



P.S. 133 QUEENS

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 26Q133
ADDRESS: 248-05 86 AVENUE, BELLEROSE, NY 11426
TELEPHONE: 718-831-4016
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 133 **SCHOOL NAME:** P.S.133 Q

SCHOOL ADDRESS: 248-05 86 Avenue, Bellerose, New York 11426

SCHOOL TELEPHONE: 718-831-4016 **FAX:** 718-831-4020

SCHOOL CONTACT PERSON: Shelley Steppel **EMAIL ADDRESS:** ssteppe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Misty Santo

PRINCIPAL: Shelley Steppel

UFT CHAPTER LEADER: Rhoda Ruchefsky

PARENTS' ASSOCIATION PRESIDENT: Barbara Dorcean / Darlene Guglielmetti

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** 205

NETWORK LEADER: Marguerite Straus

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Shelley Steppel	*Principal or Designee	
Rhoda Ruchefsky	*UFT Chapter Chairperson or Designee	
Darlene Guglielmetti	*PA / PTA President or Designated Co-President	
Deirdre Noonan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Roxanne Ugas	DC 37 Representative, if applicable	
Misty Santo	Member / Teacher/ Chairperson	
Justin Barilla	Member /Teacher	
Madeline Cervantes	Member /Teacher	
Suzann Pallai	Member /Teacher	
Indira Balkissoon	Member /Parent	
Lisa Benevento	Member /Parent	
Barbara Dorcean	Member / Parent / PTA Co-President	
Shahida Pochi	Member /Parent	
Sophia Shon	Member /Parent	

(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.

Public School 133 is located in the Bellerose area of Queens. Our school serves approximately 475 children in grades Pre-K through 5 including a special education department consisting of collaborative team teaching and self contained classes.

The mission/vision of P.S. 133 Queens is to foster a collaborative and nurturing environment that is standards based, sets high expectations and recognizes the unique talents and abilities of each student. A partnership of educators, parents and students supporting one another will create a school community that maximizes student learning and fosters self-esteem. By adapting instructional techniques to various learning styles, differentiating instruction and focusing on critical thinking and communication skills, we will inspire our students to become independent, literate thinkers and problem solvers who are prepared to become contributing members of society.

Student achievement remains our ongoing focus. Our students continue to thrive in an atmosphere that provides a rigorous academic program that meets the needs of a diverse student population. We are proud of our accomplishments as a school community and we recognize that the continued growth of every student is the ultimate goal of our educational program. Towards this end, we work collaboratively to plan meaningful professional development, provide AIS and enrichment opportunities and involve parents in the educational process.

Our school has earned an "A" on the Progress Report for the last four years. For the 2009-2010 school year, our overall score was 79.1%. This places our school in the 96th percentile of all elementary schools in the city. Furthermore, the school received an "A" in each of the three categories on the Progress Report.

The impressive rating on the Progress Report is due in large part to the high percentage of students who made progress in ELA and math. Additionally, the school received extra credit for closing the achievement gap as measured by the performance of special education students and students who fall within the lowest third of the school population. These groups of high need students demonstrated exemplary proficiency gains.

School initiatives focus on a differentiated and balanced education for our students and include specialized academic programs such as Foundations and Wilson Reading System, enrichment opportunities and partnerships with cultural organizations such as Young Audiences and American Ballroom Dancing.

Teachers have joined together to form voluntary study groups that focus on curriculum. During monthly lunchtime meetings, teachers representing grades PreK-grade 5 work collaboratively to further their understanding of a particular topic and to develop units of study or instructional strategies that are implemented in classrooms at every grade level. This teacher directed initiative is indicative of the increasingly active role that teachers are encouraged to play in staff development and of the leadership role that teachers have assumed with administrative support.

The partnership between school and home is integral to maximizing student achievement. This is accomplished by maintaining open lines of communication and fostering parental involvement. P.S.133 has a hard-working and active Parent Teacher Association that is supportive of our instructional initiatives and shares the school vision. They sponsor events and raise money to purchase materials for classroom use and to fund special programs.

In addition to financial support, our parent leaders act as ombudsmen between the staff and the community to ensure that the school's atmosphere and the morale of the entire school community remain high. Our staff is caring, nurturing and professional. There is a close, positive bond shared by the staff, the students and their parents. We continue our outreach efforts to involve an increasing number of parents in the daily activities of the school.

The School Leadership Team meets regularly and works collaboratively to discuss school programs and initiatives, develop and review the Comprehensive Education Plan and share ideas expressed by their constituencies.

A variety of parent workshops are offered during the school year and include topics related to literacy, math, assessment, technology and community resources. We continue to provide an adult ESL class that is open to all members of the community. This is a year long program that meets two mornings a week. It is extremely well attended and has been a successful approach to increasing parent involvement in the school. Our goal is to provide adults with the language skills that will enable them to become more active partners in the educational process and more comfortable in communicating with others at school and throughout the community.

The education of our students extends beyond our facility and the curriculum. A sense of social consciousness and community service is essential. We raise funds for worthwhile endeavors such as the American Heart Association (Jump Rope for Heart, Hoops for Heart), City Harvest, Meals on Wheels and Ronald McDonald House.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S.133 Queens				
District:	26	DBN #:	26Q133	School BEDS Code:	342600010133

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	* Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	22	23	25		96.2	96.4			
Kindergarten	80	66	60						
Grade 1	74	85	75	Student Stability: % of Enrollment					
Grade 2	78	73	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	80	77	79		93.3	92.4			
Grade 4	91	77	79						
Grade 5	75	89	79	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		35.2	32.2	53.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	3			
Grade 12	0	0	0						
Ungraded	1	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	501	491	488		10	9	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	27	31	26						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	39	35	29	Principal Suspensions	0	2	
Number all others	17	32	31	Superintendent Suspensions	0	0	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	41	45	34	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	11	8	10	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	44	43	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	10	11	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	4	
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.4	0.8	0.6	Percent more than two years teaching in this school	77.3	88.4	
Black or African American	6.6	7.7	6.8	Percent more than five years teaching anywhere	68.2	72.1	
Hispanic or Latino	19.4	18.9	19.1				
Asian or Native Hawaiian/Other Pacific Isl.	53.9	53.0	54.1	Percent Masters Degree or higher	86.0	88.0	
White	19.8	19.1	17.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	
Multi-racial							
Male	56.7	56.4	57.4				

DEMOGRAPHICS							
Female	43.3	43.6	42.6				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:								
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>										
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):										
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>						
				Basic	Focused	Comprehensive				
In Good Standing (IGS)		<input checked="" type="checkbox"/>								
Improvement (year 1)										
Improvement (year 2)										
Corrective Action (year 1)										
Corrective Action (year 2)										
Restructuring (year 1)										
Restructuring (year 2)										
Restructuring (Advanced)										
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)						
	ELA:	<input checked="" type="checkbox"/>		ELA:						
	Math:	<input checked="" type="checkbox"/>		Math:						
	Science:	<input checked="" type="checkbox"/>		Grad. 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				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Ethnicity										
American Indian or Alaska Native				-	-					
Black or African American				-	-	-				
Hispanic or Latino				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander	✓	✓				
White	✓	✓	-			
Multiracial	-					
Other Groups						
Students with Disabilities	✓	✓	-			
Limited English Proficient	-	-				
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	6	6	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	95.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our identification of performance trends and accomplishments is based upon the review of data for student achievement (formal and informal), the last Quality Review, the School Progress Report, inquiry team findings and input from staff and parents. Our findings are as follows:

