



**FRED R. MOORE ACADEMY
C.S. 133**

**2010 - 2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 05M133
ADDRESS: 2121 FIFTH AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: C.S. 133 **SCHOOL NAME:** Fred R. Moore Academy

SCHOOL ADDRESS: 2121 Fifth Avenue, New York, NY 10037

SCHOOL TELEPHONE: 212-690-5936 **FAX:** 212-690-5939

SCHOOL CONTACT PERSON: Susan M. Vairo, Principal **EMAIL ADDRESS:** svairo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Alexa Brito

PRINCIPAL: **Susan M. Vairo**

UFT CHAPTER LEADER: Greg Muir

PARENTS' ASSOCIATION PRESIDENT: Theresa Cochrane

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 5 **SSO NAME:** CFN 402

SSO NETWORK LEADER: Ms. Jacqueline Gonzalez

SUPERINTENDENT: Ms. Gale Reeves

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
Ms. Susan M. Vairo	*Principal or Designee	
Mr. Gregory Muir	*UFT Chapter Chairperson or Designee	
Ms. Theresa Cochrane	*PA/PTA President or Designated Co-President	
Ms. Jessenia Colon	Title I Parent Representative (<i>suggested, for Title I schools</i>)	
Ms. Virginia Stith	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ms. Alexa Brito	SLT Chairperson/Teacher	
Ms. Joan B. Mitchell	Member/Assistant Principal	
Ms. Sybil Thompkins	Member/Teacher	
Ms. Desiree Fulton	Member/ Teacher	
Ms. Janet Kretzdorn	Member/Teacher	
Ms. Chiara Grenaway	Member/Teacher	
Ms. Erica Dratte	Member/Parent	
Ms. Tunisha Hicks	Member/Parent	
Mr. David Seymour	Member/Parent	
Ms. Harriette Seymour	Member/Parent	
Ms. Connie Santos	Member/Parent	
Mr. David Alleyne	Parent Coordinator (Non-voting)	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Mission Statement

The mission of the Fred R. Moore Academy is to provide a rigorous and safe learning environment where students will be challenged to become better citizens and achieve academic excellence in all curriculum areas. Our goals are to provide academic projects, meet the individual needs of all students and prepare them to compete in the future. This will be achieved through a collaboration between parents, teachers, administration and the community.

Vision Statement

We envision our school as a community of learners that are committed to providing a quality education for all students. We strive to provide a safe and nurturing school environment, while creating collaboration among students, staff, parents and the community based organizations (CBO's) in the Harlem Community. Our goal is to ensure that all students, including special education and English Language Learners meet and exceed city and state standards in all academic areas and are prepared to compete in the global community.

The Fred R Moore Academy, also identified as C. S. 133, is an elementary school located in Central Harlem. The school's population consists of approximately 303 students in grades Pre-kindergarten to grade five.

Throughout the last few years the population of the Harlem community has changed, and is now home to many new immigrants. Our school has a diverse population of students from various cultures and communities. Approximately 66% are African American (English-speaking) and 30% are Spanish speaking from Caribbean, Central and South America. There continues to be an influx of new immigrants from Middle Eastern and African countries. We also have 22 students receiving ESL services. We are a Title I school and all students receive free lunch. We are aware that statistical data shows significant changes in our school population; data shows a decrease in the African-American population, and an increase in the Hispanic and West African population. These changes are directly attributed to the multicultural, housing and economic changes in the Harlem Community.

Our goals for this year will focus on the following:

- ✓ The further development of a coherent literacy curriculum for all students
- ✓ To further develop teacher expertise in the effective utilization of data to differentiate instruction
- ✓ Improved Attendance

- ✓ Improved Academics, instruction and student progress in all content areas
- ✓ Implement PBIS, new incentive-based philosophy for school-wide Behavior Management and Intervention to maintain a safe and secure environment

Our success is also attributed to the Community Based Organizations that support our schools goals and objectives. They include:

- ✓ Harlem Children's Zone
- ✓ The Carmel Hill Foundation "Accelerated Reader Program"
- ✓ Columbia Presbyterian School Based Mental Health Program
- ✓ The NYC Dept. of Health-Wellness Committee
- ✓ Harlem Hospital Outreach Department
- ✓ Mighty Milers Program of the New York Road Runners Foundation
- ✓ Girl Scouts and Boy Scouts
- ✓ Pathway to the Arts

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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:	C.S. 133 (See School Website)			
District:	5	DBN #:	05M133	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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 type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. 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							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?
-

PERFORMANCE TRENDS

CS 133 conducted a comprehensive needs assessment. We analyzed the findings of the Quality Review, the NYC Progress Report, the NYSED Accountability and Overview Report and the NYS standardized assessment results. As a result of our analysis, we noticed the following trends on the ELA and Mathematics standardized assessments:

The cut-off for the scale scores on the 2010 State ELA and Mathematics tests was increased such that students across the city needed to score higher in order to maintain their standing from the 2008 and 2009 tests. This resulted in more students scoring Level 1 and less students scoring Levels 3 and 4 in 2010. Accordingly,

- In ELA, the percentage of tested students in Level 1 increased from 16% in 2008 to 36% in 2010.
- In ELA, the percentage of tested students in Level 3 and 4 decreased from 28% in 2008 to 9% in 2010.
- In Mathematics, the percentage of tested students in Level 1 increased from 11% in 2008 to 17% in 2010.
- In Mathematics, the percentage of tested students in Level 3 and 4 decreased from 29% in 2008 to 17% in 2010.

As a result of our analysis of the NYSED Accountability and Overview Report we found that C.S. 133 did not meet our AYP in ELA for 2008-09 in the area of ELA for our students with disabilities, nor in 2009-2010 in the area of ELA for all students (which includes students with disabilities.) This is the result of an immediate decline over the past two years and a steady decline over time in ELA. We are now a School in Need of Improvement.

SIGNIFICANT ACCOMPLISHMENTS

- We have had many accomplishments over the past year. First and foremost, our school has a new reading program called Reading Streets and teachers are providing guided reading to students in addition to the other components of Balanced Literacy. This is the first reading program at the school in several years. It is a comprehensive, balanced literacy program

designed for differentiated instruction and with specific elements that address our ELL's and students with disabilities. Teachers have received a variety of materials that come with the program to support and enrich instruction. Teachers have also received professional development from the vendor as well as continued one-to-one assistance, particularly for guided reading, from our AUSSIE consultant.

- Another accomplishment is the purchase and implementation of the Fountas & Pinnell Benchmark Assessment Toolkits for all students in grades K – 5. No uniform assessment tool for ELA was formerly used at the school. ACUITY tests were conducted for grades 3-5, however, there were no periodic assessments previously administered in grades PreK - 2. The periodic assessments plus F&P data has already proved invaluable with respect to informing instruction and grouping students for guided reading/ELA.
- While our State Report Card shows a decline in ELA scores, another accomplishment is that students met their AYP in Math and Science.
- Additionally, our teachers have received professional development directed at gathering, analyzing and using data to inform instruction. In addition to professional development for the use of ARIS and ACUITY, teachers have received PD for the administration of running records and the F&P Benchmark Assessments.
- Another accomplishment this year is the introduction of the Positive Behavior Intervention Supports (PBIS) for students as well as the opening of a S.A.V.E. Room. PBIS is a schoolwide effort which entailed the start-up of a School Store whereby students earn tokens ("Bulldog Bucks") for good behavior and turn them in to purchase school supplies and/or other small items. Additionally, we also have a S.A.V.E. Room this year.

