic organizers, such as semantic webs, bubble maps, Venn diagrams, K-W-L charts which help the students with their reading comprehension and writing process. The balanced literacy approach and workshop model are used in lessons. There are leveled libraries that reflect various genre, themes, and author studies. Writing by students in their native language is acceptable. They are encouraged to use their native language skills to assist them in learning English. When the ESL teacher analyzes the periodic assessments she shares the results with classroom teachers. Together they work on increasing levels of proficiency. To ensure that the ELLs and Students with Interrupted Formal Education (SIFE) will meet or exceed standards they will engage in the Everyday Math program. The ESL curriculum also includes a Math word wall and an intervention program during school hours. The after school program provides extra instruction for targeted students in Math and Literacy. The 37 ½ minutes added on to the school day is used for reinforcement for these students as well.

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

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

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

The ESL teacher will develop the student's modalities through the use of the pull-out model. Students are grouped homogeneously according to English proficiency level. The 2010 / 2011 school year will serve children from 10 monolingual classes, 5 of which are CTT (Co-Team Teaching) classes. The students receive all instruction in English. Three hundred sixty (360) minutes of ESL instruction is provided to all beginning and intermediate level students. Advanced-level students receive 180 minutes per week of ESL instruction and 180 minutes of ELA per week as per the CR Part 154. The ELLs will be taught through content area instruction aligned closely with the grade level curriculum and ESL methodologies. All lessons for ELLs are aligned with New York City and State Standards. To provide students with support in areas of assessments there is continuous reinforcement of English Language Arts and Mathematics skills. There is an emphasis on the four modalities: reading, writing, speaking and listening. In the classrooms they use various graphic organizers, such as semantic webs, bubble maps, Venn diagrams, K-W-L charts which help the students with their reading comprehension and writing process. The balanced literacy approach and workshop model providing structure and scaffolds are used in all lessons. The ESL teacher uses whole language approach, Total Physical Response (TPR), Cooperative Learning and Cognitive Academic Language Learning Approach (CALLA). There are leveled libraries that reflect various genre, themes, and author studies. Writing by students in their native language is acceptable. They are encouraged to use their native language skills to assist them in learning English. When the ESL teacher analyzes the periodic assessments she shares the results with classroom teachers. Together they work on increasing levels of proficiency. To ensure that the ELLs and Students with Interrupted Formal Education (SIFE) will meet or exceed standards they will engage in the Everyday Math program. The ESL curriculum also includes a Math word wall and an intervention program during school hours. The after school program provides extra instruction for targeted students in Math and Literacy. The 37 ½ minutes added on to the school day is used for reinforcement for these students as well.

Programs provided to all English Language Learners (In English) are:

- Physical Education, Science, Music, Social Studies Through the Arts
- Studio-In-The-School
- Junior Great Books
- Computer Enrichment
- Enrichment Club Fridays
- Cookshop For Kids
- 37 ½ minute extended day for reinforcement

After School

- Academic (level 2)
- Academic Enrichment (level 3-5)
- University Settlement

Programs

- Conflict Resolution
- AIS
- Speech
- Guidance Counseling
- SETTS

The ELLs who have tested out of ESL (reached proficiency on the NYSESLAT) are transitioned directly into intervention because they are considered At Risk. This is a requirement for all students who have reached the proficiency level. Next school year each class will be given a buddy class. The students will work together on various projects to improve communication skills as well as gain more knowledge in all subject areas. All programs in our school are available to all students, including our ELLs. Students use all regular classroom programs and textbooks. They have access to English leveled libraries as well as to books in their native language. All students, including ELLs have access to our Enrichment program that utilizes the technology available in our school. Students are spoken to in their native language to clarify and support

their learning. They use the buddy system approach to learning, and speak in their native language with their partners. The native language library allows them to research and read in their native language. Required services support, and resources correspond to ELLs ages and grade levels. They receive SETTS, Guidance Counseling, Speech, and AIS services based on need.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Monolingual teachers will receive ongoing professional development informing them of preparations for the NYSESLAT. Teachers will be given information for ESL new teacher credits, ESL strategies and NYS standards for ESL. Regular teachers receive 7.5 hours of instruction on ESL methodologies and Special Education teachers receive 10 hours. In the ESL classroom, the ESL teacher maintains a professional resource library for teachers. Children First Network (CFN) will provide training, and staff will attend available workshops to meet required hours.

E. Parental Involvement

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

In our school parents are encouraged to visit and spend time in their child's classroom. Our teachers invite parents to Parent Teas welcoming them to the school and to the classroom. Parents are encouraged to attend writing celebrations and assemblies, and to work with the class on First Fridays. Parents also have coffee chats with the principal on these First Fridays. The ESL teacher and Parent Coordinator will help parents with all issues. They will be given the opportunity to attend classes which will teach them to assist their child with school work, test preparation and such throughout the school year. Translations will be available as needed. ARIS is a computer based evaluation system that is available to all our parents as well. It is available in the parent's native language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

| | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Advanced (A) | 2 | 0 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Total | 3 | 4 | 2 | 1 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

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

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

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

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | 1 | | 1 | | | | 2 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 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 | | | | | | | | |
|----------------------|--|--|--|--|--|--|--|--|

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

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

Assessment tools our school uses to assess the early literacy skills of our ELLs include ECLAS-2, Fountas and Pinell reading levels, DRA assessments, and TCRWP assessments. The data that is derived from these assessments are used to plan and drive instruction. Differentiated instruction takes place in reading, writing and math in order to support and enrich all of our students.

Depending on the patterns across modalities, instructional activities are created to address deficiencies. There are no native tests administered but bilingual glossaries are available to assist students on content-area exams.

Based on the Spring 2009 New York State English as a Second Language Assessment and LAB-R administered in the Fall of 2009, the following has been indicated: Among Kindergarten students 33% are at the beginning level and 66% are at the intermediate level. In Grade 2 50% are at the beginning level and 50% are advanced. One hundred percent of Grade Three students are at the advanced level. Grade Four students 50% are at the beginning level and 50% are at the advanced level. One hundred percent of Grade five students are at the advanced level.

On the Spring 2009 Third Grade New York State Math exam, 100% of ELLs scored a level 3. On the 2009 Third Grade New York State ELA exam, 25% of the ELLs were exempt and 33% scored a Level 1. On the Fourth Grade New York State Math Exam 100% scored at a Level 3. On the 2009 Fourth Grade New York ELA Exam 66% scored a Level 2 and 33% scored a Level 1. On the 2009 Fourth Grade Science Exam 50% scored a Level 2 and 50% Level 3. On the 2009 Fifth Grade New York State Social Studies Exam 50 % scored at a Level 2 and 50% scored at a Level 3.

Additional Information

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

Part VI: LAP Assurances

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

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