- The percentage of students achieving proficiency as measured on the 2010 State ELA was 74.9% as compared to 87.4% in 2009. This change is consistent with a Citywide (and Statewide) pattern and reflects new criteria for determining levels of student achievement as measured on the State test.
- The percentage of students scoring a level 4 on the 2010 State ELA assessment was 14.5% as compared to 15.2% in 2009. This still represents a relatively small group of students achieving level 4 status and indicates an area that needs to be addressed.
- The percentage of students achieving proficiency as measured on the 2010 State Math assessment was 93.1% as compared to 97.0% in 2009. This change is consistent with a Citywide (and Statewide) pattern and reflects new criteria for determining levels of student achievement as measured on the State test.
- The percentage of students scoring a level 4 on the 2010 State Math assessment was 55.3% as compared to 67.9% in 2009. We are proud of this high percentage of students excelling in math. Our goal remains to increase the achievement of all students and to challenge our advanced youngsters to extend their learning and master more sophisticated content.
- Our Progress Report for 2009-2010 was a solid "A" with an "A" rating in each of the three categories. Our rating for 2008-2009 was also an "A" but this year's grade represents a significant increase in comparison to other schools in the city. Our school scored higher than 96% of all elementary schools citywide.
- As a school community, we continue to focus on increasing the percentage of students making at least 1 year of progress in ELA and Math. This remains a focal point of our work as a school community.
- Progress towards closing the achievement gap for our special education and English Language Learner students is reflected in the "additional credit" that we received for the past four years as noted on the Progress Reports. Efforts are ongoing to address the needs of these subgroups who continue to perform at levels significantly below their peers.
- Teachers across all grade levels are invited to participate in voluntary professional study groups that explore various strategies to enhance student learning and that focus on developing units of study that are motivating and innovative.

- Topics of our school wide study groups are aligned with the overall focus of our Inquiry Team work and provide another mechanism for designing professional development that is centered around analyzing student learning and the sharing of best practices.
- Articulation/congruence meetings between classroom teachers and support staff are scheduled throughout the year and have been effective in planning for the continuity of instruction and providing opportunities for teachers to share best practices.
- Significant strides have been made in the use of technology to support our educational program. Most classrooms are equipped with upgraded computers and a significant number of classrooms are utilizing interactive whiteboards (“Smartboards”). Educational software and internet based programs (i.e. “Study Island”, “Ed Performance”, “First in Math”) are becoming more frequently integrated into daily instruction.
- An upgraded computer lab was installed in April 2009 with additional equipment slated for classrooms. There is an ongoing need to increase the use of technology as part of daily instruction in our classrooms other than the computer lab. This requires additional funding to purchase interactive whiteboards for all classrooms.

Barriers to Continuous Improvement:

- Funding for additional staff to provide AIS and/or enrichment programs is essential in order to address the varied learning profiles of students and differentiate instruction that addresses the needs of all students ranging from struggling students to those who are advanced.
- There is a lack of sufficient staff development time throughout the year that is built into the work day or scheduled during non-attendance days for students.
- The ELL population of P.S. 133 is primarily comprised of languages originating from Southeast Asia. The State provides translated versions of the tests in some languages but does not address the language needs of the P.S. 133 population. This means that ELL students in some schools are tested in their native language while our students are required to take the test in English. A comparison of test results of ELL students citywide does not reflect the inequity of this system and the testing process does not accurately assess the true abilities of this group of students. A student who does not speak or read English will be at a great disadvantage and will have difficulty meeting the standards for mastery. Extra time on these exams is an ineffective remedy to this situation.
- The overall functioning of the Committee on Special Education is not meeting the needs of students who are referred for evaluation. It is still the case that requests for bilingual or speech and language evaluations (initial or re-evaluations) are not completed in a timely manner. The amount of time that it takes to obtain services for students can be way beyond compliance deadlines. Students sometimes remain in their current placements for months and it becomes the responsibility of the principal to continually advocate for appropriate placements and services.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

LITERACY

I. Our goal is to improve the level of our student's comprehension through effective teaching of comprehension skills, vocabulary and phonics. We strongly believe that a strong literacy program incorporates all these components.

IA. By June 2011, 85% of students in Grades K-2 will raise their level of comprehension and meet grade level expectations by achieving grade level standards on the TCRWP Assessment.

IB. By June 2011, students in Grades K-5 will increase their level of reading comprehension as evidenced by making at least one year of progress on the TCRWP Benchmarks for Reading or Fountas and Pinnell Reading Levels.

MATHEMATICS

2. Our goal is to improve students' understanding of mathematical concepts through problem solving. We believe that problem solving is essential to learning mathematics. Through problem solving experiences, students learn to connect what they know to new learning and to see the relationship between the different concepts in mathematics.

2A. By June 2011, 85% of students in Grades K-2 will show an increase in their understanding of mathematical concepts as measured by obtaining an average of at least a 3 on a 4 point rubric on the open ended responses for each unit in the Everyday Mathematics curriculum.

2B. By June 2011, 85% of students in Grades 3-5 will show an increase in their thinking and problem solving ability as measured by moving at least one level on the Math Exemplars rubric or on a teacher created problem solving rubric.

SCIENCE

3. We want to raise the level of student thinking and learning in science through a hands-on inquiry approach to learning. Students will use inquiry and the scientific method to explore the world they live in.

3A. By June 2011, students in grades K-5 will raise their level of scientific learning and increase their inquiry skills as measured by obtaining at least 85% on unit assessments from the Harcourt Brace Science Program.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): LITERACY 1A

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 85% of students in Grades K-2 will raise their level of comprehension and meet grade level expectations by achieving grade level standards on the TCRWP 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"> • Curriculum maps and pacing calendars will be revisited to ensure continuity and rigor of instruction across the grades. • Professional development will involve all teaching staff and will focus on data gathering and analysis in order to inform instruction, differentiation of instruction and the Common Core State Standards. • The components in a Balanced Literacy Program will be used to scaffold the learning for students to become proficient readers. • Shared reading will be used to teach explicit instruction around comprehension skills and word work. • The Foundations program will continue in grades K and 1 in order to provide consistent multisensory instruction in phonics. • The special education network specialist will continue to provide training and support to teachers in the implementation of Foundations and in differentiating instruction. • The Assistant Principal and the literacy coach will support the work of teachers in the implementations of Foundations • Teachers will use assessments from Foundations, TCRWP and other formative assessments to drive and monitor instruction. • Teachers in Grades 1 & 2 will implement the Elements of Reading program that focuses on systematic and explicit vocabulary instruction in order to develop more sophisticated reading, writing and speaking skills. • The literacy coach will attend monthly meetings with the Network Literacy Specialist,