SIGNIFICANT AIDS

- Our most significant aid has been a tremendous budget reduction. Consequently we have been challenged by a lack of manpower coupled with a significant need for professional development. This year we lost our two AIS positions as well as our two Coach positions (ELA and Math.) We were also reduced by one school aide. This reduction in staff has had a far-reaching effect on our ability to successfully carry our new initiatives (described above) forward. It has been challenging to provide staff with much-needed professional development without Coaches. Our AUSSIE's have assisted us but cannot provide the day-to-day continuity of an in-house Coach. We have dedicated our SINI funds as well as our Student Support Allocation to address our staffing shortage. We will contract a part-time, F-status ELA Coach and AIS teacher. We will also bring in per session substitute teachers to provide additional AIS support and small group instruction.
- Another significant aid is the need for curriculum maps. Teachers have received a basic curriculum map that is aligned to the New York State learning standards, however, we are in need of more detailed curriculum maps that are aligned to the common core standards and provide greater cohesiveness on grade levels as well as vertically. We will dedicate our Common Core allocation to professional development for teachers to participate in the development of current and rigorous curriculum maps.
- Another significant barrier is a decline in student attendance coupled with an influx of immigrant population. To further complicate this matter, we no longer have our CBO, Children of the World, who provided much-needed assistance to families who are new to the community and/or new to the country.
- Another aid is a growing population of special education students in ratio to our general education population. This has placed additional demands on staff and resources at the school.
- In reviewing our New York State Report Card we see that a significant aid has been not meeting AYP in ELA resulting from an increase in the number of students scoring Level 1 and a decrease in the number of students scoring Level 3 and 4 for ELA.

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

1	Further develop a cohesive literacy curriculum for Grades PreK - 5 that continues to be aligned to the New York State learning standards and introduces the new Common Core Standards.	100% of classroom teachers will participate in professional development for balanced literacy/guided reading, the administration of the F&P Benchmark Assessments and unit planning based upon the selected reading program as demonstrated in lesson planning and formal/informal teacher observations. ELA scores to increase by 3 F&P levels.	Provide professional development to all teachers in the use of selected literacy curriculum and F&P Benchmark Assessment System. 100% of the classrooms will implement resources to support the selected literacy curriculum. Students to be tested according to three benchmarks to assess progress: October, February, June.	Tax Levy, Title I, Contract for Excellence
2	To further develop expertise in the effective utilization of data in order to differentiate instruction, increase rigor and promote higher order thinking skills.	100% of classroom teachers will participate in professional development around utilization of data leading to greater differentiation of instruction that addresses the needs of all students in literacy. Teachers will utilize data on an on-going basis to form differentiated groups and to inform instruction for the purpose of meeting student needs; groupings shall be modified accordingly based upon student growth and progress. 100% of the classrooms will implement resources to support differentiated learning. ELA performance will increase from PI of 128 to PI of 138.	Teachers to receive professional development in the gathering, analysis and use of data to inform instruction. Teachers will be trained in the use of ARIS and ACUITY during common planning meetings, faculty conferences and/or opportunities before and after school. Inquiry team allocation will be used to train teachers during times other than contractual meeting times.	Tax Levy, Title I, Contract for Excellence
3	Increase the performance of students with disabilities on the New York State Assessment in ELA.	ELA scores for grade 4 for students with disabilities will increase from PI of 94 to PI of 107.	To determine the needs of students, teachers will administer formative diagnostic assessments, i.e. Acuity, F&P Benchmark Assessments, Reading Streets Unit assessments and Accelerated Reader following Units of Study. Teacher teams will meet weekly to discuss strategies that have proven successful with students with disabilities. Classroom teachers will differentiate instruction to meet the needs of individual students. Teachers will continually communicate with the parents and others to ensure completion of homework and other assignments.	
4	100% of teachers to extend inquiry work.	In the 2010-2011 school year, 100% of teachers will be involved in collaborative inquiry work to examine groups of students in the lowest 1/3 for the purpose of improving the schoolwide skill of main idea and supporting details on Acuity and Fountas & Pinnell Benchmark tests. ELA ACUITY scores for students in the lowest one-third will increase 10% on questions that target main idea and supporting details.	Increase focus on Teacher Teams engaged in collaborative inquiry process particularly for grade level/horizontal teams. Provide PD to target students that fall into each category by examining student work, using ARIS and ACUITY data and other sources. Provide time for teachers to meet to collaborate and engage in the inquiry process. Inquiry team allocation will be used to train teachers during times	Tax Levy, Title I, Contract for Excellence

			other than contractual meeting times.	
5	Reduce student lateness.	Student lateness will decrease 25%.	Develop an Attendance Program in collaboration with members of the faculty and the assigned Attendance teacher from the Integrated Service Center. Provide incentives to students whose lateness rate decreases on a monthly basis. Provide incentives and schoolwide celebrations for students whose lateness rate has steadily decreased.	Tax Levy, Title I, Contract for Excellence

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, further develop a cohesive literacy curriculum for Grades PreK - 5 that continues to be aligned to the New York State learning standards and introduces the new Common Core Standards resulting in an increase of 3 F&P levels in ELA reading scores. By June 2011, C.S. 133 will further develop a cohesive literacy program for all students, including students with special needs, and 100% of all classroom teachers will participate in professional development as evidenced by attendance at professional development opportunities.</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>To achieve this goal, C.S. 133 will:</p> <ul style="list-style-type: none"> • 100% of classroom teachers will participate in professional development for our new selected reading program from vendor. • Review student data to ascertain the needs of all students including ELL's and students with special needs. • Arrange for vendor-presented professional development to teachers for our new ELA program. • Arrange for AUSSIE consultants to provide one-to-one and grade level customized PD for teachers in the areas of balanced literacy, particularly guided reading as well as administration of the Fountas and Pinnell Benchmark Assessments, work with teachers to revise ELA curriculum map to conform to new ELA program, work with teachers to revise the Math curriculum map to reflect state standards. • Arrange for Network presented PD to staff regarding the Common Core Standards. • Teachers will review and track student data to ascertain the needs of all students including ELL's and students with special needs. Students to be assessed using F&P Benchmark Assessment System in October, February and June.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	Tax Levy Title I Contract for Excellence		
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Periodic Review Progress will be reviewed on a quarterly basis.	Instruments of Measure Attendance at PD activities	Projected Gains 100% of classroom teachers will implement the schoolwide literacy program in September.

Subject/Area (where relevant): Data Analysis

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June, further develop expertise in the effective utilization of data in order to differentiate instruction, increase rigor and promote higher order thinking skills resulting in an increase in ELA performance from PI of 128 to PI of 138.</p> <p>By June 2011, 100% of all teachers will participate in professional development around the utilization of data to inform differentiated instruction as evidenced by attendance at professional development opportunities and the observation of differentiated instruction in classrooms</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>To achieve this goal, C.S. 133 will:</p> <ul style="list-style-type: none"> • 100% of classroom teachers will participate in professional development around utilization of data (ARIS, ACUITY, Reading Streets weekly and Unit assessments, F&P Benchmark Assessments), leading to greater differentiation of instruction that addresses the needs of all students in literacy. • Administration will host a mini-retreat for 8 staff persons to examine school data using Acuity for the present 4th and 5th grade students. • Teachers at the retreat will turnkey information to the entire faculty through Professional Development and the Inquiry Team process. • Administration will observe lessons to determine whether or not the teacher is using differentiated instruction. •

	<ul style="list-style-type: none"> • Administration and ELA AUSSIE to schedule follow-up Professional Development based upon teacher needs; teachers who are struggling to use differentiated instruction, teachers who are using differentiated instruction to an extent, teachers who are good at using differentiated instruction. • Teachers will receive professional development in the use of ARIS and ACUITY data during common planning meetings, faculty conferences and/or opportunities before and after school. • <p>Include target populations, staff members and timelines for each activity.</p>						
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy Title I</p>						
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<table border="1"> <thead> <tr> <th data-bbox="737 721 1150 764">Periodic Review</th> <th data-bbox="1150 721 1562 764">Instruments of Measure</th> <th data-bbox="1562 721 1976 764">Projected Gains</th> </tr> </thead> <tbody> <tr> <td data-bbox="737 764 1150 865">Progress will be reviewed on a quarterly basis.</td> <td data-bbox="1150 764 1562 865">Attendance at PD activities</td> <td data-bbox="1562 764 1976 865">100% of teachers will use data to inform ELA instruction by December.</td> </tr> </tbody> </table>	Periodic Review	Instruments of Measure	Projected Gains	Progress will be reviewed on a quarterly basis.	Attendance at PD activities	100% of teachers will use data to inform ELA instruction by December.
Periodic Review	Instruments of Measure	Projected Gains					
Progress will be reviewed on a quarterly basis.	Attendance at PD activities	100% of teachers will use data to inform ELA instruction by December.					

