



PS 33Q THE EDWARD M. FUNK SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 29Q033
ADDRESS: 91-37 222ND STREET, QUEENS VILLAGE, NY 11428
TELEPHONE:(718) 465-6283
FAX: (718) 464-7588

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 33 **SCHOOL NAME:** Edward M. Funk

SCHOOL ADDRESS: 91-37 222nd Street Queens Village, NY 11428

SCHOOL TELEPHONE: 718-465-6283 **FAX:** 718-464-7588

SCHOOL CONTACT PERSON: Vincent Gatto **EMAIL ADDRESS:** vgatto@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Vincent Gatto

PRINCIPAL: Erich Wagner

UFT CHAPTER LEADER: Kristian Lisowski

PARENTS' ASSOCIATION PRESIDENT: Diania Baksh

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 29 **CFN NAME:** 531

NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Lenon Murray

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Vincent Gatto	*Principal or Designee	
Kristian Lisowski	*UFT Chapter Chairperson or Designee	
Diana Baksh	*PA/PTA President or Designated Co-President	
Marlene Riascos	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alice Hackett	Member/Teacher	
Crispin Thielen	Member/Teacher	
JoAnn Vespe	Member/Teacher	
Arcadio Rodriguez	Member/ Parent	
Mahindra Bisram	Member/ Parent	
Lina Pichardo	Member/ Parent	
	Observer	

(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.

The educational program at P.S. 33, which has become a Title I school, services children in grades Kindergarten through five and houses 1,040 students. The school has a multiethnic and multicultural population that is presently 37% Asian, 30% Hispanic, 25% African-American and 7% White. The school is located in the Queens Village section of what is presently Community School District 29. The area the school encompasses is in the southeastern section of the borough of Queens and the neighborhood is comprised of mainly private homes with a few apartment buildings located in the surrounding area.

Presently there are nine Kindergarten classes, with one being a CTT class and one being a self contained, seven classes on grade one, with one being a CTT class, six classes on grade two, with one being a CTT class, six classes on grade three, with one being a CTT class and one being a self contained, seven classes on grade four, with one being a self contained and five on grade five, with one being self contained classes. Certain children have an individual management paraprofessional to assist them as per their IEP or 504.

The school has one full-time appointed Principal, and two Assistant Principals and one full-time Guidance Counselor. There are 44 classroom teachers, 9 cluster teachers, 3 ESL teachers, 1 Resource Room teacher, 2 Corrective Speech teachers, 1 funded Reading teacher, and one Project Arts music teacher. There are also 3 Occupational Therapists working three full days. A full-time nurse is assigned to the school by the Department of Health. The school has a School-Based Support Team consisting of a Social Worker and Psychologist with each member assigned to the building three days a week. At present, 100% of the teachers are fully licensed and permanently assigned to the school. 100% have more than five years of teaching experience with 100% having a Master's Degree or higher. Student attendance is at 93.5%. The school has met and surpassed its AYP and the New York State standard for both English Language Arts and Mathematics for the prior year.

At present, the entire school uses the Everyday Math series for Mathematics in grades K-5. The entire school is also using a balanced literacy program. The staff has received continuous training in the Teacher's College literacy program. Classroom libraries have continued to grow due to funding. The teachers work within a Reader's and Writer's workshop which is during the mandated Literacy Block, a 90-minute period of time, preferably taking place at the beginning of each school day or when uninterrupted by the teacher's program. An additional phonics program is also used. Our Literacy Team works with all of our classes on a rotating basis. The team demonstrates the Teacher's College model as well as preparing lesson plans for the classroom teacher. Providing students with experiences and enrichment activities enables them

to develop a reading/writing connection. The reading program encourages optimal support to nurture the potential of students and strives to produce excellence. The remedial reading program is a pull-out/push-in model with the two teachers working with identified children performing at Level one. The Early Grade intervention teacher pulls out low-performing students in grade one.

The Mathematics program emphasizes the development of skills, concepts and applications for all students. Student centered lessons encourage children to value mathematics, reason mathematically, develop confidence in their mathematical abilities and become mathematical problem solvers. A daily, 60 minute Math Block is required. Its purpose is to further focus on the development of mathematical skills with the presentation of a Problem of the Day, instruction with the use of manipulatives and increase in both independent and group work. Our Math Coach works with all K-5 grade classes, implementing the Everyday Math program.

The following Pupil Personnel Services are available at the School:

- Guidance Service
- Mandated Counseling
- School Nurse
- Project Youth
- SNAP and ACT volunteers
- Learning Leaders
- High School and College Interns
- Student Teachers
- Linkage with foster care agencies, the Department of Social Services and the Administration for Children's Services

The school has a commitment to an active, hands-on approach to the teaching of Science and Technology. There are two labs, which merges components of science, mathematics and technology as a part of its curriculum. It is a structured program permitting research, response to questions and recording information through a practical task-based and computer-based format. The children in grade four take the New York State ESPET examination, which contains both an objective and performance part. Children scoring lower than 30 on the objective part are considered at risk in this disciplinary area. There are two PC format computer rooms to which classes visit on a regular basis. Children learn a variety of skills including keyboarding, publishing and Internet use. The school also has an award winning web site. Parents can use it to find school and class materials besides general information. Remedial programs for math and literacy are used for student instructional use. The school's state of the art library also contains new computers that are Internet accessible. A class set of wireless Internet ready laptop computers are being adapted to be able to be moved to different rooms in the building expanding the capability of more children using computers in the school.

The school's music program is the largest elementary music program in District 29. The music cluster has developed a highly regarded chorus involving students in grades four and five. A facet of musical theatre is a major component of their work. An instrumental music teacher works with students in grades four and five learning woodwind, brass, strings and percussion instruments. One grade three class was taught the recorder and played at the spring concert. All of these students perform at winter and spring concerts in the school. Students in Kindergarten and grades one and two are introduced to the rudiments of music enjoyment and theory.

At present, the school has a working relationship with Hofstra University, Queens College and St. John's University. Students in the Education Department are trained as a part of the Student Teaching program and observation/participation classes. This year students from St. John's University and Adelphi University also participated in the school. Learning Leader volunteers help out in the school. Many are or have been parents of students; some are members of the community. They come in on a flexible schedule to work with students, assist in the classroom or in the main office. The Learning Leaders go through training classes before being certified to volunteer in the school.

P.S. 33 is actively involved with the SNAP Center located on Winchester Boulevard and Hillside Avenue, not far from the school. Senior citizen volunteers participate in the program. The seniors come into the building to work with our children. The students also have the opportunity to go to the center. Selected children, mainly in grade one receive the benefit of a regular Wednesday visit of a senior mentor each week. The adult visits the same child helping to raise the self-esteem of the child while assisting her/him with reading. This program has shown that participating children show academic improvement as they move through the elementary school grades. In addition, the lives of the senior citizens are greatly enhanced.

There is a very active Student Council that coordinates such activities as Penny Harvest, Garden Club, Nutrition Committee and various charitable fundraisers. Food drives are held every year as well as collections for unforeseen events, with this year the homeless and in-need families being the focus.

For those students in danger of not meeting the standards or the required performance levels on either the New York State tests, the school has the following Academic Intervention Services.

- Every morning during the AIS period, each non-classroom staff member has been assigned to work with a group of classroom children.
- Children performing at Level 1 receive additional assistance one period per day. It follows both a pullout or push-in model when working with the students.
- Computer instruction, while serving to enrichment students, also permits intervention for children at risk. The teachers are able to assist the children in need with the use of a variety of computer programs in the areas of mathematics and literacy.
- Targeted children were assigned to the 37.5 minute extended day program.

In the 2010-2011 school year, PS 33 will continue to use, ECLAS 2, Great Leaps and Developmental Reading Assessment programs. The Great Leaps program will be utilized for all AIS students during school and in our after school program (Pending Funding). Throughout the school year, in conjunction with our other assessment tools, the teachers will use this information to aide their instruction.

All staff is still expected to provide additional AIS during the school day to those children who have been identified. All non-classroom staff is assigned to deliver AIS with the classroom teacher to whom they are assigned. Parents are to be kept informed through both verbal and written contact throughout the school year. Cluster teachers are to articulate with the classroom

teacher on the progress or lack of made by individual students. Portfolios were created and updated through out the course of the year.

The number of students receiving services requires the proper implementation of the New Continuum. IEP's are written with the understanding that children's needs are addressed so that standards are met. All assignments to Special Education classes, when necessary, should be for children that would ordinarily attend the school in a regular education class.

The Pupil Personnel Team will:

- Meet every other Friday
- Consist of the following members –
 - Principal
 - Assistant Principals
 - Members of the School Based Support Team
 - Guidance Counselor
 - Parent Coordinator
- Invite teachers of children being discussed
- Maintain accurate records of all meetings
- Meet with classroom teachers to offer suggestions as to how to maintain children in regular education classes, referring to the Principal Resource Intervention Manual
- Maintain accurate records of all recommendations

The number of students (134) that require English Language Learner services are being serviced through a pullout model program. The three ESL teachers take children to their rooms for a period or two depending upon the score a child obtains during lab testing. ESL teachers articulate with the classroom teachers to determine how best to service the students. This school year the New York State English as a Second Language Achievement Test is being given to all children in the program.