	<p>studying comprehension and the building of vocabulary and “accountable talk” to raise the level of critical thinking and student learning.</p> <ul style="list-style-type: none"> • The school based literacy coach will provide ongoing training and support to teachers as well as provide small group instruction to identified students. • Professional development will involve all teaching staff and will focus on data gathering and analysis in order to inform instruction. • Inquiry teams will continue and be expanded and teachers will continue to gather, monitor and analyze data for a targeted group of students. Teacher teams will discuss and evaluate present practices, study, current research and will implement change strategies, monitor the progress of targeted students and share strategies with the school community. • Common planning time will be scheduled for teachers on the grade to meet weekly to plan instruction, to look at student work, to participate in the inquiry team process, to share ideas and resources and to discuss the Common Core State Standards. • Individual student folders will be maintained by classroom teachers, tracking the goals and progress that students are making in comprehension skills, reading levels and word study. • Listening and computer centers will be used to challenge and support the literacy skills for ELLs, students at-risk, and students who are performing at an advanced level. • Study Island software program will be provided for students in grades 1 and 2 to enhance their literacy skills and to monitor their progress. • The SBO for an 8 period school day will continue and will provide opportunities for individual and/or small group tutoring for remediation and enrichment. • All staff members will be responsible for implementing and monitoring our Action Plan. • Timeline for implementation: September – June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Monies will be budgeted for an on-site literacy coach. • Articulation (congruence) periods will be scheduled for classroom teachers to meet with support personnel to discuss student progress and to plan for the continuity of instruction. • Tax levy funds will be allocated for professional development activities which include attendance at workshops/conferences and providing for on-site consultants. • Title I, Title IIA and tax levy funds will be used to improve instruction by maintaining classroom positions, thereby reducing class size.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Running records (at least 4X a year) will indicate growth in reading levels.
- Ongoing teacher made assessments, observations and student conferences will show progress in comprehension, word work skills and vocabulary building.
- Reports cards 3 times a year will show students moving towards and/or exceeding grade level expectations.
- Rubrics that are customized for units of study in writing will be developed and utilized to assess students' proficiency, identify areas of strength and target strategies to accelerate student learning
- End of unit rubrics from Foundations will indicate growth in phonics and word study strategies.
- Ongoing observation of classroom instruction will reflect a literacy rich learning environment that includes learning charts, word walls, and student discussions and writing about the stories they are reading.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	LITERACY 1B
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in Grades K-5 will increase their level of reading comprehension as evidenced by making at least one year of progress on the TCRWP Benchmarks for Reading or Fountas and Pinnell Reading Levels.</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"> • Curriculum maps and pacing calendars will be revisited to ensure continuity and rigor of instruction across the grades. • Professional development will involve all teaching staff and will focus on data gathering and analysis in order to inform instruction, differentiation of instruction and the Common Core State Standards. • Teachers will use the approach of Shared Reading in developing strategies and activities for building comprehension and academic vocabulary. • Teachers in Grades 1-5 will implement the Elements of Reading program that focuses on systematic and explicit vocabulary instruction in order to develop more sophisticated reading, writing and speaking skills. • An on-site literacy coach will provide ongoing support and training to teachers. • The literacy coach will attend monthly meetings with the Network Literacy Specialist, studying comprehension and the building of vocabulary and “accountable talk” to raise the level of critical thinking and student learning. • Teachers will assist students in goal setting during student conferences and provide strategy lessons to address those skills. • Students identified as being at risk will be provided with AIS services. • The literacy coach will provide at risk students with additional time and support to learn through small group instruction. • Teachers will attend assessment training around the use of ARIS to gather and monitor student learning.

	<ul style="list-style-type: none"> • Analysis of periodic assessments such as ARIS, Acuity, and <u>EdPerformance</u> will be used to differentiate assignments for students. • Opportunities will be provided for students to engage in “accountable talk” throughout the day to enhance their critical thinking and reasoning skills. • Teachers will maintain individual student folders that track progress in comprehension skill, reading levels, and word work. • The Inquiry team will use formal and informal data to identify and analyze the strengths and weaknesses of a target population at risk in reading and actively engage in action research that looks at the conditions of learning for these students, explores research based instructional practices, and implements and/or assists teachers in implementing strategies that effectively improve learning. • Common planning time will be scheduled for teachers on the grade to meet weekly to plan instruction, to look at student work, to participate in the inquiry team process, to share ideas and resources and to discuss the Common Core State Standards. • The SBO for an 8 period school day will continue and will provide opportunities for individual and/or small group tutoring for remediation and enrichment. • All staff members will be responsible for implementing and monitoring our Action Plan. • Timeline for implementation: September – June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Time and funding will be allocated for articulation/congruence meetings. • The literacy coach will be supported through monthly coaching session with the network literacy specialist. • Tax levy funds will be allocated for professional development activities which include attendance at workshops/conferences and providing for on-site consultants. • Contract for Excellence funds will be utilized for AIS in literacy. • Title I, Title IIA and tax levy funds will be used to improve instruction by maintaining classroom positions, thereby reducing class size.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Periodic assessments from Acuity, IRI’s and EdPerformance will show gains in student learning. • Ongoing teacher made assessments, observations and student conferences will indicate growth in comprehension skills and vocabulary building. • Running records (at least 4X a year) will indicate advancement to higher independent reading levels. • Observation and student work will show evidence of students’ ability to apply and transfer the comprehension strategies and skills across a wide variety of texts.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	MATHEMATICS 2A
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 85% of students in Grades K-2 will show an increase in their understanding of mathematical concepts as measured by obtaining an average of at least a 3 on a 4 point rubric on the open ended responses for each unit in the Everyday Mathematics curriculum.</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"> • Teachers will participate in training around the use of open ended responses in the Everyday Mathematics curriculum in order to engage students in mathematical conversations and raise the level of student thinking and understanding of mathematical concepts. • Teachers will utilize pacing and alignment calendars (CABS) at each grade level to ensure continuity of instruction. • Professional development will involve all teaching staff and will focus on data gathering and analysis in order to inform instruction, differentiation of instruction and the Common Core State Standards. • Teachers will utilize manipulatives, math centers and flexible grouping to develop mathematical ideas and problem solving skills and to differentiate instruction. • Teachers will provide instruction to students around “accountable talk” in daily math instruction and foster critical thinking skills through discussions and sharing of explanations and alternative solutions to mathematical problems. • The school based math coach will establish a math lab, providing whole class lessons and modeling instructional practices for teachers. Training will be provided to teachers on further developing problem solving skills, gathering/analyzing student data and differentiating instruction for academic support and for enrichment. • The math coach will assist teachers in revisiting the workshop model to ensure that adequate time is given for students to explore mathematical ideas and using the “share”