Subject/Area (where relevant): Increase ELA Scores for Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the performance of students with disabilities on the New York State Assessment in ELA such that scores for students with disabilities increase from PI of 94 to PI of 107.</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>To achieve this goal, C.S. 133 will:</p> <ul style="list-style-type: none"> • Teachers to administer formative diagnostic assessments (ACUITY, F&P Benchmark Assessments, Reading Streets Unit Assessments and Accelerated Reader.) • Teacher teams to meet weekly to discuss strategies that have proven successful with students with disabilities. • Classroom teachers to differentiate instruction to meet the needs of individual students with disabilities. • Teachers to send home interim Student Progress Report to inform parents of student progress prior to March Parent-Teacher Conferences. • Teachers to continually communicate with parents and others to ensure completion of homework and other assignments. • Teachers to meet with service providers to discuss areas of strength and weakness so that they may work as a team to develop students' decoding, fluency and comprehension skills. • Teachers to create customized assessments in order to isolate the area of weakness (i.e. decoding or comprehension) so that it may be targeted during instruction. • Teachers to differentiate homework assignments so that extra practice is specific to the needs of individual students. • Teachers to plan weekly with para-professionals so that they can offer 1:1 or small group assistance to students, while monitoring progress. • Professional development regarding strategies for students with disabilities to be provided to cluster teachers.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy Title I</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Periodic Review	Instruments of Measure	Projected Gains
	Progress will be reviewed on a quarterly basis.	Attendance at PD activities	100% of teachers will use data to inform ELA instruction by December.

Subject/Area (where relevant): Inquiry Work

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2011, extend inquiry work of 100% of all teachers as demonstrated through online discussion notes of will participate in Inquiry Work in horizontal (grade level) and/or cross-grade Inquiry teams.</p> <p>and record their discussion notes into the online Inquiry Discussion Space.</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>To achieve this goal, C.S. 133 will:</p> <ul style="list-style-type: none"> • Administration will host a mini-retreat for 8 staff persons to examine school data using Acuity for the present 4th and 5th grade students. Participants to analyze data to determine schoolwide goal and skill. • Teachers at the retreat will turnkey information to the entire faculty through Professional Development and the Inquiry Team process. • Administration to meet with Inquiry teams to discuss ideas shared and strategies used. Administration to will observe lessons to determine whether or not the teacher is using differentiated instruction. • Teachers to record discussion on their internet discussion space to measure both progress as well as the effectiveness of the methods and strategies taught. • Administration and ELA AUSSIE to schedule follow-up Professional Development based upon teacher needs; teachers who are struggling to use differentiated instruction, teachers who are using differentiated instruction to an extent, teachers who are good at using differentiated instruction. Teachers will choose a sample group of 4-5 students who will receive skill-specific instruction. • Teachers will periodically assess these students to measure both progress as well as the effectiveness of the methods and strategies taught. • Teachers will implement a variety of strategies (i.e. use of manipulatives) so students will have the opportunity to master the concept using auditory, visual and kinesthetic methods.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy Title I						
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Subject/Area (where relevant): Attendance

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June, reduce student lateness by 25%. 2011, the aggregate student attendance will increase as evidenced by ATS attendance reports
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>	To achieve this goal, C.S. 133 will: <ul style="list-style-type: none"> • Continued use of Attendance Monitor Phone System for C.S. 133. • Host monthly Award Assemblies where Perfect Attendance is recognized among other categories. • Display names of students with perfect attendance in the Main Lobby and by the office on a monthly basis. • Announcements over the public address system for classes with 100% attendance. • Display commendation flyers outside classrooms of students with good attendance. • Meet with Attendance teacher monthly to review 407's and other instances of poor attendance/lateness. • Meet with Parent Coordinator concerning students who are late due to busing

	<p>issues.</p> <ul style="list-style-type: none"> • Meet with Guidance Counselor and Family Worker concerning students who are chronically late or absent. • Review daily sign-in log to look for patterns and trends with student latenesses. 						
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy Title I</p>						
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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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	43	43	N/A	N/A				
1	51	51	N/A	N/A				
2	52	52	N/A	N/A				
3	43	43	N/A	N/A				
4	42	42	42	42				
5	41	41	41	41				
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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 LeaC.S., 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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<p>ELA:</p>	<ul style="list-style-type: none"> • Wilson reading program – Focus on decoding and fluency. Students receive small group and one-to-one instruction during the school day. • Reading Streets - Sidewalks Program. Students are grouped according to abilities determined by Reading Streets baseline assessments and Fountas & Pinnell Assessments. Small group and one-to-one instruction is provided. • Based upon the results of the New York State ELA exam and ACUITY exams, students grouped according to data and AIS administered during Extended Day/Small Group Instruction program in Grades 2-5. • Based upon teacher survey conducted in previous school year, we contracted AUSSIE services to provide teachers with one-to-one and grade level professional development in the administration of Fountas and Pinnell benchmark assessments, implementation of Reading Streets program and AIS. • Regular data-collection via teacher-made assessments, weekly and end-of-unit Reading Streets assessments, student work, Study Island computer program and Accelerated Reader program to group and regroup students to receive AIS so as to capture students in need who may not have been previously receiving services. • Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.
<p>Mathematics:</p>	<ul style="list-style-type: none"> • Based upon the results of the 2010 New York State Math exam, ACUITY tests and baseline and unit assessments for Everyday Math, students grouped according to data and AIS administered during Extended Day/Small Group Instruction program in Grades 2-5. • Based upon teacher survey conducted in previous school year, we contracted AUSSIE services to provide teachers with one-to-one and grade level professional development in math that conforms to the Common Core standards, implementation of Everyday Math program and AIS. • Regular data-collection via teacher-made assessments, end-of-unit Everyday Math assessments, student work and Study Island computer program to group and regroup students to receive AIS so as to capture students in need who may not have been previously receiving services. • Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.
<p>Science:</p>	<ul style="list-style-type: none"> • 4th grade students receive small group AIS instruction in preparation for the New York State Science exam. • AIS administered in conjunction with Reading Streets literacy program. • Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.

Social Studies:	<ul style="list-style-type: none"> • Students receive small group AIS instruction. • AIS administered in conjunction with Reading Streets literacy program. • Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Works with individuals, groups of students and parents. • Provides programs on topics such as Respect for All, problem solving, development of self-esteem and coping with strategies, social skills training and conflict management. • Provides classroom guidance services, where appropriate. • • Assists parents in making use of community resources. • Offers professional development to teachers. • Provides training and information to parents and teachers. • Provides conflict resolution strategies to students and teachers. • Participates on Pupil Personnel Team (PPT.) • Works with the articulation process to Middle School. • Provides crisis intervention for children faced with stressful events such as abuse, suicide, death, family breakdown, peer pressure etc. • Consults with school staff to assist students. • Participates in the suspension process where appropriate. • Provides support for student government and other student activities. • Provides counseling and other opportunities for students in career awareness. • Participates on School Safety Committee.
At-risk Services Provided by the School Psychologist:	<p>After assessments, the students are phased-out once they have the ability to use the learned social skills independently.</p>
At-risk Services Provided by the Social Worker:	<p>Groups or one-to-one counseling to focus on social skills are established as at-risk students have been identified by the school's Pupil Personnel Team.</p> <p>Works with individual, groups of students and parents.</p> <p>Assists parents in making use of community services.</p> <p>Provides conflict resolution strategies to students and teachers.</p> <ul style="list-style-type: none"> • Participates on Pupil Personnel Team (PPT.) Consults with school staff to assist students. • Participates in the suspension process where appropriate. • Provides support for student government and other student activities. • Provides counseling and other opportunities for students in career awareness. • Provides crisis intervention for children faced with stressful events such as abuse, suicide, death, family breakdown, peer pressure etc.