P.S. 33 continues to provide an environment that permits the implementation of the school's vision and mission, one that develops civic and social skills, excites a love of education that make all of our students independent life-long learners. Data is analyzed and used to drive instruction so as to help all of our students to reach their maximum performance levels for all standards.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	2	13	Number of Administrators and Other Professionals	14	12	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	1	TBD
Overall Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	70.7	84.7	TBD
				% more than 5 years teaching anywhere	64.0	68.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	95.0	96.0	TBD
American Indian or Alaska Native	1.4	1.3	1.0		99.0	100.0	TBD
Black or African American	27.2	27.1	23.4				
Hispanic or Latino	27.0	25.7	25.2				
Asian or Native Hawaiian/Other Pacific Isl.	38.7	38.7	41.3				
White	5.7	5.9	6.6				
Male	49.7	50.5	50.7				
Female	50.3	49.5	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	71.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	11			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	16.5			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	38.9			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	5.3			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and highlights 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?
-

- Standardized Test Scores
- Progress Reports
- Quality Review
- ARIS
- Inquiry Team Findings
- School Report Card
- Early Childhood Literacy Assessment System (ECLAS2)
- NYS Standards
- Observations
- Acuity Assessments
- Alternative assessment instruments
- ATS Reports
- Teacher Created Tests
- Referrals
- Suspensions
- Student Work
- PTA Surveys, Questionnaires, Discussions

EARLY CHILDHOOD GRADES (K – 2)

Summary of Data Analysis/Findings – Early Childhood:

ECLAS is one of the ways that we can use the data that can be extrapolated and incorporated for use in the Early Childhood grades. All students are assessed in a one on one setting during the fall and spring of the school year. The fall assessment is completed prior to the November Parent-Teacher Conferences so the parent can be given the results at that time. The ECLAS assessment covers four areas – Alphabet/Sight Words, Phonemic Awareness, Reading and Writing Mechanics – from levels 1 to 6, with six being the higher score. During the spring assessment, students in Kindergarten scoring below a Level 2 are considered to be at some risk, grade one students should be at Level 4 with grade two students having to reach a Level 6 to be at no risk.

The reading strand of the ECLAS assessment is used to gauge if grade 2 students also take the EPAL (Elementary Performance Assessment in Language Arts) writing test. This is a reading/listening two-part examination that tests the skills the students have developed. In the spring of 2005 60% of second grade students assessed in listening and writing reached the ECLAS-2 benchmark. 143 students scored above 60% on the EPAL administered in the spring.

Over the past two years the reading comprehension strand of the ECLAS has shown the following results:

Fall 2009					Spring 2010			
GRADE	Level 1	> Level 2				12		
K Spr. 05	45	101						
	< Level 5	Level 6	Level 7	> Level 8	< Level 5	Level 6	Level 7	> Level 8
1	18	39	18	5	36	39	52	9
	< Level 5	Level 6	Level 7	> Level 8	< Level 5	Level 6	Level 7	> Level 8
2	28	69	47	49	30	69	52	26

Implications for the Instructional Program:

The risk factors as determined by the ECLAS for the 2009 school year are as follows:

For Kindergarten:

Below Level 2: some risk
Level 2 and higher: no risk

For Grade 1:

Below Level 2: high risk
Level 3: some risk
Level 4 and higher: no risk

For Grade 2:

Below Level 3: high risk
Level 4: some risk
Level 5 and higher: no risk

At the conclusion of grade two any student that has not achieved Level 6 is at-risk for meeting performance levels on the NYS ELA examinations. The instruction must follow this set of data. Teachers are required to shape their lesson plans using the information obtained from the fall and spring ECLAS assessment. This will permit the organizing of groups and the determination if students require additional AIS services to improve skills. Each classroom has become a Teacher's College Reading and Writing Workshop room. Portfolios can be used to further assess the growth students are making during the school year.

ENGLISH LANGUAGE ARTS GRADE 3

Grade 3 Student Performance on the NYS ELA Exam				
ALL TESTED STUDENTS				
Year	Total Tested	Level 1 & 2	Level 3	Level 4
2010	177	80	74	23
2009	155	25	116	14
2008	202	54	130	18

Grade 3 Student Performance on the NYS ELA Exam				
SPECIAL EDUCATION STUDENTS (If Applicable)				
Year	Total Tested	Level 1 & 2	Level 3	Level 4
2010	20	17	2	1
2009	13	13	9	1
2008	10	5	5	0

Grade 3 Student Performance on the NYS ELA Exam				
LIMITED ENGLISH PROFICIENT (If Applicable)				
Year	Total Tested	Level 1 & 2	Level 3	Level 4
2010	29	17	8	4
2009	25	15	10	0
2008	14	5	9	0

Summary of Data Analysis/Findings – Grade 3 ELA:

Over the preceding three year period from 2008 to 2010 school year:

All tested students receiving a level 4 has increased 20%.

Special Education students *receiving level 3 decreased by 55%*

LEP Students receiving levels 3 and 4 have increased by 25%.

Implications for the Instructional Program:

The school needs to continue its efforts to increase the number of students achieving a Level 3 or 4 in grade three. Students on this grade are new to formal standardized testing. Greater emphasis must be made in the following areas:

- The literacy team will provide ongoing professional development in best practices in literacy instruction for all teachers. This training will take into consideration the varying levels of teacher knowledge based on their experiences and training and will differentiate professional development to meet the needs of all teachers. This will provide all teachers with the opportunity to increase their professional knowledge and improve their instructional practice in all areas of literacy and enable them to implement the Teacher’s College Model successfully.
- Teachers will continue to read aloud from a wide variety of genres to increase student’ genre knowledge, and model both comprehension strategies through think alouds and explicit instruction and instruct students in the language and craft of good writing
- Teachers will continue to build students’ repertoire of reading comprehension strategies, background knowledge and vocabulary through guided reading, giving children multiple opportunities to problem-solve with text with the teacher’s support
- Teachers will continue to implement the Teacher’s College model, modeling strategies to help children move along the continuum and develop as readers and writers, and that have contributed to overall improved student achievement including a 2 hour literacy block
- Teachers will continue to emphasize the development of their students’ higher order thinking skills through effective questioning techniques and multiple opportunities to engage in accountable talk and rich classroom discussions
- Teachers will continue to encourage listening comprehension proficiency to prepare short and long oral/written answers to a range of different types of questions
- Teachers will continue to promote note-taking skills in order to prepare students to discuss and write answers to short and extended-response questions
- Teachers will continue to provide intensive academic intervention services to all students who are at risk of meeting state standards
- Teachers will continue to implement Reader’s and Writer’s Workshop
- Professional development.
- Test-taking strategies.
- Student practice under true testing condition.

ENGLISH LANGUAGE ARTS GRADE 4

Grade 4 Student Performance on the NYS ELA Exam				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	158	85	71	2
2009	183	41	134	8
2008	179	68	101	10

Grade 4 Student Performance on the NYS ELA Exam				
---	--	--	--	--

SPECIAL EDUCATION STUDENTS (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	16	15	1	0
2009	16	10	6	0
2008	23	17	6	0

Grade 4 Student Performance on the NYS ELA Exam				
LIMITED ENGLISH PROFICIENT (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	2	2	0	0
2009	12	13	3	0
2008	16	9	3	0

Summary of Data Analysis/Findings – Grade 4 ELA:

Over the preceding three year period from 2008 to 2010 school year:

All tested students receiving a level 3 decreased by 50%.

Special Education students *receiving level 3 decreased.*

Many of our LEP Students have tested out of LEP on grade 3.