	<p>component as a time to reinforce, synthesize and/or teach mathematical concepts and strategies.</p> <ul style="list-style-type: none"> • Common planning time will be scheduled for teachers on each grade at least twice a week to provide opportunities for teachers to meet and share ideas around instructional issues in mathematics and to discuss the Common Core State Standards. • The math coach will attend monthly meetings and turnkey information to teachers. • Teachers will continue to incorporate the use of technology, including web based software and interactive white boards, as instructional aids in math instruction. • Parent workshops will focus on activities and strategies for parents to support students' mathematical development. • Teachers will maintain individual student folders that track student learning and progress. • Teachers will schedule 60 minutes of daily math instruction. • All staff members will be responsible for implementing and monitoring our Action Plan. • Timeline for implementation: September – June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Time and funding will be allocated for articulation/congruence meetings. • Monies will be budgeted for an on-site math coach to support teachers and students. • The math coach will be supported through coaching sessions by the network mathematics specialist. • Title I and Title IIA funds will be used to improve instruction by maintaining classroom positions, thereby reducing class size. • Tax Levy funds will be allocated for professional development activities which include attendance at workshops/conferences and providing for on-site consultants.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will work collaboratively in small groups to problem solve and to share their thinking and solutions with classmates. • Student work and strategy charts displayed in the classroom will reflect the ongoing emphasis on student thinking and problem solving skills. • After each unit, rubrics for open ended responses will show at least 85% of students obtaining 3 points on the 4 point rubric. • The ongoing collection of student work and data will indicate improvement in problem solving skills and understanding of mathematical concepts.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	MATHEMATICS 2B
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 85% of students in Grades 3-5 will show an increase in their thinking and problem solving ability as measured by moving at least one level on the Math Exemplars rubric or on a teacher created problem solving rubric.</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"> • “Math Exemplars” will be incorporated into the math curriculum as an instructional aid for differentiating instruction in problem solving. • Teachers will participate in training around the use of open ended responses in the Everyday Mathematics curriculum in order to engage students in mathematical conversations and raise the level of student thinking and understanding of mathematical concepts. • Teachers will utilize pacing and alignment calendars (CABS) at each grade level to ensure continuity of instruction. • Professional development will involve all teaching staff and will focus on data gathering and analysis in order to inform instruction, differentiation of instruction and the Common Core State Standards. • Teachers will model “accountable talk” in daily math instruction and foster critical thinking skills through discussion and sharing of explanations and alternative solutions to mathematical problems. • The school based math coach will establish a math lab, providing whole class lessons and modeling instructional practices for teachers. Training will be provided to teachers on further developing problem solving skills, gathering/analyzing student data and differentiating instruction for academic support and for enrichment. • The math coach will assist teachers in revisiting the workshop model to ensure that adequate time is given for students to explore mathematical ideas and using the “share” component as a time to reinforce, synthesize and/or teach mathematical concepts and

	<p>strategies.</p> <ul style="list-style-type: none"> • The math coach will attend monthly meetings and turnkey information to teachers. • Teachers will continue to incorporate the use of technology, including web based software and interactive white boards, as instructional aids in math instruction. • Parent workshops will focus on activities and strategies for parents to support students' mathematical development. • Funds will be allocated for AIS personnel to provide pull out and/or push in support for students to work on problem solving skills. • Common planning time will be scheduled for teachers on each grade at least twice a week to provide opportunities for teachers to meet and share ideas around instructional issues in mathematics and to discuss the Common Core State Standards. • Monies will be budgeted for per diem days for teachers to attend workshops to increase their content knowledge in mathematics and to deepen their understanding of how students learn and think about math. • Teachers will maintain individual student folders that track student learning and progress. • Small group tutoring will be provided for students that are at risk in mathematics. • Teachers will schedule 75 minutes of daily math instruction. • All staff members will be responsible for implementing and monitoring our Action Plan. • Timeline for implementation: September – June
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Time and funding will be allocated for articulation/congruence meetings. • Monies will be budgeted for an on-site math coach to support teachers and students. • The math coach will be supported through coaching sessions by the network mathematics specialist. • Funds will be allocated for AIS personnel to provide pull out and/or push in support for students to work on problem solving skills. • Tax levy funds will be allocated for professional development activities which include attendance at workshops/conferences and providing for on-site consultants. • Title I, Title IIA and tax levy funds will be used to improve instruction by maintaining classroom positions, thereby reducing class size.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Ongoing monitoring of student work during independent and partnership investigations will show growth in problem solving skills.
- Students will respect and listen attentively to one another, discuss alternate solutions to problems, pose questions to clarify and expand ideas and provide evidence for their thinking.
- Students will work collaboratively in small groups to problem solve and to share their thinking and solutions with classmates.
- Student work and strategy charts displayed in the classroom will reflect the ongoing emphasis on student thinking and problem solving skills.
- The ongoing collection of student work and data will indicate improvement in problem solving skills and understanding of mathematical concepts.
- Teachers and students will use Exemplar and teacher created rubrics to assess, monitor and raise level of learning.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):	SCIENCE 3A
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students in grades K-5 will raise their level of scientific learning and increase their inquiry skills as measured by obtaining at least 85% on unit assessments from the Harcourt Brace Science Program.</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"> • Classroom teachers will continue to implement the New York City Science Curriculum and provide students with lessons using the Harcourt Brace Science Program. • Students will be provided with hands-on investigation opportunities and instruction using the scientific method. • Students will be provided with instruction in the use of scientific tools such as computers, microscopes, balances and magnifiers to obtain data. • Literature and research will be used to enhance the teaching of science. • “Study Island” software will be used to support science instruction. • Common planning time will be scheduled for teachers to meet as a grade as well as to meet with the science cluster teacher. • Teachers will refine units of study and create end of unit projects that demonstrate their understanding of the scientific method and science concepts. • The science cluster teacher will work in conjunction with classroom teachers on units of study. • A Grade 4 class will participate in the Project Wise—Watershed Project. • All staff members will be responsible for implementing and monitoring our Action Plan. • Timeline for implementation: September – June