<p>At-risk Health-related Services:</p>	<p>School nurse confers with Dept. of Health to provide health services and workshops such as Asthma Workshops, Vision screenings, dental services and medical check-ups. These services are provided during the day on a one-to-one basis. Workshops are conducted in the day in a small group setting.</p> <p>Works together with Parent Coordinator to ensure that accurate health information is provided to parents ad families (health insurance, etc.)</p> <p>Health room has a sink and is adequately stocked with medical supplies.</p> <p>There is an effective working relationship between teh school-based health clinic and school staff.</p> <p>Participates on School Safety Committee.</p> <p>Students who become ill are not sent home alone. A parent or legal guardian picks up the student at school and signs the student out in the attendance office.</p> <p>Works together with parents and school staff concerning immunizations.</p> <p>Works together with parents and school staff concerning health concerns of students, asthma, medical conditions, allergies, etc.</p> <p>Provides training for school staff, as appropriate, to best meet health needs of students.</p>
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Additionally, our full-time speech-language pathologist provides small group instruction to both general and special education students in need, servicing their speech - language deficits, as well as enhancing their reading comprehension, sequencing skills, classification abilities, and meta-linguistic awareness. Students that receive speech therapy are taught strategies, in these areas, which will prepare them for the New York State Exams in ELA, Math and Science.

The full-time occupational therapist provides small group instruction to students in need, in both the general and special education populations. Students are taught a variety of skills and strategies designed to increase their ability to work independent and efficiently, while fostering academic progress in all areas. The foci of these strategies and skills include, but are not limited to, visual perception, eye/hand coordination, sequencing and problem-solving.

The collaboration of service providers, teachers, administration and parents cultivates the academic growth of each student receiving these services.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.
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.

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.
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.
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>.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$266, 989	\$57,977	\$324,966
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,670	\$580	\$3250
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,350	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,700	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 87%
6. If the percentage of high quality teachers during 2010-2011 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.

C.S. 133 is implementing the following strategies to ensure that the school will have 100% highly qualified teachers:

- Professional Development opportunities to be given to the teachers through AUSSIE consultants.
- Professional Development opportunities to be given by our CFN.
- Professional Development opportunities to be given through the DOE content-area course offerings.
- In-house Professional Development opportunities to ensure that teachers are aware of taking outside courses to be funded through the Dept. of Ed.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All teachers assigned to the school are certified. To ensure that all teachers are Highly Qualified, the school will review the BEDs survey and ensure that teachers are assigned to their area of certification. To strengthen teachers' knowledge and skills, all teachers participate in extensive professional development activities. The literacy and math AUSSIE coaches provide high quality, one-to-one and grade level on-site professional development opportunities. Teachers also participate in professional development opportunities provided by the CFN.

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.) To enable all children in the Schoolwide Program to meet the Common Core standards, high-quality and ongoing professional development is provided for teachers, assistant principal, principal, AUSSIE consultants and paraprofessionals in a variety of ways. The AUSSIE literacy and math coaches provide high quality, one-to-one and grade level on-site professional development opportunities. Teachers also participate in professional development opportunities provided by the Community Learning Support Organization that includes workshops, on-site opportunities and intervisitations to other high performing schools within the network. Common planning time is scheduled for all teachers and paraprofessionals weekly.

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

Strategies to attract high-quality highly qualified teachers to C.S. 133 include the following:

- The principal will seek collaborations with local colleges and universities to engage student teachers
- The principal will review resumes from the New Teacher Finder
- The principal will attend Job Fairs.

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

C.S. 133 has a full time parent coordinator that is actively engaged in increasing parent involvement at the school. The parent coordinator conducts the following activities:

- Create a parent-friendly and welcoming environment so that parents/ guardians can feel a sense of belonging to the school their children attend and feel that they are equal partners at the school in the interest of the education to their children.
- Conduct parent surveys to find out what the needs and interest of the parents are and develop programs, workshop, and hold focus groups and meetings that reflect those pointers throughout the school year.
- Create, post and/or distribute posters and flyers, in a timely manner, of events and meetings throughout the school building especially areas heavily trafficked by parents, so that they can attend what is of interest to them here at C.S. 133.
- Point person for the schools monthly calendar and for school newsletter; gathering up the information that will be included in each calendar and newsletter and putting in all the necessary information that are relevant to parents so that they can stay involved and take advantage of all the opportunities being offered to them in the school building.
- Serve as a resource to parents when they reach out for help and refer parents to agencies, service centers etc. where they can receive the help they need.

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.

The principal plans to invite parents and teachers from the local early childhood programs, including nursery and pre-schools, and Head Start programs to visit the school for possible placement next year.

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.

A goal of the school is to increase the utilization and analysis of data by all staff to inform instruction and to provide differentiated instruction to improve the achievement of students.

See Action Plan.

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.

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, C.S. 133 will:

- a. Use standardized achievement data to identify students that are experiencing difficulty
 - b. Provide Academic Intervention Services to students during the school day
 - c. Provide Academic Intervention Services to students during the Extended day program based upon focused skills instruction
 - d. Provide an afterschool program for students in ELA and Mathematics for focused skills instruction
 - e. Monitor progress of students
 - f. Adjust student programs as necessary.
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.

C.S. 133 will coordinate and integrate all Federal, State and local funding and programs to provide a seamless instructional program for all students.

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 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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		X				
Title I, Part A (ARRA)	Federal		X				
Title II, Part A	Federal		X				
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local		X				

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.

Program sources will aide Inquiry Teams with their work in identifying specific skills students need to meet state standards.

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

Planning will be incorporated by using S.M.A.R.T. goals by classroom teachers during daily instruction.

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:

-
- **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.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - 37.5 minutes of instruction
 - The Academic Success After School Program
 - The Academic Advantage Saturday School
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

Instructional methods and strategies include the use of:

- Leveled books for each unit of study
- Implementation of the workshop model
- Fountas and Pinnell scores to create differentiated guided reading groups
- The Collaborative Team Teaching Models of Instruction.

4. Coordinate with and support the regular educational program;

Schoolwide Reading Streets Literacy Program is supported by a computer based Accelerated Reader Program. It offers additional leveled trade books for students to read and to be Assessed.

Art Cluster supports literacy through its focus to teach literary concepts using art as its vehicle of instruction.

5. Provide instruction by highly qualified teachers;
 - Data Specialist provides teachers with assessment data to help them plan effectively.
 - SETSS staff works closely with students enabling them to practice new skills
 - Occupational Therapist services students need to focus and increase fine motor skills necessary for success
 - Physical Therapist provides help to students enabling them to move freely and easily during independent learning environments
 - Speech Therapist uses scientifically based techniques and strategies to minimize barriers to communicate
 - Computer teacher provides opportunities for enrichment and review of classroom lessons
 - Guidance Counselor-Special Ed/General Ed work with students one-on-one and in small groups providing conflict resolution strategies to use as tools for working cooperatively with others in the school and classroom
 - Art teacher applies literacy skills to instruction as they explore art content and produce projects
 - Health teacher instructs using a variety of content material that enriches science concepts.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - a. Demonstration lessons on how to effectively engage ELL's during instruction who have no or limited English skills
 - b. Workshops on writing and implementing lessons that clearly demonstrate rigor.
 - c. Workshops on using scientifically based ways to encourage and engage combative students
7. Provide strategies to increase parental involvement; (See below #7)
8. Coordinate and integrate Federal, State and local services and programs.

7 and 8 Federal, State and Local services will be used to meet the needs of Parents who are

- In shelters
- Experiencing domestic violence
- Very young
- Limited or no literacy skills
- Speak no English

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING (N/A)

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) (N/A)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

There are 43 Students in Temporary Housing at C.S. 133.