*** Although the number of students who performed at or above grade level has decreased our mean scale score has increased by 13 points since 2008.**

Implications for the Instructional Program:

There must be a continuing emphasis of the school's 90 minute Literacy Block:

- The literacy team will provide ongoing professional development in best practices in literacy instruction for all teachers. This training will take into consideration the varying levels of teacher knowledge based on their experiences and training and will differentiate professional development to meet the needs of all teachers. This will provide all teachers with the opportunity to increase their professional knowledge and improve their instructional practice in all areas of literacy and enable them to implement the Teacher's College Model successfully.
- Teachers will continue to read aloud from a wide variety of genres to increase student' genre knowledge, and model both comprehension strategies through think alouds and explicit instruction and instruct students in the language and craft of good writing
- Teachers will continue to build students' repertoire of reading comprehension strategies, background knowledge and vocabulary through guided reading, giving children multiple opportunities to problem-solve with text with the teacher's support
- Teachers will continue to implement the Teacher's College model, modeling strategies to help children move along the continuum and develop as readers and writers, and that have contributed to overall improved student achievement including a 2 hour literacy block
- Teachers will continue to emphasize the development of their students' higher order thinking skills through effective questioning techniques and multiple opportunities to engage in accountable talk and rich classroom discussions
- Teachers will continue to encourage listening comprehension proficiency to prepare short and long oral/written answers to a range of different types of questions
- Teachers will continue to promote note-taking skills in order to prepare students to discuss and write answers to short and extended-response questions
- Teachers will continue to provide intensive academic intervention services to all students who are at risk of meeting state standards
- Teachers will continue to implement Reader's and Writer's Workshop
- Author Studies will continue to be incorporated because it has proven to be a successful vehicle for reading and writing instruction for familiarizing students with learning and using aspects of writer's craft in their own writing

- **Classroom libraries will be expanded in all classrooms. A variety of class sets of books as well as additional leveled books will be supplied to support the implementation of the Teacher’s College Model.**
- **Teachers will use conferencing in both readers and writers workshop to assess and support children’s reading and writing development and provide explicit instruction based on children’s individual needs.**
- **All teachers will become familiar with and use the reading strategies that are based on scientifically based research in the six dimensions of reading:**
 - a) **Understanding how phonemes (speech sounds) are connected to print-phonemic awareness;**
 - b) **Being able to decode unfamiliar words;**
 - c) **Being able to read fluently;**
 - d) **Attaining background knowledge and vocabulary to foster reading comprehension;**
 - e) **Developing appropriate active strategies to construct meaning from print-comprehension;**
 - f) **Developing and maintaining motivation to read**
 - **ESL strategies and the new ELL standards effective strategies for teaching reading including**
 - **Modeling**
 - **Bridging**
 - **Contextualization**
 - **Schema Building**
 - **Metacognitive and Learning Strategy Instruction**
- **During this time students will have elements of a directed, guided or independent reading portion with the use of longer reading passages, language exploration, word building and writing.**
- **Phonics, with phonemic awareness, word recognition strategies and whole language approach to literature.**
- **The use of Standards based lessons.**
- **The use of software programs to assist Level 1 students.**
- **A writing initiative that will include a reading/writing connection that will incorporate writing journals, reading logs.**
- **New classroom libraries containing a variety of leveled books are being introduced.**
- **Item analysis for all tests given as well as the Grow Report to assist teachers wills their daily teaching plans.**

ENGLISH LANGUAGE ARTS GRADE 5

Grade 5 Student Performance on the NYS ELA Exam				
ALL TESTED STUDENTS				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	175	99	63	13
2009	179	43	123	13
2008	202	47	146	9

Grade 5 Student Performance on the NYS ELA Exam				
SPECIAL EDUCATION STUDENTS (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	16	13	3	0
2009	22	13	9	0
2008	20	9	11	0

Grade 5 Student Performance on the NYS ELA Exam				
LIMITED ENGLISH PROFICIENT (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010				
2009	9	7	2	0
2008	15	9	6	0

Summary of Data Analysis/Findings – Grade 5 ELA:

Over the preceding three year period from 2008 to 2010 school year:

All tested students receiving a level 4 has remained the same.

The majority of our Special Education students have scored at levels 1 and 2.

* Although the number of students who performed at or above grade level has decreased our mean scale score has remained the same since 2008.

Implications for the Instructional Program:

Students in this grade need to be challenged more. Changes in emphasis must be made to stress the following:

- Teachers will continue to read aloud from a wide variety of genres to model the language and craft of good writing
- Teachers will continue to build students background knowledge and vocabulary through guided reading
- Teachers will continue to provide students with reading materials they can read at their independent level
- Teachers continue to provide students with reading materials they can read at their instructional level, so they can continue to develop expertise with using strategies to comprehend
- Teachers will continue to involve their learning by using strategies that ask them to “do” instead of passively listening
- Teachers will continue to invites students to retell information to a partner or in small groups
- Teachers will continue to incorporate Author Studies

- Cooperative learning groups.
- Flexible grouping for classroom lessons.

- Bloom’s Taxonomy permitting questioning techniques that will increase the development of higher level thinking skills.
- Gardner’s Theory of Multiple Intelligences.
- Use of data to drive lesson development.
- Ongoing professional development.

MATHEMATICS GRADE 3

Grade 3 Student Performance on the NYS Math Exam				
ALL TESTED STUDENTS				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	181	86	51	44
2009	157	4	108	45
2008	203	10	135	58

Grade 3 Student Performance on the NYS Math Exam				
SPECIAL EDUCATION STUDENTS (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	20	16	3	4
2009	15	0	14	1
2008	11	1	10	0

Grade 3 Student Performance on the NYS Math Exam				
LIMITED ENGLISH PROFICIENT (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	31	15	8	8
2009	17	2	14	1
2008	26	2	23	1

Summary of Data Analysis/Findings – Grade 3 Math:

Over the preceding three year period from 2008 to 2010 school year:

All tested students receiving a level 3 decreased by 50%, level 4’s remained the same.

Special Education students *receiving level 4 increased by 75%.*

ESL Students receiving a level 4 have increased by 90%.

Implications for the Instructional Program:

- The Comprehensive Approach to Balanced Mathematics Scope and Sequence will be followed
- Teachers will continue to encourage students to use accountable talk and higher level thinking
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of our ELL and Special Education students
- Teachers will continue to provide students with an opportunity to evaluate and revise their work in collaboration with peers
- Teachers will continue to use the strategy already in place to spiral lessons and homework
- Teachers will use data from the Acuity, NYS exams and unit assessments to provide instructional emphasis on student’s strengths and weaknesses and to assist in the grouping of students
- Teachers will continue to devote 75 minutes to mathematical instruction
- Media services and multimedia technology will continue to be used to support math instruction
- Teachers will continue to emphasize the use of manipulatives into their math lessons
- Teachers will continue to have students work cooperatively for better understanding

- Teachers will continue to assess students periodically throughout the year to determine their strengths and weaknesses
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards with particular emphasis on moving high level 2 students into level 3 and keeping low level 3 performers from falling back into level 2, as well as low level 2 performers from falling back into level 1
- Teachers will continue to implement the NYC Mathematics Performance Standards

MATHEMATICS GRADE 4

Grade 4 Student Performance on the NYS Math Exam				
ALL TESTED STUDENTS				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	165	56	64	45
2009	184	15	100	69
2008	186	28	107	51

Grade 4 Student Performance on the NYS Math Exam				
SPECIAL EDUCATION STUDENTS (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	16	8	6	2
2009	14	6	7	1
2008	20	8	10	2

Grade 4 Student Performance on the NYS Math Exam				
LIMITED ENGLISH PROFICIENT (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	10	1	5	4
2009	19	5	12	2
2008	20	14	5	1

Summary of Data Analysis/Findings – Grade 4 Math:

Over the preceding three year period from 2008 to 2010 school year:

All tested students receiving a level 3 decreased by 40%.

Special Education progress has remained constant.

ESL Students receiving a level 4 have increased by 75%.

Implications for the Instructional Program:

- The Comprehensive Approach to Balanced Mathematics Scope and Sequence will be followed
- Teachers will continue to encourage students to use accountable talk and higher level thinking
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of our ELL and Special Education students
- Teachers will continue to provide students with an opportunity to evaluate and revise their work in collaboration with peers
- Teachers will continue to use the strategy already in place to spiral lessons and homework
- Teachers will use data from the Acuity, NYS exams and unit assessments to provide instructional emphasis on student’s strengths and weaknesses and to assist in the grouping of students
- Teachers will continue to devote 75 minutes to mathematical instruction
- Media services and multimedia technology will continue to be used to support math instruction
- Teachers will continue to emphasize the use of manipulatives into their math lessons
- Teachers will continue to have students work cooperatively for better understanding

- Teachers will continue to assess students periodically throughout the year to determine their strengths and weaknesses
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards with particular emphasis on moving high level 2 students into level 3 and keeping low level 3 performers from falling back into level 2, as well as low level 2 performers from falling back into level 1
- Teachers will continue to implement the NYC Mathematics Performance Standards

MATHEMATICS GRADE 5

Grade 5 Student Performance on the NYS Math Exam				
ALL TESTED STUDENTS				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	177	67	79	31
2009	185	28	102	55
2008	207	32	130	45

Grade 5 Student Performance on the NYS Math Exam				
SPECIAL EDUCATION STUDENTS (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010	16	10	6	0
2009	21	12	9	0
2008	20	9	10	1

Grade 5 Student Performance on the NYS Math Exam				
LIMITED ENGLISH PROFICIENT (If Applicable)				
Year	Total Tested	Level 1& 2	Level 3	Level 4
2010				
2009	12	6	5	1
2008	20	9	10	1

Summary of Data Analysis/Findings – Grade 5 Math:

Over the preceding three year period from 2008 to 2010 school year:

All tested students receiving a level 3 decreased by 20%.

Special Education progress has remained constant.

ESL Students receiving a level 4 have increased by 90%.