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Monies will be budgeted for a science cluster who will work in conjunction with classroom teachers to follow the pacing calendar and align hands-on activities with classroom instruction. • Funding will be allocated to support staff participation in professional development opportunities. • Tax levy funding will be allocated to support science resources and projects. • Common time will be scheduled for teachers to meet on the grade as well as to meet with science cluster teacher. • Title I, Title IIA and tax levy funds will be used to improve instruction by maintaining classroom positions, thereby reducing class size.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will increase their inquiry skills as measured by reflections, wonderings and questions in student journals and classroom discussions. • Ongoing assessment of student discussions, presentations, projects and journals will show an understanding of the scientific method and an improvement in their understanding of science concepts and skills. • Students will work collaboratively in small groups or independently on hands-on activities to gather and synthesize information and draw conclusions about their environment.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (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 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	4	N/A	N/A	2	0	0	0
1	15	5	N/A	N/A	1	0	0	0
2	17	7	N/A	N/A	2	0	1	0
3	20	18	N/A	N/A	2	1	0	0
4	19	9	0	0	3	0	0	0
5	11	9	3	2	5	5	2	0
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great 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>ELA</p> <p>Foundations (Phonics)</p> <p>ELA</p> <p>Wilson Reading System</p> <p>At-Risk SETSS (Resource Room) AIS</p>	<p>Small Group instruction is provided to identified students in kindergarten & grade 1(during the school day) to supplement the Foundations program utilized by classroom teachers.</p> <p>Small group instruction is provided to identified students in grades 1-5 (during the regular school day) based on TCRWP benchmarks, state tests, periodic assessments and teacher recommendations.</p> <p>Small group or individual instruction is provided to identified students in grades 3-5 during the regular school day and as part of the extended day.</p> <p>Small group and individual instruction that focuses on decoding, comprehension and written communication skills is provided during the school day and as part of the extended day.</p>
<p>Mathematics:</p> <p>AIS</p> <p>At-Risk SETSS (Resource Room)</p>	<p>Small group and individual instruction that focuses on problem-solving strategies and the use of manipulatives is provided to identified students in grades 1-5 during the regular school day and as part of the extended day.</p>
<p>Science:</p>	<p>The focus is on specific areas of need. A hands-on approach is used with small groups of students.</p>
<p>Social Studies:</p>	<p>Social studies content is integrated with vocabulary development and in our literacy block. Students receive AIS in small groups during the school day and in the extended day program.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Small group and individual services are provided to identified students in grades K-5 during the regular school day and as part of the extended day. The focus is on improving social skills, building confidence and self-esteem.</p>

At-risk Services Provided by the School Psychologist:	Counseling services will be provided to students in grades K-5 individually and/or in small groups during the school day. The focus is on improving social skills, addressing school and home issues and building confidence and self-esteem.
At-risk Services Provided by the Social Worker:	Counseling services are provided to individual students in grades K-5 during the regular school day. The focus is on improving social skills, building confidence and self-esteem.
At-risk Health-related Services:	

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) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) 1-5 Number of Students to be Served: 25 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) Principal or Assistant Principal

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Public School 133 has a free standing ESL program that follows the pull-out model of instruction. A full time certified ESL teacher provides instruction to a total of 37 students. Students identified as English Language Learners (ELL) receive services as part of their instructional day. Services are provided based on mandates for beginning, intermediate and advanced students. P.S. 133 implements the Essential Elements of Effective Programs for LEP/ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus continues to be on improving Literacy and Math. The ESL program utilizes the Teachers College Balanced Literacy workshop model. Differentiated curriculum and ESL instructional strategies are used in accordance with the Principles of Learning, the New Learning and Performance Standards and the Learning Standards for English as a Second Language. ESL classes support academic development in content areas. Content area instruction is taught using scaffolding strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation and metacognition. To ensure that the LEP students meet the standards, P.S. 133 follows the Chancellor's Seven Recommendations for ELLs and the New York State Department of Education's 12 Steps to Assist LEP/ELLs in Meeting the ELA Standards. Clear teaching goals in the ESL curriculum are aligned with New York State Standards.

For the 2010-2011 school year, our Title III program will consist of an extended day program, ongoing professional development for staff and yearlong parental involvement initiatives. Identified students in grades 1-5 will be eligible to participate in an after school program that will consist of weekly sessions of 1 to 1½ hours of additional and targeted instruction. Instruction will be provided to support, supplement and enrich the core curriculum that is part of the regular school day. The proposed program will include instruction in ELA, math and content area subjects. Instruction will be provided by the ESL teacher and other qualified teachers.

The goals of our Title III program are as follows:

- Provide high quality literacy, math and content area instruction through ESL strategies and techniques
- Support our ELL students in meeting the standards on all State assessments
- Utilize data (i.e. NYSESLAT, State assessments, Acuity and TCRWP interim assessments) to inform instruction
- Differentiate classroom instruction based on student needs
- Provide opportunities for parents to develop their language skills in English
- Utilize technology on an increased basis to support student learning

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.

Teachers who are providing extended day instruction will participate in planning sessions that detail the specific instructional objectives for each student and outline the activities for each teaching session. This will involve a thorough review and analysis of student work including writing samples, classroom assessments and item analysis of formal assessments (TCRWP Interim Assessments, state tests in ELA, Math and NYSESLAT, interim assessments, "Acuity", etc.). Teachers will also evaluate and document student achievement and identify ongoing needs. Professional books will be purchased to aid in the understanding of current research and the latest ESL methodologies.

Professional development activities will focus on providing staff with added information and resources to implement instruction that is geared to meeting the needs of our ELL students. This includes topics such as the stages of language acquisition, NYSESLAT preparation and data and differentiating instruction for ELL students. Staff development is ongoing and will be provided during faculty conferences and grade meetings. Time is set aside for articulation and congruence meetings between the ESL teacher and classroom teachers. This enables teachers to plan collaboratively, monitor student progress and share best practices.

Section III. Title III Budget

School: P.S. 133 BEDS Code: 342600010133

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 8,168	Per Session for extended day program (teacher & supervisor) Per diem for professional development for teachers
Purchased services - High quality staff and curriculum development contracts.	\$ 1,250	Interpreters / Translators
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 4,982	Materials for content area instruction, leveled books, listening center materials, test sophistication and bilingual dictionaries
Educational Software (Object Code 199)	\$500	Specific materials to be determined
Travel		
Other	\$100	Parent home guides and materials
TOTAL	\$15,000	

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.

ATS reports were generated and reviewed. i.e. Ethnic Survey, Admission reports, Home Language Surveys and Test Data. In addition to official reports, information / data was collected through consultation with the staff, PTA, parents and School Leadership Team

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.

The data collected through formal and informal means indicates that the major languages spoken by children and parents in our community are: Punjabi, Urdu, Gujarati, Bengali and Malayalam. Based on the discussions with the ESL teacher, classroom teachers, the parent coordinator, the PTA and parents of ELL students, we determined that in most instances, our parents are able to have our written school notices translated by friends and/or relatives. Many parents bring friends or relatives along to translate during parent-teacher conferences. There is a need, however, to provide oral translations for parents who request assistance at meetings and/or workshops. School notices are stamped with a message in 5 languages.

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.

We will contact the Translation and Interpretation Unit whenever the need arises. We will plan, to the best of our ability, to allow enough time for notices to be translated in time for distribution. Important school notices are also stamped with a message for parents to have the notice translated by a friend or relative. We will purchase translated Parent Guides when available in these languages to further assist parents.

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.