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

All services that are provided to the general school population, including extended day activities, are extended to the Students in Temporary Housing. In addition, these students may be provided with warm winter clothing, backpacks and school supplies, as needed.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 133 Fred R Moore					
District:	5	DBN:	05M133	School		310500010133

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	18	18	18		90.6	91.6	90.2
Kindergarten	44	51	44				
Grade 1	44	63	52	Student Stability - % of Enrollment:			
Grade 2	49	46	60	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	53	41	43		89.4	87.4	90.8
Grade 4	37	57	47				
Grade 5	36	41	40	Poverty Rate - % of Enrollment:			
Grade 6	40	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		80.9	88.5	88.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	49	43
Grade 12	0	0	0				
Ungraded	1	2	0	Recent Immigrants - Total Number:			
Total	322	319	304	(As of October 31)	2007-08	2008-09	2009-10
					4	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	39	30	Principal Suspensions	17	7	10
# in Collaborative Team Teaching (CTT) Classes	16	29	34	Superintendent Suspensions	10	9	7
Number all others	18	17	8				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	32	32	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	12	6
# receiving ESL services only	21	26	TBD				
# ELLs with IEPs	3	5	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	2	2	10

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
	2	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	84.4	87.5	80.7
				% more than 5 years teaching anywhere	78.1	71.9	71.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	88.0	87.1
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	91.3	87.0	92.3
Black or African American	72.0	69.3	66.1				
Hispanic or Latino	22.7	24.1	29.6				
Asian or Native Hawaiian/Other Pacific	2.5	2.5	1.3				
White	2.5	0.9	1.3				
Male	50.0	57.7	57.9				
Female	50.0	42.3	42.1				

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:
		-

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			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	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	4	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	33.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	2.9	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	27.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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 CFN402	District 05	School Number 133	School Name Fred R. Moore
Principal Susan M. Vairo		Assistant Principal Joan Mitchell	
Coach N/A		Coach N/A	
Teacher/Subject Area John J Jackson		Guidance Counselor Felix De La Cruz	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator David Alleyne	
Related Service Provider type here		Other type here	
Network Leader Jacqueline Gonzalez		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	303	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	7.92%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. The School Secretary notifies our team of pedagogues to conduct HLIS interview.

At registration parents are given a Language Preference Form and a Home Language Survey (HLIS) in both English and the home language to identify the child's language by a licensed trained pedagogue proficient in the parents'/child's home language to aid the parent in understanding the HLIS form. If C.S.133 does not have a licensed trained pedagogue the Translation service is called to conduct the interview by phone and to provide document translation. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a licensed trained pedagogue and the Language Battery Assessment (LAB-R) is immediately given at registration to identify the child as an English Language Learner or English Proficient. If according to the Lab-R the child is eligible for language services an entitlement letter is provided to parents to inform them about the child's identification. The next step is for the parents to view a CD describing the three language support programs that are available in the NYC public schools and a parent survey and program selection is given to the parents in both English and the home language and explained by a trained pedagogue. Parents may opt from three educational programs: Transitional bilingual education, Dual language and Freestanding ESL. While Transitional Bilingual and Dual language programs are not offered at C.S.133 because of the size of our ELL population they are available and a list of schools where these programs are available is provided for parents. The presentation of the three program options is unbiased and based on research and not opinion or convenience. Every effort is made to give parents an unbiased presentation and parent choices are honored and facilitated at C.S.133 and that their child is enrolled in the appropriate program within ten days. If the parent speaks a language for which we do not have a translator the NYCDOE translation unit is called at 718-752-7373 and the parent is informed of their rights and program options over the telephone. We have several pedagogues trained in the process besides our ELL teacher Mr. John J. Jackson. Mr. Felix De La Cruz our bilingual guidance counselor is also a licensed pedagogue. He is proficient in Spanish. Ms. Lustin is a pedagogue who is fluent in French and Haitian-Creole. Our speech teacher, Ms. Vanderhorst and our AIS teacher, Ms. Hill are also trained and available to facilitate and supervise the ELL intake process from presentation and explanation of HLIS, the language preference sheet, Lab-R testing, and if eligible entitlement letter or non-entitlement letter if the child is language proficient and presentation of the language program option CD and provide the parent survey and program choices along with the Placement letter based on parent choice if the child is eligible for service.

If at registration an ELL student is identified as a re-admit, our ESL teacher, Mr. John J. Jackson runs the following ATS reports: Biographical information (BIOS), a test history (HIST), their BESIS information (HIBE), an admission history (HIAD), an RLAT and a modality report (RMNR). The child's needs are assessed and the student is placed at the appropriate level within our Freestanding ESL Program.

All ESL instruction is aligned with NYS standards in order to facilitate students' acquisition of fluency in listening, speaking, reading and writing. Students are expected by the NYCDOE to achieve language proficiency within three years as measured by The NYSESLAT test administered in the spring that measures Listening, Speaking, Reading, and Writing Skills. Students that score below proficiency (i.e., beginning, intermediate, or advanced level) continue to receive services. Conversely, if a student scores at or above proficiency the student is not an ELL and the student enters the general education program. Parents are informed of student achievement on the NYSESLAT by letter. Non-proficient students receive Continued Entitlement letters informing them of their child's progress and placement. ELL parents of proficient students receive a non-entitlement letter informing them of placement in general education.

2. At registration, ELL parents are informed of their options to choose one of three language program options that are available, Transition Bilingual, Dual Language, or Freestanding ESL by a licensed trained pedagogue in a language of the parents' choice. Currently we have pedagogues fluent in Spanish and French. If the parental language is other than Spanish, French or English the NYCDOE language translation service is contacted and the interview is conducted over the phone as the parent is informed of program options in their native language. At registration, the parents view the NYCDOE video on the three language program options in their native language or English if they prefer. While the parent views this video, the child is tested using the LAB-R and the Spanish Lab-R for Spanish speakers. If the child scores below proficiency, the parents are given an Entitlement letter and a Program Survey and Program selection Letter in both English and the preferred parent language and after LAB-R testing a Placement letter or a Non-entitlement letter for proficient students. Parent choice is always honored and facilitated. An unbiased presentation of all three programs is given based on the latest NYCDOE research on program models. Because of size of our ELL population, C.S. 133 only offers a Freestanding ESL

Program. If parents request a Transitional Bilingual or Dual language program, lists of schools where these services are made available and a transfer is facilitated by C.S. 133. Giving the parent orientation and LAB-R immediately at registration insures that all ELLs at C.S. 133 are tested and placed well in advance of the ten day timeline.

3. C.S. 133 ensures the timely return of Entitlement letters and Parent Survey and Program Selection forms by distributing them at the initial registration by a licensed trained pedagogue who explains in a language of the parents' choice the parents rights and program choices and further explains by having the parents see the NYCDOE video on parent choice so that the parents can make an informed choice at registration and to insure that all appropriate paperwork is completed at registration.

4. The main criteria to place new admits is student performance on the LAB-R. Before the LAB-R is given to a student, the ELL parents are given a Language Preference Sheet and a HLIS form by a licensed trained pedagogue in the language of the parents' choosing. If a child is eligible according to the LAB-R parents are informed of their choices and make a written choice as indicated by their responses to the Parent survey and Program Selection Form. Parents are informed by letter in English and their native language; any questions they may have about their program choices are addressed in an unbiased manner so as to honor the parents' choice of programs. ELL parents seeking Transitional bilingual or Dual language options have the opportunity to transfer their child to a school that can accommodate parental choice. Parents opting for our Freestanding ESL program have their children placed at registration according to proficiency level and grade.

If the ELL student is a readmit, their status is determined through the following ATS reports, Biographical information (BIOS), test history (HIST), Admission History (HIAD) NYSESLAT and LAB-R test history (RLAT). Parents are given a Continued Entitlement letter and informed about the child's proficiency level and placement. Parents of readmitted ELLs are invited to a parent orientation to explain the Freestanding ESL Program and their rights as parents of ELLs.