Implications for the Instructional Program:

The data indicates that the type of instruction that must be stressed is:

- Hands-on, student centered lessons. Manipulatives need to be used in each classroom as required.
- Multi step problem solving should be a part of each lesson.
- Remediation for all at-risk students through a funded Math position.
- Ongoing professional development and support as teachers are introduced to the new Everyday Math and Math Steps materials that will be folded into the curriculum.
- The Comprehensive Approach to Balanced Mathematics Scope and Sequence will be followed
- Teachers will continue to encourage students to use accountable talk and higher level thinking
- Intensive professional development in the understanding and use of specialized instructional strategies to meet the needs of our ELL and Special Education students

- Teachers will continue to provide students with an opportunity to evaluate and revise their work in collaboration with peers
- Teachers will continue to use the strategy already in place to spiral lessons and homework
- Teachers will use data from the Acuity, NYS exams and unit assessments to provide instructional emphasis on student's strengths and weaknesses and to assist in the grouping of students
- Teachers will continue to devote 75 minutes to mathematical instruction
- Media services and multimedia technology will continue to be used to support math instruction
- Teachers will continue to emphasize the use of manipulatives into their math lessons
- Teachers will continue to have students work cooperatively for better understanding
- Teachers will continue to assess students periodically throughout the year to determine their strengths and weaknesses
- Continued provision of intensive Academic Intervention Services to all students who are not meeting State standards with particular emphasis on moving high level 2 students into level 3 and keeping low level 3 performers from falling back into level 2, as well as low level 2 performers from falling back into level 1
- Teachers will continue to implement the NYC Mathematics Performance Standards

PARENT INVOLVEMENT

Summary of Data Analysis/Findings:

- Attendance records of PTA and other parent meetings.
- Parent Teacher Conferences.
- Learning Leaders

Implications for the Educational Program:

The school has a history of an excellent relationship with parents. An atmosphere has been maintained that tries to make parents feel welcome and, therefore, want to actively participate in the education of their children. There have been workshops through family literacy, parenting and guidance. There is still a need to attract a greater number of parents to participate in the school and PTA.

Our Parent Coordinator and Assistant Principal have been able to create a fully functional library with the assistance of parent volunteers. Every class in the building is able to visit the library with their teacher to access books and use the database for research.

Workshops, meetings and orientation sessions and are held throughout the school year. The purpose is to involve parents and help in their development of skills for parenting, literacy, curriculum and testing. Meetings are scheduled in the evening and the morning to permit the largest group possible to attend.

The P.S. 33 School Leadership Team used the following sources to complete a needs assessment for the school in order to review the school's program and student achievement:

Annual School Report Card

Progress Report

Quality Review

ARIS

ATS Reports

Standardized Test results – NYS ELA and Mathematics for grade 3, 4 and 5, NYSESPET for grade 4

ECLAS – Early Childhood Literacy Assessment System

Initial Referrals

Suspensions

Attendance

Student Work – Assessment Portfolios

Observations

Chancellor's Goals, Priorities and Initiatives

2008-2009 Comprehensive Education Plan

2009-2010 Comprehensive Education Plan

Questionnaires

Facilities Survey – building space utilization

School Leadership Team meetings

PTA Executive Board and General Membership meetings

Grade Leaders

Teacher developed tests

All parents and staff have been informed and familiarized through distribution of the annual report card with its accompanying letter of explanation. Other information has been disseminated through various teacher and parent meetings. Special agendas at which the school's administrators were able to give parents relevant information were held throughout the school year. In addition, item analysis of data has been looked over and used to determine instructional needs. For the Early Childhood grades ECLAS is used as the source of statistical data.

Summarization:

One of our greatest accomplishments over the past several years has been the proficiency by which our ELL students are able to pass the NYSESLAT by grade 2. The number of ELL students decreases by an average of 50-60% by grade 3. By grade 5, this number decreases once again by an average of 70%. Our ELL and former ELL students consistently score levels 2-4 on the NYS ELA and Math exams.

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 2008-09 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 (SINI/SRAP/SURR or received a 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 presumably be aligned to the school’s annual goals described in this section.

ANNUAL GOAL	DESCRIPTION
SMART GOAL - By June 2011, the number of tested students achieving a level 4 in reading on the NYS ELA assessment will increase by 3%.	After analyzing our data, it was determined that progress is being made in ELA. An analysis of a three-year trend in ELA total school performance for all tested students indicated there is a continual increase in our level threes. However, there is a need to move our level threes to level fours, which was our most significant change.
ANNUAL GOAL	DESCRIPTION
SMART GOAL - By June 2011, 4.5% of tested students scoring a level two will move to level three on the NYS ELA assessment.	After analyzing our data, it was determined that progress is being made in ELA. Over the last three years, our level two students have decreased.
ANNUAL GOAL	DESCRIPTION
SMART GOAL - By June 2011, the number of tested students achieving a level 4 in mathematics on the NYS Math assessment will increase by 4%.	After analyzing our data, it was determined that progress is being made in mathematics. Our goal is to continue this trend and further increase the number of students in levels three and four.

ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL - By June 2011, the number of English Language Learners in grades K-5 achieving the Proficiency level on the NYSESLAT will increase by 3%.</p>	<p>After analyzing our data, it was determined that although the number of students who achieved a proficient level has increased, the rate of increase has not balanced with those students achieving the advanced level.</p>
ANNUAL GOAL	DESCRIPTION
<p>SMART GOAL - By June 2011 our survey response rates for communication with parents and teachers will increase by 2% as indicated by the Learning Environment Survey Report.</p>	<p>After analyzing the Learning Environment Survey, it was determined that although our monthly calendar and parent coordinator newsletter has increased our communication between parents and teachers, additional communication is needed. The school messenger system will be utilized to augment parent communication in regards to school wide information.</p>

English Language Arts

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 4.5% of tested students scoring a level two will move to level three on the NYS ELA assessment.</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>	<ul style="list-style-type: none"> • Utilize goal setting templates and protocols in reading that includes: yearly goal, interim goals in accuracy, fluency, and comprehension three times during the year. • Teachers will create attainable but rigorous goals based on analysis of Fountas and Pinnell benchmark assessments. • The assistant principal will provide Professional Development workshops focusing on analyzing the Fountas and Pinnell assessments; setting individual focus goals; and providing instructional strategies for meeting those goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Workshops during common preps and grade conferences • Push-in teachers funded through Tax Levy Fair Student Funding and Early Grade Class Size Reduction • Literacy Team facilitating professional development funded through Title I School Wide Projects
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Triannual administration of the Fountas and Pinnell Benchmark Assessments to monitor and update student progress of at least one year's growth from September to June. • Standardized report card ratings • Ongoing monitoring and review of assessment binders. • Predictive assessments • NYS ELA assessment

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of tested students achieving a level 4 in mathematics on the NYS Math assessment will increase by 4%.</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>	<ul style="list-style-type: none"> • Continue the school-wide focus goal to improve Number Sense and Operations with interim focus goals to be monitored and updated three times during the year in all grades K - 5. • Teachers will analyze the number sense assessments to establish rigorous goals for every student. • Increase the use of group work in mathematics in order to reduce the amount of direct instruction and to promote use of the mathematics process strands. • The assistant principal will provide Professional Development workshops focusing on using the Number Sense grade level assessments to set individual focus goals; and provide instructional strategies for meeting those goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Workshops during common preps and grade conferences • Assistant principal facilitating professional development funded through Title I School Wide Projects • Professional Development funded through CFN 531
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Triannual administration of the Number Sense and Operations assessment (developed in house) to monitor and update student progress of at least one year's growth from September to June. • Standardized report card ratings • Teacher observations (kid watching) • Predictive assessments. • Customized interim assessments (triannual) aligned to the marking period goals. • NYS Math Assessment

Subject/Area (where relevant): English as a Second Language

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of English Language Learners in grades K-5 achieving the Proficiency level on the NYSESLAT will increase by 3%.</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>	<ul style="list-style-type: none"> • ESL teachers will prepare students for the NYSESLAT by providing small group instruction both during the school day and in after school. • Writing assignments will be generated which are aligned to the writing component of the NYSESLAT. These assignments will be incorporated into the writing units of study and used during after school instruction. • The ESL Department will provide Professional Development workshops focusing on the format of the NYSESLAT; strategies to target the different sections of the NYSESLAT; and implications for instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • ESL after school program funded through Title III • ESL professional development workshops funded through Title III • ESL extended day program
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Ongoing monitoring and updates of Fountas and Pinnell Benchmark Assessments three times a year. • Ongoing monitoring and review of assessment binders • Ongoing monitoring and assessment of individual student writing • Results from the ELL Periodic Assessments • Performance on NYSESLAT practice tests

Subject/Area (where relevant): Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 our survey response rates for communication with parents and teachers will increase by 2% as indicated by the Learning Environment Survey Report.</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>	<ul style="list-style-type: none"> • The School Messenger Sytem will be utilized to augment parent communication in regards to school wide information. • Every grade/classroom will continue to generate a newsletter every month informing parents of curriculum topics for that month in ELA, Math, Social Studies, Science, the Arts, Physical Education, and Word Study. These newsletters will also include homework tips, special events/celebrations and any other “news worthy” items for the month. • At tri-annually scheduled intervals, classroom teachers will continue to send home information for parents on the progress of their children, including what individual support parents can offer at home.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Children First Tax Levy funds will be allotted for supplies, such as, paper, ink cartridges, and, if necessary, software programs (Print Shop).
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Collection and review of monthly newsletters generated by each grade/class by supervisors before distribution to parents. • Parent feedback at Parents’ Association conferences and parent workshops on effectiveness of this newsletter.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – 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 (SURR)