We will contact LIS Translations and make arrangements for translators to be in attendance during Fall and Spring parent teacher conferences, both in the afternoon and in the evening (subject to funding made available by the DOE). We also have bilingual school based staff available to serve as translators at these conferences and meetings throughout the year. Based upon parent responses to workshops, translators will be requested for additional days. We will also utilize the “over-the phone” services that are provided through the Translation and Interpretation Unit of the Department of Education. These services will enable our parents to achieve a greater comfort level regarding participation in school workshops and a better understanding of the material being presented.

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>.

Information will be posted in the lobby area on designated bulletin boards. The Parent Coordinator will maintain a folder containing all information related to available translation and interpretation services and will assist parents in accessing such services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$218,327	\$218,327
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$2,183	\$2,183
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

School-Parent Involvement Policy

- I. P.S. 133, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 133'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, parent associations and parent advisory councils. 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 a 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 P.S. 133's Parent Involvement Policy, P.S. 133's 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, P.S.133 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school
- Support committees that include parents such as the School Leadership Team and the Parent Teacher Association
- Maintain the parent coordinator to serve as a liaison between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school
- Provide written translations of important school notices
- Encourage attendance at the Annual Best Practice Fair (sponsored by the office of Engagement) where parents are invited to attend formal presentations and workshops that address their parenting needs

P.S. 133 will encourage more school-level parental involvement by:

- Providing parent workshops that focus on social and academic issues and concerns
- Maintaining parent participation on the School Leadership Team
- Providing periodic written and verbal progress reports that keep parents apprised of their children's progress

SCHOOL - PARENT COMPACT

P.S. 133

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

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved

To offer a flexible number of meetings at various times to accommodate the varied schedules of parents

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy

To provide parents with timely information about all programs

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information

To provide a high quality curriculum and instructional program

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least semi-annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in school activities
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies

To work with his/her child/children on school work; and to read with or to children on a daily basis

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement

To communicate with his/her child's/children's teachers about their educational needs

As parents and parent groups, to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process

P.S. 133

Shelley Steppel, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

(see Needs Assessment Section in CEP – Pages 11-12)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

P.S. 133 uses school wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. We use effective methods and instructional strategies that are based on scientifically-based research.

- Through our work with assessment and differentiation of instruction, students are provided with instruction that meets their specific needs. Teachers and students work together to set realistic and purposeful learning goals for students.
- Through curriculum pacing calendars and units of study, clear content and skills learning based on Standards are identified for each grade level to ensure continuity in rigor within and across grades.
- Through the Inquiry Teams, teachers participate in action research that triangulates student data, examines the conditions for learning and provides for systemic changes in instructional strategies.
- Through our AIS and enrichment programs, students are provided additional learning opportunities through co-teaching, pull-out and push in programs.
- Through our extended day program, students are provided with additional support and quality learning time.

3. Instruction by highly qualified staff.

- All teachers on staff have NYS certification and are teaching within their license areas.
- School hires teachers with input from administrators and teaching staff. Interviews, demonstration lessons, and writing samples by prospective candidates ensure that teachers with sound educational philosophy and pedagogical expertise will be hired.
- New teachers are provided with mentoring by more experienced teachers.
- New teachers, as well as those teachers already on staff, engage in on-going professional development in literacy, math, social studies, science, technology and the arts. Professional development activities include observing model lessons, attending workshops, reading professional literature, participating in study groups and interschool/class visitations.
- On site literacy coach, math coach and network support specialists provide support and training to teachers.
- Common preparatory time is scheduled for each grade to meet at least once a week to plan and to collaborate with one another.

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. All school aspects of school community have access to opportunities that promote professional growth to enable all students to meet high academic standards.

- Principal attends workshops, conferences and network meetings provided by the Integrated Curriculum and Instruction Learning Support Organization throughout the school year and during the course of the summer
- School based coaches are supported through monthly meetings with network support specialists
- Teachers are provided with planning sessions, workshops, professional literature and opportunities to work alongside a coach
- Teachers are provided with summer opportunities to attend training with higher learning institutions such as Teachers College Reading and Writing Project and University of Connecticut (School Enrichment Model)
- Paraprofessionals have opportunities to attend workshops with classroom teachers as well as workshops that are specific to paraprofessionals
- School based support staff are provided with workshops that address the academic, social and emotional welfare of students as well as curriculum and compliance issues and mandates
- Parents are provided with parent workshops around curriculum issues and ways to help their children in their education

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

We are not a high need school but we attract high quality teachers through our reputation as a school with a sound educational philosophy and strong and successful instructional strategies. Since we are a school which has developed a reputation for excellence, our most effective strategy to attract high quality highly qualified teachers is to continue to improve on the work that has enabled us to be one of the high achieving schools in the City.

6. Strategies to increase parental involvement through means such as family literacy services.
 - Provide surveys to assess parent interests
 - Provide parent coordinator to serve as liaison to parents in order to encourage increased parent involvement, listen to their concerns and suggestions and address issues and concerns
 - Provide parent workshops around areas of interest
 - Provide family math and curriculum nights
 - Disseminate school news as well as parent opportunities to attend school performances and volunteer their services

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.
 - Include Pre-K in special school programs and assemblies
 - Early organization of kindergarten classes to ensure a smooth transition
 - Orientation meetings in June for parents of incoming September kindergarten students
 - Students attending kindergarten are phased in during the first two of days in September in order to acclimate them to the full day schedule and to begin socialization skills with their peers

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.
 - Teachers are provided with on-going training around different assessment tools such as ARIS, Acuity, running records, rubrics and end of unit performance assessments.
 - Common planning time is scheduled for teachers to plan the overall instructional program which includes the use of academic assessments to pre-assess student learning before they begin a unit as well as to use this information to differentiate instruction for students. Throughout each unit, there are formative assessments of the activities students are involved in as well as clear end of the unit formative assessments to assess student learning around the targeted content/skill goals for the unit.
 - Teachers are provided with opportunities to develop their own assessment tools such as rubrics and teacher created checklists in assessing and monitoring student learning
 - Teachers collaborate on the use of various forms on summative assessment such as student observations, conferencing notes, rubrics and portfolios.

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.
 - Ongoing assessment of student learning in all core subject areas
 - AIS and enrichment pullout and push in programs to provide additional support for students

- Student progress sheets to identify specific student learning needs and to monitor student progress
- Extended day program to provide additional time for students to master skills
- Inquiry team to participate in action research by: identifying students who are experiencing difficulty in their learning, triangulating data to identify their specific learning needs and designing effective teaching and learning strategies

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.

- Physical Best Program
- Fitness Gram
- Health
- Nutrition and Eating Right

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$ 218,327	✓	15,18,20,22,25
Title II, Part A	Federal	✓			\$ 24,099	✓	15,18,20,22,25
Title III, Part A	Federal	✓			\$ 15,000	✓	30,31,32
Title IV	Federal			✓			
IDEA	Federal			✓			

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

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

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

Tax Levy	Local	✓			\$2,829,124	✓	15,18,20,22,25
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

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

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

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

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

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

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

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.)

We presently do not have any students in temporary housing.

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

Services we would have provided would include activities to acclimate child to the school community and the development of an educational program that would meet the academic, social and emotional needs of the child.