5. C.S. 133 is a neighborhood school with a small ELL population. After reviewing the Parent Survey and Program Selection forms for the last few years it is apparent that most parents prefer the choice of the only program available at C.S.133, Freestanding ESL. At registration parents are informed that C.S.133 does not currently offer Transitional Bilingual or Dual language programs. One of the main reasons that parents choose C.S. 133 is because of the desire to have their elementary aged children close to home in a school with an excellent academic reputation rather than the extended travel to a school offering a greater range of options. At registration parents are informed of their transfer option and provide a list of the closest Transitional Bilingual and Dual Language programs. In the last two years we have had two parents that have transferred their children to Transitional Bilingual programs and none have opted for a Dual language program. This year no parents have opted to transfer to either Transitional Bilingual or Dual Language program

6. C.S. 133 honors and facilitates parent choice of language programs. The current program model of Freestanding ESL is aligned to parent requests as indicated in the Parent Survey and Program Selection forms. Because we lack enough ELL students on two contiguous grades that have the same Native Language C.S. 133 cannot support a Transitional Bilingual Program model. Because of the diversity of languages spoken by our ELLs, a Dual Language Program model lacks the number of students necessary for such a program. If at some time in the future there is an increase in the number of ELLs, and parent support C.S. 133 would seek to implement a full range of program models within our school.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	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
Dual Language										0
ESL	22	0	2	2	0	1	0	0	0	24
Total	22	0	2	2	0	1	0	0	0	24

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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	3	2	3	2	2								15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	1	1	1	2	1							0	9
TOTAL	6	4	3	4	4	3	0	24						

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.

Paste response to questions 1-4 here

Part IV: ELL Programming

1 ESL teacher articulates on a regular basis with classroom and cluster teachers.

a. ELL instruction uses a Freestanding ESL Program with a Pull-Out model of organization.

b. C.S.133 employs an heterogeneous model of mixed proficiency. In order to provide the mandated minutes of service our ELLs are divided into three groups based on grade, K-1, 2-3, and 4-5. In our Freestanding ESL component we have 24 students, from K-5 grades. They range from zero level newcomers to Intermediate and Advanced Proficiency levels. They all attend 360 minutes of ELA per week.

Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL services. Our teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and classroom teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Classroom and the ELL program devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Classroom and ELL teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

2. C.S. 133 only offers a Freestanding ESL program that ensures that our ELLs receive the services as mandated by law. Beginners and intermediate students receive 360 minutes of weekly service and advanced ELLs receive 180 minutes of service a week as per CR Part 154.

3. In our Freestanding ESL program English is the target language of instruction. Bilingual dictionaries are available in class as well as native language reading materials in French and Spanish. The Freestanding ESL program uses a variety of grammar infused reading and writing texts aligned to NY State performance standards. Our school wide Accelerated Reading program (part of the Welcome to Renaissance kiosk of computer software) is mirrored in our ELL instructional model. The AR program is well supported by an extensive collection of leveled AR texts as well as computers to allow students to take comprehension and vocabulary tests that provide assessment feedback for further instructional considerations. As well as traditional texts, student acquisition of vocabulary is enhanced through the use of a Rosseta Stone style vocabulary program included in Welcome to Renaissance called English in a Flash (EIF) that instructs and assesses student progress in language acquisition through quizzes that let the student and teacher have printouts with icons of words the student has mastered and words that they need to work on. Like Rosseta Stone, EIF starts with single words and images and develops into phrases, sentences and conversations to model correct usage. The combined use of AR and EIF allows the majority of our ELLs not only to reach proficiency within three years, it also encourages the students to read 25 plus books required a year of elementary grade students. The ELL instructional model reflects the Balanced literacy program with an emphasis on the steps in the writing process. ELLs need more grammar support and editing conferences than mainstream students and this is facilitated through small class instruction that draws on our ELL teacher's background as a professional editor for the Adele Leone Writer's Agency and twenty years of teaching remedial and ESL writing to both adults and children. As in Balanced literacy, reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly than reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. To this end, a writing sample based on responding to literature or factual research is collected on a daily basis. To target the writing skills needed on the NYSESLAT, C.S. 133 uses Attanasio and Associates Getting Ready for the New NYSESLAT. Best Practices in Reading grade based readers from Option publishers pair fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running: Exploring Idioms in English from Options publishing as well as the Language Handbook series from Steck Vaughn Publishers provide structure for our students to achieve writing proficiency. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that lets students develop phonics based reading and writing skills. Starfall is self correcting and lets students hear any word they don't understand with the push of a button. Other internet sites such as Enchanted Learning, PBS Kids, Brain Pop and Internet4classrooms, that aid literacy and math skills are successfully employed.

4 Differentiation of instruction for ELL subgroups.

a. Plan for SIFE

The SIFE population has decreased to zero in SY 10/11; our contingency plan calls for:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Use of technology such as computer programs such as English in a Flash, Starfall, AR reading, and various other programs to support acquisition of English and Math skills.
- After School Program

b. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- Student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities provided by the Harlem Children Zone.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Introduce the parents and students to the Social Workers at the Children of the World Community Program.

c. Plan for receiving service for 4 to 6 years ELLs

An analysis of these students' scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- A daily writing sample is collected from long term ELLs.

d. N/A see above for long term ELLs.

e. Plan for Special Needs Students

We currently have only one special needs ELL student. Our policy for special needs students includes:

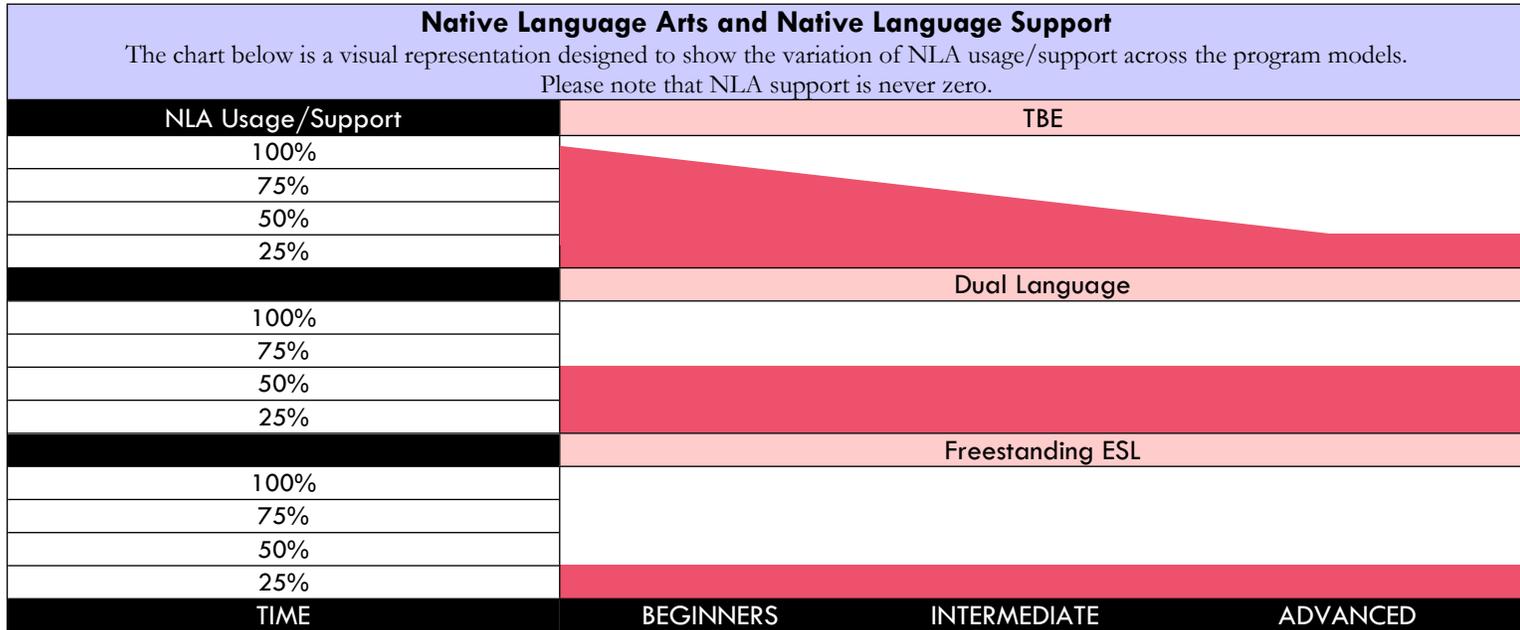
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of remedial services during Extended Day/Small Group Instruction.
- The delivery of remedial services after school.
- Use of computer programs to individualize instruction in speech building through song and dance as well as oral reading skills.
- The continued intervention of our Speech teacher and full-time Occupational Therapist.