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 FOR 2010-11 – 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 Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	5	0	0
1	50	48	N/A	N/A	1	1	0
2	39	32	N/A	N/A	6	0	0
3	41	41	N/A	N/A	2	0	6
4	44	40	28	19	1	0	1
5	25	22	13	11	5	1	1
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Teachers develop core reading skills in phonemic awareness, phonics, fluency, vocabulary and comprehension. This service is provided by an AIS person, small group in a 1:8 ratio during the school day for 45 minutes. Wilson is a research based reading program that the teacher uses to assist the students decoding, encoding, and comprehension skills.</p>
<p>Mathematics:</p>	<p>Everyday Mathematics is a research-based math curriculum based on several basic principles; students acquire knowledge, skills and understanding from their own experience, tapping into children’s prior mathematical knowledge and teacher’s ability to provide excellent instruction. In addition to the math block, struggling students receive AIS 4x a week for 37.5 minutes each session .</p>
<p>Science:</p>	<p>Science teachers provide age-appropriate experiences and lessons which allow children to expand their understanding of important science concepts. The students acquire problem-solving and critical thinking skills as well and participate in many hands-on experiences. These services are provided 2x a week for 45 minutes each.</p>
<p>Social Studies:</p>	<p>Social Studies teachers teach students in-depth, inquiry-based units in social studies. Students will learn to read critically, evaluate information, and articulate thoughts. These services are provided 2x a week for 45 minutes each.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>School counselors will provide guidance and crisis Counseling services during the school day, one period a week individually or in small groups or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades K-5. The service is offered in English. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including student sin the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</p>
<p>At-risk Health-related Services:</p>	<p>Health related services are offered during the school day, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 3-5. Students are assisted in learning how to cope with health related issues such as asthma.</p>

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

NCLB/SED requirement for all schools

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

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

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

- ⊗ There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- Our school’s 2009-10 Title III program narrative and budget has been revised for 2010-11 (pending allocation of Title III funding). The revised Title III plan is described in this section.

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 134 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S. 33's Title III program provides English Language Learning with supplemental instruction in an After-School program. The instructional program will service ELLs in grades 1-5 who scored at beginning, intermediate and advanced levels on the NYSESLAT.

The After-School program specifically addresses instruction in English to improve literacy and math performance. It will meet Saturdays for a total of four hours a week. This program will meet for approximately 14 weeks beginning in January 2011 and concluding in May 2011. (This program will service approximately 12 students in 3 classes with 3 fully certified teachers. Instruction will be provided in English to help students meet the standards in ELA and Math. Instruction will focus on literacy using ESL and Math strategies and methodologies to help students achieve higher scores on the NYSESLAT and the other City and State Assessments.

Teachers will use ongoing assessment such as one-to-one conferences, and small group instruction to gauge the student progress. Supplementary materials will be provided to augment a variety of instruction. General instructional supplies such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program.

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.

P.S. Title III 33's professional development program will focus on providing staff with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning standards in ELA and Math and to achieve higher scores on all state assessments. These professional development sessions will be facilitated by three fully certified ESL teachers.

Topics that will be addressed during these professional development sessions are as follows:

1. One two-hour professional development session will be devoted to the analysis of NYSESLAT scores. Participating teachers will produce individual student profiles and plan necessary instructional strategies to help meet the needs of those ELLs in ELA, math, and the other content areas. (Grades K-5)
2. One two-hour professional development session will be devoted to strategies needed to prepare ELLs to meet the NYS ESL Standards and to gain a clear understanding of the NYSESLAT. Participating teachers will produce an ESL test preparation unit of study and compile a packet of materials to be used during this unit of study (Grades K-5).

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: 22,420		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	15,415	3 teachers per session for 14 weeks 1 supervisor per session for 14 weeks 1 secretary per session 11 hours
Supplies and materials	7,005	General instructional textbooks and supplies for the after school program and office supplies and instructional supplies.
Other		
TOTAL	22,420	

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.

Within the 30 days of a student's enrollment at P.S. 33, we will determine what the primary language is spoken by the parent and if such is not English, whether the parent requires assistance in order to communicate effectively with the school or Department of Education. The ATS Home Language Report is used to assist our school in determining the language and interpretation needs of our students and their parents. The emergency blue cards that are filled out by every parent in the school has an area in which parents can indicate what language they prefer to communicate in and receive school information.

In the lobby of our school are posted notifications in the languages that are indicated in the Home Language Report. These notifications provide parents with information that meet their translation and interpretation needs.

During Parent/Teacher conferences twice a year, notifications are sent out to parents in which they can request an oral interpreter to assist during their parent/teacher conferences.

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.

Based on the report of the ATS Home Language, emergency blue cards and parent request for language and interpretation services, the written translation and oral interpretation needs that were most indicated were Spanish, Bengali, Hindi, Malayalam, Tagalog, Punjabi and Urdu. P.S. 33 will continue to provide notifications and information in the languages needed via backpack with students, on the parent resource table in the school lobby, our school website and information will also be posted on designated areas of the school where there is a high parent volume.

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.

P.S. 33 will provide written translation services that will meet the language needs that are indicated in Part A. Notices, letters, flyers, consent forms that will need to be translated will be forwarded to the Department of Education's Translation and Interpretation Unit at least three weeks prior to distribution to parents by the Administrative staff. We will provide timely translation and distribution of critical communications into the covered languages as stipulated by the Department of Education, including, but not limited to, the following areas:

Registration and selection;
Standards and performance;
Conduct and discipline;
Safety and health;
Placement in any special education, English Language Learner or non-standard academic program; and
Transfers and discharges.

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request a translation or interpretation of such document will be made available.

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.

P.S. 33 will provide the oral interpretation services that will meet the language needs that are identified in Part A. There are staff members, teachers and parent volunteers that are accessible when these services are needed during regular business hours. We also enlist the On-Site or Over-the Phone Interpretation services provided by the Translation and Interpretation Unit.

Prior to our Parent/Teacher Conferences held twice a year, our Parent Coordinator enlists and coordinates the services of Legal Interpreting Services to assist us in providing oral interpretation services for parents during their conferences

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>.

In accordance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, P.S. 33 provides the following:

Posted in the school lobby and in the main office are notifications in the language needs identified, informing parents of the availability of translation and interpretation services.

Each parent whose primary language is a covered language as stipulated by the Department of Education, and who requires language assistance services is provided with a copy of the Bill of Parent Rights and Responsibilities; which includes their rights regarding translation and interpretation services.

Our school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	583,194	36,855	620,049
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,832	368	6,200
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29,159	*	
4. Enter the anticipated 10% set-aside for Professional Development:	58,319	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100 ____
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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended**

that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPiG.htm>. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 33Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 33Q policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 33Q will support parents and families of Title I students by:

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

P.S. 33Q Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 33Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 33Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S. 33Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent meeting;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, (or Parent-Teacher Association.
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, Getting to Know You Conferences in early October, and parent workshops);

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 - 30 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups.
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

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.

Our needs assessment is based on the information from the NYS ELA and Math Exams and Progress Reports – see Section IV

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - *Please refer to Section V Annual School Goals, Section VI Action Plans, Appendix 1 Academic Intervention Services, and Appendix 2 Program for English Language Learners.*
 - Use effective methods and instructional strategies that are based on scientifically-based research that:
 - *P.S. 33 has targeted assistance for our struggling learners during the 37 minutes..*
 - *Summer School focuses on the at-risk student and English Language Learners Seats are offered according to available funding.*
 - *Guidance and SBST target students in need for additional support.*

- *The curriculum is Standards based with a high degree of differentiation.*
- *See Section V and VI School goals and Action Plan which address specific groups in need of improvement.*

3. Instruction by highly qualified staff.

- *The staff at P.S. 33 is 100 % highly qualified.*

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.

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day. School teachers and administrators facilitate professional development. Teachers attend PD from the CEI-PEA offerings through our CFN Support Organization.*

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

- *NA*

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

- *Book Clubs and family workshops are offered to parents throughout the year.*
- *Computer workshops and caretaker classes are also offered.*
- *Parents are asked to sign student book logs.*
- *Two Saturday parent workshops are planned for the winter and spring.*
- *Parents are invited to publishing celebrations and read alouds.*

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.

Kindergarten orientation days are scheduled every June for both parents and students. Parents meet staff and administration and get an overview of our Kindergarten Program. Additionally, the Parent Coordinator conducts parent workshops to help facilitate the transition to Kindergarten.

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.

- *PS 33 has implemented school wide inquiry teams. Based on the teams' findings school wide changes are implemented*

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.