Gathering of student profile, history and records as well as using various assessment tools in the school would assist the school in identifying and providing the appropriate services to meet the needs of the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 133 Queens					
District:	26	DBN:	26Q133	School		342600010133

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	23	25	27		96.2	96.4	96.3
Kindergarten	66	60	69				
Grade 1	85	75	63	Student Stability - % of Enrollment:			
Grade 2	73	90	72	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	77	79	90		93.3	92.4	92.0
Grade 4	77	79	73				
Grade 5	89	79	78	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		35.2	53.2	59.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	3	2
Grade 12	0	0	0				
Ungraded	1	1	0	Recent Immigrants - Total Number:			
Total	491	488	472	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	9	4

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	31	26	34	Principal Suspensions	0	2	2
# in Collaborative Team Teaching (CTT) Classes	35	29	28	Superintendent Suspensions	0	0	0
Number all others	32	31	37				

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	44	43	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	11	7
# receiving ESL services only	45	34	TBD				
# ELLs with IEPs	8	10	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	5	4	9

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	77.3	88.4	100.0
				% more than 5 years teaching anywhere	68.2	72.1	73.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	88.0	97.6
American Indian or Alaska Native	0.8	0.6	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	7.7	6.8	7.4				
Hispanic or Latino	18.9	19.1	18.9				
Asian or Native Hawaiian/Other Pacific	53.0	54.1	57.2				
White	19.1	17.4	16.1				
Male	56.4	57.4	57.6				
Female	43.6	42.6	42.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

<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	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
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:	A	Overall Evaluation:			NR	
Overall Score:	79.1	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:	16.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	45.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	7					

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 CFN205	District 26	School Number 133	School Name P.S. 133
Principal Shelley Steppel		Assistant Principal Marianne Sheridan	
Coach Renee Sabbagh		Coach Ellen Schwartz	
Teacher/Subject Area Gio Ortellado/ ESL Teacher		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Alana Foy	
Related Service Provider		Other	
Network Leader Marguerite Staus		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	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	473	Total Number of ELLs	37	ELLs as Share of Total Student Population (%)	7.82%
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Part II: ELL Identification Process

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Newly enrolled students are administered the Home Language Identification Survey (HLIS) to determine Language Battery Assessment-Revised (LAB-R) eligibility. Based upon the HLIS, new students are then screened by the ESL teacher. The LAB-R is administered by the ESL teacher to incoming students who are identified as eligible. Students who are tested or eligible for services are given the proper entitlement letters to notify parents. Whenever possible, entitlement letters are also sent in the student's native language.

Parents of eligible ELLs are invited to a Parent Orientation to help them understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) and make an informed choice on the Parent Survey and Program Selection Form. The Orientation Video is shown in English and any other available languages that parents request to see. To meet the needs of the ELL parents in their native language, a translator assists the ESL teacher at Parent Orientations. The translator helps parents understand the information being presented to them, translate any questions or answers that arise and help parents make informed choices on the Parent Program Selection Form. Parent Orientations for newly enrolled ELLs are tentatively scheduled for Tuesday, October 5, 2010 and Friday, January 21, 2011. Meetings with individual parents will be arranged to accommodate any parent requests.

Students who score at the Beginner, Intermediate, and Advanced levels on the LAB-R are identified as ELLs. Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week.

Students are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). Once again, Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week.

In the past few years 95% or more of parents have chosen the ESL Program as their first choice on the Parent Survey and Program Selection Form. The pullout ESL Program at P.S. 133 is aligned with what the parents have been requesting. Parents are informed about ELL instruction, policies and student progress throughout the year. This is achieved through ELL parent orientations, ELL parent workshops, parent/teacher conferences and PTA meetings. To further involve and communicate effectively with parents, the Parent Coordinator room at P.S. 133 offers adult ESL classes for family and friends of the community to improve their English skills. Classes are offered on Mondays and Wednesdays from 11:00 A.M. to 2:00 P.M. The Parent Coordinator room also offers family support for student success and provides a parent resource center/ library.

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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2		2										6
Total	2	2	0	2	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
ESL	<input type="text"/> 34	<input type="text"/>	<input type="text"/> 1	<input type="text"/> 3	<input type="text"/>	<input type="text"/> 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	37
Total	<input type="text"/>34	<input type="text"/>0	<input type="text"/>1	<input type="text"/>3	<input type="text"/>0	<input type="text"/>1	<input type="text"/>0	<input type="text"/>0	<input type="text"/>0	<input type="text"/>0	37

Number of ELLs in a TBE program who are in alternate placement: 1

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

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
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																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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	1				1									2
Chinese	1				1									2
Russian														0
Bengali	2													2
Urdu	3	2	1	1	2									9
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	5	2	6	2	2									17
Polish														0
Albanian														0
Other	2	1		1	1									5
TOTAL	14	5	7	4	7	0	37							

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

The current ELL instructional program at P.S. 133 is freestanding English as a Second Language pullout model. This ESL program enables students in Kindergarten through Grade 5 to receive additional instruction/ enrichment in reading, writing, listening and oral language. After selection, students from various classes are grouped together by grade and by their proficiency level. They receive English instruction in small groups of 10-12 students per group. Beginner and Intermediate level students receive 360 minutes per week of ESL services in English. Advanced level students receive 180 minutes per week of ESL services in English. All students receiving ESL services take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language needs for the following school year. There is one full-time New York State and New York City certified ESL teacher that services four groups of students from Kindergarten through Grade 5. The ESL teacher is under the direct supervision of the school Principal and

Assistant Principal and is also supported by the NYC Department of Education ELL Compliance and Performance Specialist. The ELL students in P.S. 133 spend the entire day in an all-English content area instructional classroom. All ELLs participate in the Teacher’s College Reading and Writing Workshop Literacy Program and the Everyday Math Program. Supplemental programs such as AIS Math are offered to identified ELLs. P.S. 133 also offers identified ELLs in grades K-5 small group instruction Mondays through Thursdays in the Extended Day Program.

P.S. 133 will implement the Essential Elements of Effective Programs for LEP/ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus will be on improving Literacy and Math. The ESL program will utilize the Teachers College Balanced Literacy workshop model. Differentiated curriculum and ESL instructional strategies will be used in accordance with the Principles of Learning, the New Learning and Performance Standards, and the Learning Standards for English as a Second Language. ESL classes will support academic development in content areas. Content area instruction will be taught using Scaffolding Strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. To ensure that the LEP students meet the standards, P.S. 133 will apply the Chancellor’s Seven Recommendations for ELLs and the New York State Department of Education’s 12 Steps to Assist LEP/ELLs in Meeting the ELA Standards. Clear teaching goals in the ESL curriculum will be aligned with New York State Standards. This will provide intensive English language instruction for the ELLs.

At present, P.S. 133 does not have any SIFE students. If a SIFE student were enrolled in the future, that student would be placed in the appropriate ESL pullout group based on his/her proficiency level. These students would also be encouraged to participate in the Extended Day Program to further enrich and support their academic skills.

