



TIMOTHY DWIGHT ELEMENTARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (10/ BRONX / X033)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 033 **SCHOOL NAME:** Timothy Dwight Elementary School

SCHOOL ADDRESS: 2424 Jerome Ave Bronx, New York 10468

SCHOOL TELEPHONE: 718-584-3926 **FAX:** 718-584-7004

SCHOOL CONTACT PERSON: Ms. Lynette Santos **EMAIL ADDRESS:** Lsantos4@schools.nyc.gov

POSITION/TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Gilberto Diaz

PRINCIPAL: Ms. Lynette Santos

UFT CHAPTER LEADER: Ms. Paulette Patterson

PARENTS' ASSOCIATION PRESIDENT: Ms. Maritza Reyes

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10 **SSO NAME:** CFN # 407

SSO NETWORK LEADER: Mr. Mac McDonald

SUPERINTENDENT: Ms. Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Ms. Lynette Santos	*Principal or Designee	
Ms. Paulette Patterson	*UFT Chapter Chairperson or Designee	
Ms. Maritza Reyes	*PA/PTA President or Designated Co-President	
Ms. Maria Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mr. Gilberto Diaz	Member/ Teacher	
Mr. Michael Alonso	Member/Teacher	
Ms. Anissa Jones	Member/Teacher	
Ms. Christina Mercado	Member/Parent	
Ms. Joaquina Sanchez	Member/Parent	
Ms. Reynaldo Maceda	Member/Parent	

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

* Core (mandatory) SLT members.

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.

Community Profile

P.S. 33 elementary is a neighborhood school with 1045 students from diverse backgrounds. This schools' capacity is 164%. It is an overcrowded school that continues to welcome families. Our school is situated on Jerome Avenue and Fordham Road in the Northern portion of the Bronx. We are a Pre-K to 5 school with a newly remodeled school playground, which is open to our community and our afterschool program (L.E. A.P).

Vision Statement

We envision a center for elementary education excellence. With the support, our school as a family oriented professional learning community-we take ownership of our staff, parents and students' progress- students, teachers and staff developers. The administration set target goals on a monthly basis to promote an active involvement to reach our highest potential academically and socially. P.S. 33 is committed to using best practices of teaching in which we utilize weekly data to drive our planning for whole/small group instruction, attend grade-level meetings, monthly staff meetings and an open-door classroom initiatives for inter-visitations. Our team works collaborative in our literacy and math programs during the year and over the summer to ensure that we are most current and up-to date with the most recent findings that promote lifelong learners. Our professional learning community believes strongly in setting high expectations for all our youngsters.

At P.S. 33, children are prompted to think critically, where they can reflect and problem solve throughout their educational journey.

We envision a "Center for Early Childhood Excellence". With the support of our CFN # 407 Leader Mr. McDonald and Deputy Ms. Lamb. We will be able to bridge the gap between our early childhood and elementary development and readiness of our children:

- Increase vocabulary, reading comprehension and writing skills for all students in P.S. 33.
- To ensure that our Upper Graders reach a proficient level in reading.
- To ensure that all students have the reading skills and strategies necessary for success in life, we provide teachers with up-to-date information on how to use scientifically based methods to teach reading skills to children.
- To **increase** test scores by 5%, and prepare students in grades K-2 for skills they will need to do well in the testing grades.
- To continue building effective writing skills across all genres, especially revision skills, in the writing process.
- To implement a standards based literacy program that will improve student scores on the 3-5 Grade ELA tests at least 5%, and to increase ECLAS2 levels among K-2 students at least two levels.

Our vision for excellence and empowerment is evident through increased test scores, weekly school wide assessments, cumulative assessments, Independent Reading Progress Charts, successful reading and writing workshops, marked progress in raising students' independent reading levels, and observable improvement in the writing in student portfolios. P.S.33 has created an engaging environment for all students and staff.

Thus, we will utilize the *Proven Methods – The Science of Reading*

Our teachers are explicitly teaching the five key components in reading along with reading strategies. They are:

- **Phonemic Awareness**: The ability to hear and identify individual sounds in spoken language.
- **Phonics**: The relationship between the letters of written language and the sounds of language.
- **Fluency**: The capacity to read text accurately and quickly.
- **Vocabulary**: The words students must know to communicate effectively.
- **Comprehension**: The ability to understand and gain meaning from what has been read.