Our Academic Intervention Team at PS 33 has been very proactive in identifying students in need of academic intervention services based on teacher recommendations; criterion referenced assessments, and standardized test scores. In reading, classroom teachers/ push-in teachers use Fountas and Pinnell Benchmark Assessments, periodic assessments, Scantron, running records, and standardized test scores to evaluate student progress. In mathematics, classroom teachers/push-in teachers use Everyday Math individual profiles of progress, unit assessments, periodic assessments, and grade specific number sense assessment designed to identify underlying problems with basic numbers and operations to assist in identifying students. Once identified an intervention plan is formulated by the team. The Academic Intervention Team meets weekly to discuss the progress of assigned students who are provided with strategies that include the Foundations, and guided reading, and individual conferences..

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.

- *Although most of the above are not applicable to P.S. 33 – SBST, Guidance and the Parent Coordinator do service our shelter students with special services to assist them.*
- *We offer Computer workshops for adults.*

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed

Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ² Consolidated in the Schoolwide Program (☑)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	(☑) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	X			583,194	
Title I, Part A (ARRA)	Federal	X			36,855	
Title II	Federal					
Title III	Federal					
Title IV	Federal					
IDEA	Federal					
C4E	State					
Tax Levy	Local					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

N/A

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

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

Part A: For All Schools Identified for Improvement

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.
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.

Part B: For Title I Schools Identified for Improvement

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.

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.)

Presently we have three students in temporary housing.

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

All of students who are in temporary housing are admitted to our school we will provide the following services:

- *Academic programs and educational support services*
- *Basic/emergency supplies*
- *Counseling service*
- *Parental involvement*
- *Intervention programs*
- *Transportation once the student is permanently housed*
- *Outreach efforts to identify the STH population and help them access school programs*
- *Research based programs that benefit highly mobile students*
- *Data collection to assess the needs/progress of STH*

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 FOR 2009-10

This appendix will not be required for 2010-11.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence 09 (HS) 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)

**Attachment #1
LAP REPORT
ATTACHMENT
ENCLOSED IN
EMAIL**

Attachment #2

School-Parent Involvement Policy

- I. *PS 33Q, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School 33's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.*
- II. *The policy encompasses all parents including parents of English Language Learners and special needs students.*
- III. *The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.*

In developing the PS 33Q Parent Involvement Policy, the PS 33Q PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School 33 will:

- *Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*
- *Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support*

when needed.

- *Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.*
- *These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.*
- *Provide a school informational meeting on all funding programs in the school.*
- *Provide written translations.*
- *Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.*

PS 33Q will encourage more school-level parental involvement by:

- *Holding annual Parent Curriculum Conference*
- *Maintaining parent participation in school leadership teams*
- *Encouraging parents to become trained volunteers through Learning*

Leaders

- *Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress*
- *Providing school planners for daily written communication between school/teacher and the home.*
- *Provide a school website with updated parent information and resources*

Attachment #3

**SCHOOL - PARENT COMPACT
SCHOOL 33Q**

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, Getting to Know You Conferences in early October, and parent workshops);

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 - 30 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups.
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

11. 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.

Our needs assessment is based on the information from the NYS ELA and Math Exams and Progress Reports – see Section IV

12. Schoolwide reform strategies that:

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

- *Please refer to Section V Annual School Goals, Section VI Action Plans, Appendix 1 Academic Intervention Services, and Appendix 2 Program for English Language Learners.*
- Use effective methods and instructional strategies that are based on scientifically-based research that:
 - *P.S. 33 has targeted assistance for our struggling learners during the 37 minutes..*
 - *Summer School focuses on the at-risk student and English Language Learners Seats are offered according to available funding.*
 - *Guidance and SBST target students in need for additional support.*
 - *The curriculum is Standards based with a high degree of differentiation.*

- *See Section V and VI School goals and Action Plan which address specific groups in need of improvement.*

13. Instruction by highly qualified staff.

- *The staff at P.S. 33 is 100 % highly qualified.*

14. 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.

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day. School coaches, teachers and administrators facilitate professional development. Teachers attend PD from the STEM II grant and various offerings at ICI our Learning Support Organization.*

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

- *NA*

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

- *Book Clubs and family workshops are offered to parents throughout the year.*
- *Computer workshops and caretaker classes are also offered.*
- *Parents are asked to sign student book logs.*
- *Two Saturday parent workshops are planned for the winter and spring.*
- *Parents are invited to publishing celebrations and read alouds.*

17. 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.

Kindergarten orientation days are scheduled every June for both parents and students. Parents meet staff and administration and get an overview of our Kindergarten Program. Additionally, the Parent Coordinator conducts parent workshops to help facilitate the transition to Kindergarten.

18. 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.

- *P.S. 33 has over 5 Inquiry Teams. Based on the teams' findings school wide changes are implemented*

19. 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.

Our Academic Intervention Team at PS 102 has been very proactive in identifying students in need of academic intervention services based on teacher recommendations; criterion referenced assessments, and standardized test scores. In reading, classroom teachers/ push-in teachers use Fountas and Pinnell Benchmark Assessments, periodic assessments, Scantron, running records, and standardized test scores to evaluate student progress. In mathematics, classroom teachers/push-in teachers use Everyday Math individual profiles of progress, unit assessments, periodic assessments, and grade specific number sense assessment designed to identify underlying problems with basic numbers and operations to assist in identifying students. Once identified an intervention plan is formulated by the team. The Academic Intervention Team meets weekly to discuss the progress of assigned students who are provided with strategies that include the Foundations, and guided reading, and individual conferences..

20. 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.

- *Although most of the above are not applicable to P.S. 33 – SBST, Guidance and the Parent Coordinator do service our shelter students with special services to assist them.*
- *We hold adult ESL class.*
- *We offer Computer workshops for adults.*

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 033 Edward M. Funk					
District:	29	DBN:	29Q033	School		342900010033

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.7	95.1	94.4
Kindergarten	142	187	184				
Grade 1	168	169	186	Student Stability - % of Enrollment:			
Grade 2	176	163	164	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	155	180	167		92.1	92.5	93.5
Grade 4	185	159	173				
Grade 5	186	183	166	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		58.3	75.0	75.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	8	9
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	1012	1041	1042	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					23	11	28

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	29	31	Principal Suspensions	6	6	4
# in Collaborative Team Teaching (CTT) Classes	18	28	37	Superintendent Suspensions	8	6	1
Number all others	49	54	55				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	75	72	67
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	12	8
# receiving ESL services only	111	136	TBD				
# ELLs with IEPs	2	13	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	1	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.7	84.7	98.5
				% more than 5 years teaching anywhere	64.0	68.1	95.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	96.0	97.0
American Indian or Alaska Native	1.3	1.0	1.1	% core classes taught by "highly qualified" teachers	99.0	100.0	100.0
Black or African American	27.1	23.4	20.6				
Hispanic or Latino	25.7	25.2	26.5				
Asian or Native Hawaiian/Other Pacific	38.7	41.3	42.2				
White	5.9	6.6	6.5				
Male	50.5	50.7	51.6				
Female	49.5	49.3	48.4				

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	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	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	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	15	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	0.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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 531	District 29	School Number 033	School Name The Edward M. Funk
Principal Erich Wagner		Assistant Principal Vincent Gatto/Pamela Jackson	
Coach N/A		Coach N/A	
Teacher/Subject Area Joan Malin/ESL		Guidance Counselor Bramanand Rambarakh	
Teacher/Subject Area Francisca Powers/ESL		Parent Diana Baksh, PTA President	
Teacher/Subject Area Hannah Shapiro/ESL		Parent Coordinator Sandra Ray	
Related Service Provider Jeanette Tillman		Other	
Network Leader Althea Serrant		Other	

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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	53

C. School Demographics

Total Number of Students in School	1044	Total Number of ELLs	134	ELLs as Share of Total Student Population (%)	12.84%
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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.

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, and 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).

When parents enroll their children at P.S. 33, as new admits to the NYC school system, during the academic school year, pupil personnel secretaries alert appropriate pedagogical staff members so that an informal oral interview in English may be conducted, and to ensure that the Home Language Identification Survey is completed appropriately. Bilingual staff members are called upon as necessary to conduct an interview with parents in their native language. If a speaker of the home language is not available, a call is placed to the NYCDOE Translation Unit to conduct an oral interview by telephone. Based on the findings of the oral interview(s), and the completion of the Home Language Identification Survey, ESL teaching personnel administer the LAB-R when necessary.

At the beginning of the academic school year, ESL teachers run appropriate ATS reports (RLAT, RLER, RNMR, etc.) in order to discover the results of the previous year's NYSESLAT. Once students are identified as entitled or non-entitled ELLs, appropriate next steps are taken to inform parents of their status. The running of ATS reports also alerts ESL teachers to the presence of ELLs new to our building who have transferred from other NYC schools.

2. What structures are in place at your school to ensure that parents understand all three program choices? (Transitional Bilingual Education, Dual Language, Freestanding ESL). Please describe the process, outreach plan and timelines.