All newcomer ELLs are given the LAB-R within the first ten days of enrollment and are then placed in the appropriate ESL pullout group based on their proficiency level. They are also encouraged to participate in the Extended Day Program to provide extra time and instruction in their new language and environment.

Currently, P.S. 133 does not have any long-term ELLs in the ESL Program. If a long-term ELL student were enrolled in the future, teachers would review Interim Assessment scores and State test scores to better understand the needs of the student and drive instruction. The student would then receive differentiated instruction to help the student meet State Standards.

The needs of special education ELL students are reviewed and implemented according to their IEPs. “Alternate Placement” students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category.

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Students receive Academic Intervention Services (AIS) that offer support in English language arts, math and/or science in programs both during the school day and during the Extended Day Program. Services are provided based upon review of data, including standardized test scores and informal assessments. In addition, P.S. 133 designed an intensive ESL Afterschool Program to support ELL students. Funds were made available for the 2010-2011 school year through Title III monies. This comprehensive program will include professional

development, parent workshops and supplementary instructional materials and supplies.

P.S. 133 offers continuing transitional support for all ELLs reaching proficiency on the NYSESLAT. After testing proficient on the NYSESLAT, students are pulled out for small group instruction with the AIS Reading teachers. Reading teachers provide continued support in reading and writing skills, which tend to be the hardest modalities for ELLs to achieve. For additional transitional support, these students are also given the same ELL test accommodations on State tests for two years after they have tested proficient on the NYSESLAT. P.S. 133 offers a variety of extracurricular activities. ELLs participate in these activities as a part of their mainstream class. All ELLs participate in a specialized Art Program during the school day. ELL students also participate in a variety of programs that incorporate the arts into our daily curriculum. These programs include artist residencies in musical theatre and American Ballroom Dancing. In addition, at risk support services (i.e. Speech, Counseling) are provided to students who are identified by the Pupil Personal Committee once parental consent is given. AIS for Math and Science is provided to identified students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

P.S. 133 will plan professional development opportunities to target the needs of teachers of ELLs. Staff Development plans will include a review of ESL Standards, a review of the "Essential Elements of Effective Programs for ELLs," a review of the "New York State Department of Education 12 Action Steps to Assist ELLs in meeting the ELA Standards," a review of the "Chancellor's 7 Recommendations for ELLs" and a review of the school's Language Allocation Policy. Staff Development will also include the different stages of language acquisition and ESL teaching strategies to help teachers develop academic language through content. P.S. 133 will also plan congruence time between the classroom teacher and the ESL teacher. This will provide opportunities to work collaboratively to evaluate student work and plan together to maximize English language acquisition for ELLs.

Tentative Staff Development plans for the 2010-2011 school year have been scheduled for Tuesday, November 2, 2010 and Thursday, June 9, 2011. Staff Development will target classroom teachers, support personnel and administrators. Additional support will be provided for teachers and support staff throughout the year during faculty conferences and/or grade conferences.

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?

Paste response to questions 1-4 here

At P.S. 133, the administration, classroom teachers, the ESL teacher and the Parent Coordinator work together to ensure that parents are welcomed, informed and involved in their children's education. To further involve and communicate effectively with parents of ELLs, P.S. 133 offers free adult ESL classes for family and friends of the community to improve their English skills. Adult ESL classes are offered from September to June on Mondays and Wednesdays from 11:00 A.M. to 2:00 P.M.

Parents' needs are discussed at monthly meetings including PTA and School Leadership Team. Additionally, parents and teachers share suggestions regarding ways to support students and strengthen the home/ school connection. Workshops and parental involvement activities reflect the input of both parents and staff. Communication to parents includes school notices, monthly newsletters and a comprehensive school website.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1			1									2
Intermediate(I)	6	2	2	1										11
Advanced (A)	8	2	5	2	6	1								24
Total	14	5	7	3	7	1	0	0	0	0	0	0	0	37

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	2		4
4			2		2
5		2			2
6					0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

a pattern was shown. Most students in Grades K through 2 scored the lowest on the Reading subtest. Most students in Grades 3 through 5 scored the lowest on the Writing subtest. This suggests that Reading tends to be an area of need in the early grades K through 2 and that Writing tends to be an area of need in the upper grades 3 through 5.

The LAP will implement a plan focusing on academic rigor. LAP Principle #2, “Academic Rigor” will be a focus in the upcoming school year. Students will be engaged in rigorous learning and performance tasks. Students will perform complex and multi-step tasks that require the application of more than one skill area and the use of more than one learning resource. Rigorous or critical tasks will end in the completion of a product (such as a report, an essay, an oral presentation or a project) that can be evaluated for completeness of knowledge and level of skill application. Students will learn to make connections to texts, use prior knowledge, use academic language in discussions, work in groups to problem solve, collect, organize, and analyze data, and revise plans and products based on new learning. ELL students will be given the opportunity to utilize the computer lab and classroom computers, where various kinds of software (such as the Rosetta Stone Language Learning Program) and online internet access are available to improve oral and listening skills, literacy, writing and research skills.

Students’ performance on the 2010 State Math Test was reviewed. There were five ELL students that participated in the Grade 3 State Math Test. One student, in a Special Education class, received a score of 1 indicating that the student is far below grade-level standards in math. Two students received a score of 3 indicating that the students have met grade-level standards in math. Two students received a score of 4 indicating that they exceed grade-level standards.

Students’ performance on the 2010 State Math Test was reviewed. Two ELL students participated in the Grade 4 State Math Test. The two students received a score of 4 indicating that the students exceed grade-level standards in math.

Students’ performance on the 2010 State Math Test was reviewed. Three ELL students participated in the Grade 5 State Math Test. The three students received a score of 3 indicating that the students have met grade-level standards in math.

Students’ performance on the 2010 State Science Test was reviewed. Two ELL students participated in the Grade 4 State Science Test. The two students received a score of 4 indicating that the students exceed grade-level standards in science.

It should be noted, that most students at P.S. 133 are not able to benefit from translated versions of City and State assessments. Most ELLs in P.S. 133 are of Indian origin and there are no translated tests available in their native languages. Therefore, the results of these assessments should be interpreted accordingly. Test results may not accurately reflect the true abilities of some students.

The LAP will implement a plan focusing on content area instruction. LAP Principle #4, “Explicit ESL and ELA Instruction” and Principle #6, “Content Area Instruction” will be areas of focus for the upcoming school year. Content area instruction will be aligned with the New York City and New York State standards in Language Arts, Mathematics, Science and Social Studies. There will be content area instruction in English supported by ESL language methodologies and designed to develop the cognitive skills of ELLs as they progress through the stages of language acquisition. Teachers will utilize a wide range of strategies and materials such as accountable talk read alouds, a print-rich environment, shared reading texts, leveled libraries, writing and listening centers to scaffold academic language and complex content to support students’ participation in content areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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