Mission Statement

2010-2011

“A School Community that Works Together Developing Great Minds”

IT IS THE MISSION OF P.S 33 TO PROMOTE A SAFE AND ENRICHED ENVIRONMENT, WHERE CULTURAL DIVERSITY IS CELEBRATED AND EDUCATIONAL RIGOR IS OUR STANDARD. WE ARE AN EXEMPLARY COMMUNITY OF LEARNERS WHERE CHILDREN AND ADULTS ALIKE ARE ENCOURAGED TO REACH THEIR FULL POTENTIAL. WE PREPARE OUR STUDENTS FOR THE MANY CHALLENGES THAT THEY WILL FACE IN THEIR LIVES BY ENSURING THAT THEY MAKE INFORMED DECISIONS AND VALUED JUDGMENTS.

-TO HELP STUDENTS GAIN PERSPECTIVE AND BECOME CRITICAL THINKERS

-TO CREATE AN ENVIRONMENT OF MEANINGFUL ACADEMIC EXCELLENCE

-TO ENSURE THE SAFETY AND WELL-BEING OF ALL STUDENTS

-TO FOSTER AND MAINTAIN CARING, CONCERN, AND RESPECT AMONG STUDENTS, PARENTS, AND STAFF.

School Profile

P.S. 33 is a Title I school. We participate in a Title I school wide program that enables us to upgrade our instructional plan for all students. This is effectively implemented in the school by working collaboratively to develop a comprehensive plan for ongoing academic reform. Together, we seek to affect change towards positive growth, reflecting on our past while focusing on our future. We intend to capitalize on our successes, address the lessons learned, maintain traditions, implement innovative approaches, and uphold our Mission to solidify our vision. Our Extracurricular Activities include, Computer Club, Science Club, LEAP Arts Program, Book Clubs, Dreamyards, Chorus, Music & The Brian Keyboard Program, Boy's Scouts, Boys to Men Character Development and Mentoring Program, LEAP Arts Community Based after-school and summer school program, peer mediation and conflict resolution.

Our instructional staff at P.S. 33 is composed of 100.0% fully licensed and permanently assigned teachers. 58.9% have been here more than 3 years. 43.8% of our teachers have more than 6 years experience in the Department of Education. We are proud that most of them have obtained higher teaching degrees. 74.4% hold Masters Degrees or higher. We have 90.8 % of core classes taught by “highly qualified” teachers.

Achievement Characteristics

The achievement data available to date from the Division of Assessment and Accountability revealed that P.S. 33 **made honorable progress** in achieving the student outcome goals established for the 2009-2010 school year. We also relied on The Annual School Report, The New York City Progress Report and the School's Quality Review (2007-2008). Our English Language Arts results reflect P.S.33 students outpacing other schools in the district in some cities by 2% or more. However, our school did not do as well in Math when we compare ourselves with the city. We are negative 8.6 on the City's Horizon with student's progress. We are also a school in good standing with the NYC Progress report grade A at 67.2 index points(we maintained our Progress letter grade A 2008-2009), and a well Developed school Quality Review 200 In almost all categories, reflects P.S. 33 students out-pacing other schools in the

District and City in some instances, by 2 %. We are also a school in Good Standing with a NYC Progress Report Grade "A" at 67.2 index points (we maintained our progress letter grade "A" 2008-2009), and A Well Developed School Quality Review.

Literacy for General Education and Students with Disabilities

- Students in grade 4 demonstrated significant progress, statistically, in average reading performance from spring 2009 to spring 2010.
- Across grade 4, less of the students who scored in the lowest third's (levels 1-2) in reading in spring 2009 scored out of this third in spring 2010. 60% of the students who scored in the level 3 quartile in reading in spring 2009 maintained a level 3 or achieved a level 4 in reading in spring 2010 providing evidence of substantial progress toward achieving their goal.

The New York State Tests on the 2009-2010 Annual School Report shows that our Grade 4 ELA, in the first quartile scored the following:

@ **Level 1**, 13.9 % of our 4th grade students showed to have serious academic deficiencies.