Upon identification of new ELLs in the building based on LAB-R hand scores, ESL teachers send a language-specific communication from the EPIC toolkit home to parents (including the Parent Brochure), and invite them to come and view the multilingual DVD explaining program choices. Parents are invited and encouraged to come to the building as soon as ELLs are identified so that they may understand their choices via the EPIC multilingual DVD and/or face-to-face explanations from bilingual staff. For the convenience of working parents, and for parents who enrolled their children during the summer months, a multilingual evening workshop is scheduled within the allotted identification time frame, and the DVD is viewed and discussed. Bilingual staff members are always on hand at the evening workshop so that questions and concerns may be addressed in the native language. Parents are then able to make fully-informed choices for their ELL child(ren).

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 is Transitional Bilingual Education as per CR Part 154.)

As soon as LAB-R hand scores are available, ESL teachers send language-specific entitlement letters and Parent Brochures from the EPIC toolkit home, inviting parents to come to school to view the multilingual DVD explaining program choices, and to make their selection via the Parent Survey and Program Selection form. ESL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 33, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of working parents, we hold day- and night-time workshops with bilingual staff on hand where parents can view the DVD and complete the survey. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD and completing the survey on behalf of their child(ren). If no response is forthcoming, a second round of these letters is sent home including a survey. Our third action is to attempt telephone contact with the parents to make sure they received our letters, and to stress the importance of returning the survey. We achieved a 100% response on

Program Selection Forms for the school year 2010-2011, as we did in 2009-2010.

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.

At P.S. 33, LAB-R hand scores and NYSESLAT proficiency levels are the criteria used to identify and place Limited English Proficient students in the school's English as a Second Language instructional program. Parent notification letters in the home language are distributed to all English language learners, whether newly identified, continuing or transitional.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, what is the trend in the program choices that parents have requested? (Please provide numbers.)

The results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 33. Numbers of non-ESL choices within the top home languages vary from year to year, but have not approached a number appropriate or required for a Transitional Bilingual or Dual Language class.

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 offerings? Describe specific steps underway.

The majority of P.S. 33 parents request our school's ESL program. Numbers of parents requesting alternative programs are small. For parents who want to pursue Transitional Bilingual or Dual Language placement, information about alternative programs in the district is shared by ESL teachers and other bilingual staff. Once parents have visited our school, met with teachers, and become part of the P.S. 33 community, they are reluctant to leave in pursuit of alternative language programs. We will continue to monitor parent choice on a yearly basis to make sure that we are in alignment with parent preferences.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0

Push-In	37	29	17	33	8	10								134
Total	37	29	17	33	8	10	0	0	0	0	0	0	0	134

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	97	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	30	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	100	0	3	34	0	4	0	0	0	134
Total	100	0	3	34	0	4	0	0	0	134

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

C. Home Language Breakdown and ELL Programs

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

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

	EL L	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	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											
Chinese											
Russian											
Korean											
Haitian											
French											
Other											
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	8	7	6	8	2	3								34
Chinese	1	0	0	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	6	4	3	3	1	2								19
Urdu	8	7	1	7	2	1								26
Arabic	0	0	0	1	0	0								1
Haitian	2	2	0	2	1	1								8
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	7	6	4	6	2	2								27
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	5	3	3	6	0	1								18
TOTAL	37	29	17	33	8	10	0	134						

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.

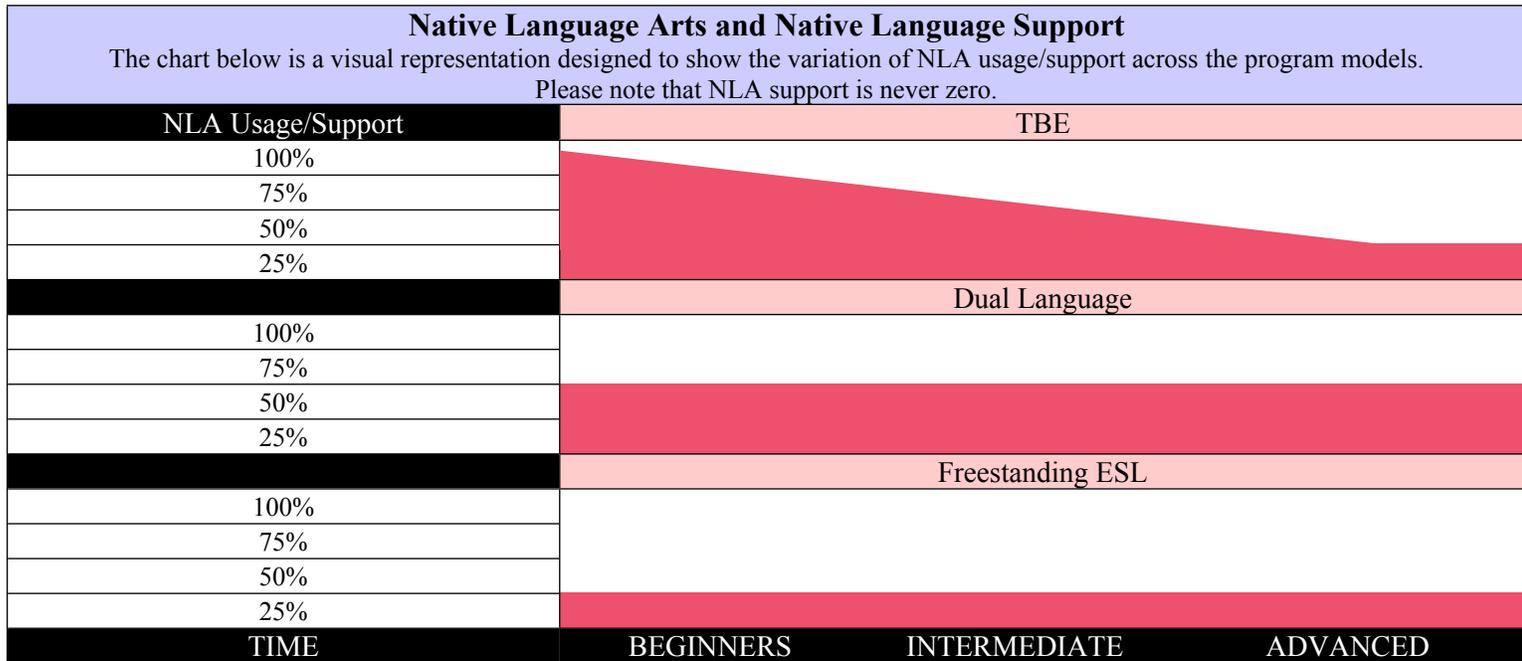
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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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?

How is instruction delivered?

a. What are the organizational models (e.g. Departmentalized, Push-In (Co-Teaching), Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

At P.S. 33, ESL instruction is delivered via pull-out and push-in organizational models. Non-English speaking Beginners are pulled out in age/grade-appropriate groupings for the mandated 360 minutes per week of instruction. Advanced ELLs are pulled out in age/grade-appropriate groupings for the mandated 180 minutes per week of instruction. ESL and classroom teachers meet on a regular basis in order to align curriculum and instruction to maintain school-wide consistency of focus. The push-in model is implemented where possible in classrooms that are conducive to such with high concentrations of ELLs. We recognize that push-in has become the primary model within New York City, and we continue our efforts to implement the model into more of our classrooms. In fact, P.S. 33 has continued a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by the ESL teachers pushing in daily. This program is in its second year of implementation, and has resulted in an increase of ELLs scoring at proficiency on NYSESLAT and a decrease in referrals to Special Education (none in two years).

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])?

The basic program model at P.S. 33 tends to be homogeneous since we group our students according to grade and proficiency level. However, during push-in instruction, by nature, we deal with heterogeneous groups as the student population in any given classroom tends to be mixed.

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)?

ESL instruction is delivered by certified ESL teachers in the pull-out and push-in models. Small groups of ELLs arranged homogeneously receive instruction in the four modalities based on the mandated number of instructional minutes required by CR Part 154. In fact, ESL instruction schedules are created solely based on the mandated number of instructional minutes in order to comply with Federal, State and Local requirements.

How are explicit ESL, ELA and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL instruction is delivered in our school's English as a Second Language program according to mandated instructional minutes for each proficiency level. ELA instruction is delivered by certified Elementary Education classroom teachers who schedule Reader's and Writer's Workshop periods daily. Mandated minutes of ELA instruction for ELLs are exceeded by classroom teachers on a weekly basis. Our program model does not include NLA instruction.

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.

ESL teachers access monthly grade-level curriculum mapping in order to align ESL instruction with general curriculum. ESL and classroom teachers confer on a regular basis to ensure alignment of content area instruction in order to maintain school-wide consistency of focus to support ELLs throughout the school. ESL methodologies, such as scaffolding, text deconstruction, and other strategies learned during professional development, are employed in order to promote and support learning in the content areas while enriching language development at the same time.

How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

Once a SIFE is identified, P.S. 33 protocol is to make available all existing support structures that might benefit the student such as Extended Day, Resource Room, Speech and/or Tutorial Periods. Especially for upper-grade SIFEs, ESL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels.

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.