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
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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?

Paste response to questions 5-14 here

B. Programming and scheduling Information – Continued

5. Because C.S.133 only offers instruction in English our academic intervention services are targeted in the language of instruction-English. C.S. 133 ELLs have access to afternoon programs offered by the Harlem Children Zone. These programs provide tutoring and remedial instruction in English, Math, and Computer Science for our ELLs. The use of computers with sophisticated language and math learning programs facilitate language acquisition as well as math skills for our ELLs on an individuated basis.

In order to assist our students in both academic achievement and assessment, there is a variety of targeted ELA interventions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners and CFN in order to differentiate instruction for ELL subgroups such as Newcomers, Special Education, SIFE students, and Long-term ELLs.
- Ensure that AUSSIE Literacy consultant works closely with teachers (ELA and ESL) to support rigorous instruction
- Implement a print/pictorial rich environment through the use of computers with leveled AR libraries and the use of ESL dictionaries/glossaries in the ELA classrooms.
- Plan for proficient students, transitional support for 2 years of services suc

In order to target interventions to assist our students in achieving Mathematical skills, there are a variety of solutions that we are working with this year. They embrace the following:

Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Ensure that AUSSIE Math consultant works closely with teachers to support rigorous instruction
- Our Math program is targeted through differentiation for all our ELLs and specifically targets the needs of Newcomers, Special

Education, SIFE students, and Long-term ELLs.

In order to help students to progress in content areas, we utilize the following targeted intervention practices:

- Collaborative planning between ESL and classroom teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade to focus on literacy, math, science, social studies and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Classroom and the ELL program devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Classroom and ELL teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

- Plan for proficient students transitional support for 2 years of services like AIS, Extended Day small group instruction, Harlem Children Zone.

6. For ELLs that have reached proficiency our plan at C.S.133 includes articulating with the student, teacher and the parents as to the progress and any possible social or academic interventions that may be needed. Ongoing support is provided by the Harlem Children Zone.

- Harlem Children Zone: Our after school program offers both remediation and enrichment in Science, Mathematics, and ELA.

Additionally, activity clubs in art, and dance are offered.

- Extended Day small group instruction: ESL classes are offered to parents, accompanied by parenting workshops by school staff on various topics of interest, including technology classes. This has also been a very successful program.

7. C.S. 133 is planning on expanding services to our ELL program for parents and children through an outreach program run by our Parent Coordinator that seeks to guide parents and children to free health services available in Harlem such as dentistry, optical, job placement programs and language support services for immigrants and their children. Among other steps taken to target intervention are:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for newcomers, including increased use technological activities in the classroom.
- Extended Day small group instruction to provide AIS in ELA/ELL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the language skills necessary to pass the ELA and the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

8. Despite a shrinking budget C.S.133 has no current plans to cut any of our programs and services to our ELLs.

9. Every effort is made to actively encourage the participation by our ELLs in all school programs. In particular our sports teams and athletics give our ELLs the opportunity to develop their basic interpersonal communication skills and sense of community. All our ELLs have equal access to our afterschool and Saturday academic support programs. A strong guidance system is provided by our Bilingual Guidance Counselor who provides both guidance and family support activities to our ELLs in Spanish and English. Our social worker also provides guidance and family support services. This enables us to be certain that parents and children are fully informed about our programs and supplemental services.

10. Instructional Materials and Technology:

The Freestanding ESL program uses a variety of grammar infused reading and writing texts aligned to NY State performance standards.

New to our school this year is our literacy program called Reading Streets. The curriculum is cross-curricular program and also contains an ELL component to permit teachers to further differentiate for the special needs of our ELL population. Additionally, we participate in the Accelerated Reading program from Carmel Hill which is mirrored in our ELL instructional model. The AR program is well supported by an extensive collection of leveled AR texts as well as computers to allow students to take comprehension and vocabulary tests that provide assessment feedback for further instructional considerations. As well as traditional texts, student acquisition of vocabulary is enhanced through the use of a Rosseta Stone style vocabulary program included in Welcome to Renaissance called English in a Flash (EIF) that instructs and assesses student progress in language acquisition through quizzes that let the student and teacher have printouts with icons of words the student has mastered and words that they need to work on. Like Rosseta Stone, EIF starts with single words and images and develops into phrases, sentences and conversations to model correct usage. The combined use of AR and EIF allows the majority of our ELLs not only to reach proficiency within three years, it also encourages the students to read 25 plus books required a year of elementary grade students. The ELL instructional model reflects the Balanced literacy program with an emphasis on the steps in the writing process. ELLs need more grammar support and editing conferences than mainstream students and this is facilitated through small class instruction. As in Balanced literacy, reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly than reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. To this end, a writing sample based on responding to literature or factual research is collected on a daily basis. To target the writing skills needed on the NYSESLAT, C.S. 133 uses Attanasio and Associates Getting Ready for the New NYSESLAT. Best Practices in Reading grade based readers from Option publishers pair fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running: Exploring Idioms in English from Options publishing as well as the Language Handbook series from Steck Vaughn Publishers provide structure for our students to achieve writing proficiency. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that lets students develop phonics based reading and writing skills. Starfall is self correcting and lets students hear any word they don't understand with the push of a button. Other internet sites such as Enchanted Learning, PBS Kids, Brain Pop and Internet4classrooms, that aid literacy and math skills are successfully employed.

11. The needs of our ELL students are met through our ESL program. We do not offer Transitional Bilingual or Dual language program.
12. Our required service support and resources reflect ELL age and grade levels as evidenced by our division of Freestanding ELL services into three groupings K-1, 2-3, and 4-5 based on age and grade level.
13. During the summer our Parent Coordinator was available to provide ELL parents with an orientation about their rights and options. Parents were able to have a parent orientation in the language of their choice and had an explanation of the Parent Survey and Program Selection, and to view the NYCDOE video on language program models in a language of the parents' choice to explain parent options and rights. The Parent Coordinator was also available to explain the list of parent and student academic and social support programs available to ELLs and their parents.
14. C.S.133 does not provide language electives.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

D. Professional Development and Support for School Staff

1. Classroom teachers at C.S. 133 are involved in instructing ELLs. Staff are given the opportunity every year to fulfill the 7.5 hours of professional development that teachers of ELLs are required to have in their career to meet NYCDOE requirements. ESL teacher attends monthly ELL professional development meetings given by our Network ELL specialist. These professional development sessions provide our ESL teacher with the latest research on learning techniques and both current and new regulations and mandates concerning ESL. CFN also plans to provide teachers with scaffolding strategy techniques to include in daily lesson plans.

2. Our Bilingual Guidance Counselor provides assistance to our ELLs in choosing Middle Schools based on academic needs and goals. Every ELL student is provided with a list of available Middle schools and is informed of the programs they offer. The Guidance Counselor provides a parent workshop for ELLs and their parents to enlighten, inform and facilitate their choice of Middle school.