All ELLs receive mandated ESL instruction as per CR Part 154 regulations. Newcomers who arrive in grades 3-5 are encouraged to take advantage of P.S. 33's Title III Morning Program which provides additional support for our ELLs as they prepare to participate in NYS assessments (i.e. ELA, Math and Science). Some test-taking techniques and strategies are included in the overall instructional delivery of our program, however, since test-taking is not a generic part of language acquisition, our program does not focus unduly on it. At P.S. 33, a buddy system is in place in order to provide newly-arrived ELLs with more English-proficient fellow native speakers as buddies. This helps lower the affective filter for language acquisition. In addition, bilingual picture dictionaries and dual language glossaries are in place to help support new learning.

Describe your plan for ELLs receiving service 4 to 6 years.

A very small number of P.S. 33's ELLs are receiving services beyond four years. Of these, half are students receiving Academic Intervention Services. Our plan for these students includes mandated Extended Day and Related Services as required by their individual academic needs and IEPs where applicable.

Describe your plan for Long Term ELLs (completed 6 years).

At P.S. 33 there are no students who have completed 6 years of ESL instruction. We continue to monitor our population and plan for their distinct needs as individual situations arise.

Describe your plan for ELLs identified as having special needs.

P.S. 33 students with special needs (e.g., cognitive and physical special needs, medically fragile students, etc.) who are identified as ELLs are included in the mainstream ESL program based on collaborative judgment between ESL teachers and our school's Health Coordinator. ESL strategies and instructional methods are utilized in order to maximize the educational benefit to these children based on their individual learning needs.

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.

P.S. 33's Title III Morning program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Saturday program where they work in small groups with ESL teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT).

Starting in September 2008, the NYS Education Department extended testing accommodations for transitional ELLs. P.S. 33 is fully compliant with these mandated accommodations. Further transitional support is available through the Extended Day program for former ELLs. The Title III Morning Program structure invites transitional ELLs to participate in order to support them as they prepare for NYS assessments.

What new programs or improvements will be considered for the upcoming school year?

For the second year, P.S. 33 is continuing a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence

What programs/services for ELLs will be discontinued and why?

The Fairytales Unlimited/Passport to the World program supporting ELLs was discontinued due to severe budget cuts. Although this particular program was discontinued, we plan to offer a morning program to support ELLs' academic achievement, pending budget allocation.

How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At P.S. 33, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc.

What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books; and leveled readers. Imagine Learning software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as www.esl-kids.com, www.everythingESL.net, www.starfall.com, and other appropriate educational websites previewed by ESL teachers.

How is native language support delivered in each program model? (TBE, Dual Language and ESL)

Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.

Do required services support, and resources correspond, to ELLs' ages and grade levels?

Yes.

Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Not applicable

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

N/A

D. Professional Development and Support for School Staff

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs).

ESL teachers at P.S. 33 will attend professional development workshops provided by our CFN. During the 2010-2011 school year, ESL teachers will provide support and PD to staff members in such areas as BICS, CALP, and connecting L1 literacy skills to L2. ESL teachers meet informally with classroom teachers to discuss strategies to use with ELLs throughout the day. ESL teachers will plan, model, and co-teach lessons with the teacher of our first grade language acquisition class. Our ELL Network Support Specialist will continue to share strategies and support the teacher of this class. The language acquisition classroom teacher will attend workshops, when available, over the course of the year, September, 2010 - June 2011. The principal and the ESL teachers participated in a year-long study group supporting ELL instruction and language acquisition last year to support our school-wide commitment to supporting ELLs and the staff members providing services for them. This instructional support will continue for the 2010-2011 school year.

During faculty conferences, grade team conferences and Inquiry Team meetings, ESL teachers cover a variety of issues, such as identification of ELLs, the ESL program, compliance with Federal, State and Local requirements, and strategies and techniques that work with ELLs in the acquisition of English and the learning of content area material.

2. What support do you provide to staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL teachers provide information to teachers who are creating articulation cards for graduating ELL students. Such information may include years of service, proficiency levels and personal teacher observations of the student. ESL teachers are also available to share information with middle school personnel who make inquiries about P.S. 33 graduates coming to their schools.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and Bilingual licenses, as per Jose P.

ELL training for classroom and cluster teachers is provided through faculty conferences presented by certified ESL teachers. This is in addition to any ELL training teachers have received as part of their teacher education or continuing education programs.

E. Parental Involvement

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

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

The P.S. 33 school community enjoys a high level of parent involvement. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contributes their time and energy to many projects that benefit our

school and school community. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. Some of the workshops held at P.S. 33 are Daddy and Me, Build-a-Kite, Everyday Math, Open Doors ELL (parents & children workshops), Bullying Prevention, Organizing your Child, Movie Night, Candyland, Adult Book Club, and Parent ESL classes for beginners and advanced learners. In particular, ELL parents participate in school activities because P.S. 33 does not let language act as a barrier to a full and representative community. Parent notices go home in the home language and bilingual staff are available throughout the day as well as at night-time workshops to assist ELL families. At P.S. 33, communication between school and all parents is full, open and ongoing. Our staff and parents keep in touch in many ways: appointments, conferences, email, telephone meetings, classroom newsletters and the monthly school bulletin Guidepost.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We partner with the public library and various local museums to create opportunities for student and family involvement in our P.S. 33 school community.

3. How do you evaluate the needs of these parents?

We listen to our parents via the learning environment survey, conversations with staff, email correspondence, and through home language evaluation/reflection forms which parents are required to fill out at the end of each workshop. Based on workshop evaluation responses, our parent coordinator tailors future workshops to best suit our families' interests and needs. We also supply a translation service by phone so that non-English speaking parents can call with their requests, questions or concerns, and they receive responses within 24-48 hours. Parents may also leave phone messages in their native language for translation on a daily basis, if needed. Whenever a staff member is alerted to a situation wherein a family needs support, guidance or referrals, they alert other appropriate staff, and situations are addressed and resolved in a very timely manner.

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

Parents of the P.S. 33 school community want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Of parents who responded, 95% were satisfied or very satisfied with their opportunities to be involved in their child's education, and 93% were satisfied or very satisfied with how well our school communicates with them. Based on this data, we conclude that our parental involvement activities address the needs of our parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	16	7	9	4	7								58
Intermediate(I)	6	8	5	13	0	0								32
Advanced (A)	16	5	5	11	4	3								44
Total	37	29	17	33	8	10	0	0	0	0	0	0	0	134

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	2	2	1	0	2							
	I	2	2	2	0	1	1							
	A	6	9	12	0	0	3							
	P	21	9	16	22	10	4							
READING/ WRITING	B	13	4	7	1	1	3							
	I	7	6	12	0	0	2							
	A	3	3	7	4	3	3							
	P	7	8	6	18	7	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	13	7	2	27
4	2	5	2	0	9
5	7	3	1	0	11
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		12		10		5		30
4	1		3		5		2		11
5	4		4		5		0		13
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	3		6		2		0		11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		9		1		0		13
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g. ECLAs-2, F&P, etc). What insights does the data provide about your ELLs? How can this information help inform you school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 33, Fountas and Pinnell is the primary literacy assessment tool used to generate data about early literacy skills for all students including ELLs. The Fountas and Pinnell assessment system provides teachers with an overall reading level, which is determined by combining data on accuracy and comprehension. In extremely general terms, ELLs are usually assessed at levels that are somewhat behind their grade-level peers due to their limited understanding of academic language and content area concepts, which affect overall reading comprehension. Therefore, instruction for ELLs focuses on reading comprehension strategies as well as word identification and accuracy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In Kindergarten, students at P.S. 33 tend to fall mainly into the Advanced category. Beginner/Intermediates may be accounted for by the number of non-English speaking households of the Kindergarten students who enroll in our school. Children with any English proficiency tend to do well on the LAB-R due to the emphasis on oral language that characterizes the K-level LAB-R. Moving to the 1st grade data, proficiency levels are determined by the NYSESLAT taken at the end of Kindergarten. LAB-R and NYSESLAT are two different and unaligned assessment instruments. NYSESLAT is more academically challenging than LAB-R with a greater emphasis on print conventions and higher order cognitive skills. By the end of 1st grade, and after two years of ESL instruction, most children are scoring at the Advanced level if not passing out. Moving through the upper grades, numbers of Beginners tend to be accounted for by new arrivals and 12:1:1 Special Education ELLs. For example, we notice that our 5th grade appears to have a recent increase in the number of Beginners. This is due to the enrollment of four new arrivals to the United States. An overall pattern for all grade levels is that for the most part, students move up through the proficiency levels at an expected rate. Students are classified at Advanced levels in Listening and Speaking at a higher rate than Reading and Writing. This follows the expected acquisition pattern of BICS before CALP.

3. How will patterns across NYSESLAT modalities – reading/writing and listening/speaking – affect instructional decisions?

Teachers review available data (e.g. LAB-R scores, NYSESLAT scores, RNMR information) and determine the best course of action for each student. Based on this student data, instructional groupings are created so that the most efficient instructional delivery may occur. Using modality information helps our school staff identify the areas of most need for each student. Small-group targeted instruction is the focus of our ESL program.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the Native Language?

Looking at NYS test results, it is immediately apparent that ELLs at P.S. 33 unsurprisingly perform better on NYS Math than they do on

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		

Part VI: LAP Assurances