3. A minimum of 7.5 hours of professional development is offered yearly at C.S.133. The topics of these professional developments include:

1. Identification, Testing and Placement of ELL Students. This is open to all faculty but it is mandatory for all pedagogues involved in the intake process at registration. This professional development reviews how to contact the translation services, conducting the HLIS interview as well as interviewing potential ELL students and giving the LAB-R and Spanish LAB-R. Pedagogues are trained to present and explain program options to ELL parents and inform them of the intake and testing procedures. Participants view parent language option video and become familiar with parent letters and program options and procedures.

2. Strategies for Dealing with Newcomers. This is open to all staff including paraprofessionals. This professional development gives insights into the process of language acquisition. Topics will include Respecting and Understanding the "Silent Period," Stages of Language Acquisition, Learning Tools for Newcomers, Technology and the ELL Student, and Socialization of Newcomers.

3. Balanced Literacy for ELLs. This is open to all staff including paraprofessionals. Topics will include Effective strategies for making Balanced Literacy work for ELLs, Making Content Comprehensible for ELLs, Contextualizing Themes, Caretaker Language, Creating a Print Rich Environment, Cooperative Learning – The Buddy System, and Utilizing Balanced Literacy to Help ELLs Achieve Proficiency as Measured by NYS Learning Standards.

Professional development is provided by school staff, CFN organization, AUSSIE consultants and DOE.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - o Scaffolding in the content areas
 - o Differentiation in the ESL classroom
- Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers
 - o The Betac Workshop series, which our, ESL teacher has attended over the last two years emphasizes incorporating new technology and use and applications of ESL NYS Learning Standards and Performance Indicators in tandem with NYS ELA standards as an engine to drive instruction.
 - o Wilson Program for Special Education teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

The English Language Learners' (ELLs) parent involvement at GS 122 Fred B. Moore Academy is an extension of our Parent

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)														10
Intermediate(I)														10
Advanced (A)														
Total														24

order to further hone in on the needs of the parents, including ELL's parents and based upon their response to the survey we bring in

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

through the Parent Coordinator's long term relationship with Harlem Hospital's Community outreach and many medical insurance programs, Parent JobNet and a host of other CBO's both in and outside the school, we continue to give to our parents' awareness workshop

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

here to give their child the best education possible, but, also, that they are part of our "School Family" and we are here for them. We are

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		2		3				7
5	2								2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
8									0
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
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

PART V Assessment Analysis

Assessment Analysis

1. Professional development has been provided by our AUSSIE consultant to assist teachers in the administration and analysis of Fountas and Pinnell Benchmark Assessments. The first F&P assessments are being finalized now.

2. NYSESLAT/LAB-R

The Lab-R scores are often quite low but after a year's service most students develop good listening and speaking skills or what is termed BIC skills. The NYSESLAT data shows that ELLs in K-3 are making incremental gains on the assessment by moving to the next proficiency level until they become language proficient. ELLs who are in the beginning level are mostly newcomers. Professional development provided by our CFN has assisted teachers in understanding these assessments and using this data to inform instruction.

they are encouraged to create essays in response to written/visual NYSESLAT style writing prompts with essays that reflect Unity, Support, Coherence and Error Free Sentences. Grammar and syntax are stressed on all levels of student writing. We have an active reading program with a wide range of texts on which students are tested in reading comprehension by our Accelerated Reading computer program.

4.

a. ELL students at C.S. 133 make rapid gains in their first year in the listening and speaking modalities. Their reading scores have significant gains but the writing piece is always the most difficult and tends to lag compared with listening, speaking, and reading skills. All teachers are given the NYSESLAT and LAB-R scores as soon as they are available.

b. In previous years when C.S.133 was given the Periodic Assessment test, school leadership and teachers used the results to target ELL students' academic weaknesses and develop strategies to aid ELLs in achieving academic proficiency.

c. In previous years C.S. 133 has given the Periodic Assessment test. The results confirmed trends we have seen from the LAB-R, NYSESLAT, and ELA scores that there is a rapid acquisition of BICS and a slower mastery of the CALP skills. C.S. 133 supports Native Language as a language through technology and native reading materials in ESL classrooms.

5. N/A

6. The measure of success for our ELL program is the social and academic progress our ELL students make. Academic progress is easily measured through the NYSESLAT Modality report and success on a variety of NYS tests measuring ELA, Social Studies, Mathematics and Science skills. After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades. For the last five years the graduating valedictorian or salutatorian has been a former ELL student.
- Our goal is for all students to become language proficient in 3 years.

Additional Information

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

Paste additional information here

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 05M133 _____

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$267,000	\$58,000	\$325,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,670	\$580	\$3,250
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,350	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,000	*	

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

6. If the percentage of high quality teachers during 2008-2009 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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

Please refer to CEP.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All teachers assigned to the school are certified. To ensure that all teachers are Highly Qualified, the school will review the BEDs survey and ensure that teachers are assigned to their area of certification. To strengthen teachers' knowledge and skills, all teachers participate in extensive professional development activities. The literacy and math AUSSIE coaches provide high quality, one-to-one and grade level on-site professional development opportunities. Teachers also participate in professional development opportunities provided by the CFN.

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.

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.) To enable all children in the Schoolwide Program to meet the Common Core standards, high-quality and ongoing professional development is provided for teachers, assistant principal, principal, AUSSIE consultants and paraprofessionals in a variety of ways. The AUSSIE literacy and math coaches provide high quality, one-to-one and grade level on-site professional development opportunities. Teachers also participate in professional development opportunities provided by

the Community Learning Support Organization that includes workshops, on-site opportunities and intervisitations to other high performing schools within the network. Common planning time is scheduled for all teachers and paraprofessionals weekly.

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

Strategies to attract high-quality highly qualified teachers to C.S. 133 include the following:

- The principal will seek collaborations with local colleges and universities to engage student teachers
- The principal will review resumes from the New Teacher Finder
- The principal will attend Job Fairs.

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

C.S. 133 has a full time parent coordinator that is actively engaged in increasing parent involvement at the school. The parent coordinator conducts the following activities:

- Create a parent-friendly and welcoming environment so that parents/ guardians can feel a sense of belonging to the school their children attend and feel that they are equal partners at the school in the interest of the education to their children.
- Conduct parent surveys to find out what the needs and interest of the parents are and develop programs, workshop, and hold focus groups and meetings that reflect those pointers throughout the school year.
- Create, post and/or distribute posters and flyers, in a timely manner, of events and meetings throughout the school building especially areas heavily trafficked by parents, so that they can attend what is of interest to them here at C.S. 133.
- Point person for the schools monthly calendar and for school newsletter; gathering up the information that will be included in each calendar and newsletter and putting in all the necessary information that are relevant to parents so that they can stay involved and take advantage of all the opportunities being offered to them in the school building.

- Serve as a resource to parents when they reach out for help and refer parents to agencies, service centers etc. where they can receive the help they need.
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.

Outreach will be conducted to invite parents and teachers from the local early childhood programs, including nursery and pre-schools, and Head Start programs to visit the school for possible placement next year.

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.

A goal of the school is to increase the utilization and analysis of data by all staff to inform instruction and to provide differentiated instruction to improve the achievement of students.

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.

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, C.S. 133 will:

- a. Use standardized achievement data to identify students that are experiencing difficulty
- b. Provide Academic Intervention Services to students during the school day
- c. Provide Academic Intervention Services to students during the Extended day program based upon focused skills instruction

- d. Provide an afterschool program for students in ELA and Mathematics for focused skills instruction
- e. Monitor progress of students
- f. Adjust student programs as necessary.

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.

C.S. 133 will coordinate and integrate all Federal, State and local funding and programs to provide a seamless instructional program for all students.

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 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 FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$224,969	Yes	
Title I, Part A (ARRA)	Federal	Yes			\$57,397	Yes	
Title II, Part A	Federal	Yes			\$11,830	Yes	
Title III, Part A	Federal	Yes			\$0	Yes	
Title IV	Federal	Yes			\$0	Yes	

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.

IDEA	Federal	Yes			\$193,365	Yes	
Tax Levy	Local	Yes			\$1,844,840	Yes	