@ **Level 2**, 49.3 % of our 4th graders showed that they needed to continue receiving extra help to meet the NYS standards in order to pass this test.

@ **Level 3 & 4**, 36.8 % of our 4th graders showed that they had met the standards and with continued steady growth, students will be able to pass this test.

We have examined the evaluation from **The Annual School Report**. They are as follows:

In our **Grade 4 Mathematics** test, students scored the following:

@ **Level 1**, 8.8 % of our 4th grade students showed to have critical academic deficiencies.

@ **Level 2**, 41.2% of our 4th graders showed that they needed to continue receiving extra help to meet the standards in order to pass this test.

@ **Levels 3 & 4**, 50% of our 4th graders showed that they had met the standards with continued steady growth, would be able to pass this test.

In our **Grade 4 Science** State Test Results for the multiple choice test components in the spring of 2010, our students scored 76.3 % at levels 3 and 4.

SECTION III – Cont'd

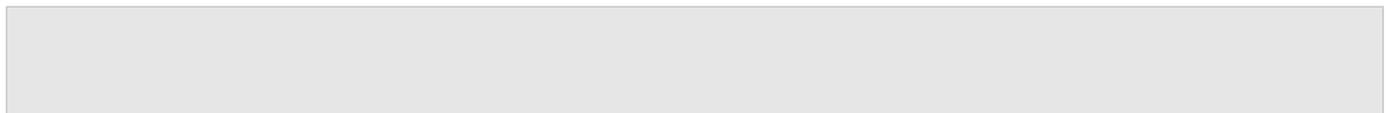
Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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. 033 Timothy Dwight Elementary School				
District:	10	DBN #:	10x033	School BEDS Code #:	321000010033

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment: 975				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	18	35	36		92.1	91.4	TBA		
Kindergarten	174	159	142						
Grade 1	170	190	162	Student Stability: % of Enrollment					
Grade 2	165	179	185	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	181	162	148		89.5	92.2	TBA		
Grade 4	158	162	148						
Grade 5	191	172	142	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		95.2	98.5	95.7		
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)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		26	8	13		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	1057	1055	969		49	31	22		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	53	57	40						
No. in Collaborative Team	11	11	10	Principal Suspensions	23	3	TBA		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	53	61	56	Superintendent Suspensions	4	6	TBA
<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)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	145	133	102	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	213	194	189	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	20	6	6	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	73	76
				Number of Administrators and Other Professionals	8	15	17
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	n/a	4	4
(As of October 31)	2006-07	2007-08	2008-09				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
American Indian or Alaska Native	0.7	0.3	0.3	Percent more than two years teaching in this school	53.2	58.9	68.4
Black or African American	16.1	15.6	14.7	Percent more than five years teaching anywhere	46.8	43.8	44.7
Hispanic or Latino	80.6	82.2	83.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.5	1.1	Percent Masters Degree or higher	82.0	74.0	76.0
White	0.5	0.5	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	90.8	97.6
Multi-racial							
Male	48.8	48.3	48.7				
Female	51.2	51.7	51.3				



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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	6	4	0	0	0

Key: AYP Status

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	89.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	17.0	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 55% of the Overall Score)	52.6	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	9.75	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

Progress Report Improvement

The faculty, staff, and administrators have been immersed in the day-to-day life of the school – teaching, advising students, Academic Intervention Service (AIS). At the same time, we are reflecting on school year 2009-2010 where we focused on needs assessment. The following were goals to meet our needs: **To improve our New York City Progress Report Target score 89.9 for school year 2009-2010 by 5 points, maintain our "A" letter grade and maintain state expectations, meeting AYP for English Language Arts, Mathematics and Science. Since our Students with Disabilities did not make AYP this year for 2009-2010 we placed extra focus on the rigor of the curriculum and pedagogy of staff. This will ensure that our Students with Disabilities will meet proficiencies and show progress. Our English Language Learners\Limited English Proficiency are "at-risk" of not making AYP, however, our black students, Hispanic and economically disadvantaged are making AYP.**

Data Analysis:

- We maintained a letter grade **"A"** for our New York City Progress Report 2009-2010 compared to 2008-2009 at a letter grade **"A"**
- Our school did better than 83% of all city elementary schools citywide
- Our school's overall Progress Report Score for 2009-2010 is 62.7
- We scored a letter **"A"** for **Student Progress** at 40.4 for 2009-2010 compared to 2008-2009 at 52.4.
- We scored a letter **"B"** for **School Environment** at 8.4 for 2009-2010 compared to 2008-2009 at 8.2
- We scored a letter **"C"** for **Student Performance** at 6.6 for 2009-2010 compared to 2008-2009 at 6.6
- **All of our Data Inquiry Students for 2009-2010 meet our goals-increased by 4 Fountas and Pinnel Reading Levels (at least a L-P)**
- **16 of our Data Inquiry Students for 2009-2010 Increased by 1 performance level in the NYS ELA**

2009 NYS ELA & Math Performance Results:

ELA-2010

Grade	L1	L2	L3	L4	L3& 4
3	40	67	52	6	58
4	23	72	50	3	53
5	28	54	39	16	55

Math 2010

Grade	L1	L2	L3	L4	L3& 4
3	42	69	50	10	60
4	14	64	58	16	74

5	11	67	42	20	62
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1. The following are the Data Sources used for Reporting Needs Assessment Findings

Data Sources	
ECLAS2	Acuity Predictive, ITA's
EL SOL	Classroom Performance
Running Records	Teacher Performance
School Benchmarks	Student Journals
School wide Independent Reading Progress Chart	DRAs
Student Portfolios	Teacher-Made Tests
State Tests	LAB-R
School wide Weekly and Cumulative Assessment	NYSESLAT
Observations and Surveys	Teacher Data Initiative(TDI)
Common Core Assessment for learning pilot ELA	

Mrs. Lynette Santos, Principal, met with students in grades 3-5, where they discussed their 2009 & 2010 NYS ELA and Math results. The students had a wonderful experience, especially because they were able to identify short and long term goals for the upcoming year 2010-2011 with their own school principal.

During the month of November 2009 and December 2009, each student, scheduled a follow-up meeting to reflect on their accomplishments, next steps and indicators for success. The cycle continued each month to give each student efficient amount of time to evaluate their goals; identify next steps and monitor progress. In Addition, during the months of May and June 2011, we will look at our NYS ELA and NYS Math results to discuss the successes of the student's June Goals in 2010. This goal process then, in turn will give the opportunity to collaborate and confirm new goals with students for school year 2010-2011 utilizing the results of their 2010 NYS ELA, Math and Science. We intend to use our findings to provide quality feedback and professional development to our teachers. Teachers will be able to turn-key new strategies learned to better instruct our second language learners. We are confident that the NYS ELA will increase by 2% by consistently utilizing various interventions such as Headsprout, G.O.A.L.S, and Explode the Code. In addition, AIS, both pull-out and PM, which focuses on word study and vocabulary development will enable us to track and monitor progress, analyze our students Independent Reading Level Progress Charts Quarterly Data, and in turn facilitate our students to acquire the skills and strategies to become better Independent readers, writers and thinkers.

Recently, P.S.33 has adopted a new protocol for our common planning time. Cambridge Consultant, David Jacobson provided professional development for our teachers on collaborative lesson planning, peer review of the lesson planning, data talk, and looking at students' work products in reading, writing and math. The Professional Learning Community Initiative-Cambridge "Common Priorities Design Cycle Toolbox" has given us priceless teacher feedback reflecting on our planning time in 2010-2011. This process utilized teachers' suggestions which helped plan workshops to meet their needs. With the support of the Literacy Team, Math Team, Professional Development Team, Curriculum and Administrative Team, we have designated model classrooms and conducted inter-grade visitations.

We will utilize our CFN # 407 feedback for planning and our inter-school visitations to improve our classroom practices. Staff will be provided two periods (90 minutes) once a week for common planning with their grade level while utilizing Cambridge "Common Priorities Cycle Toolbox". Teachers will also participate in a two day journey which consists of planning a lesson in a group, implementing the lesson and then debriefing. Special attention is given to looking at the evidence of students' learning. Essential Questions and Topical Questions were the ongoing foci for the month, reflecting the school wide foci on Reading Strategies for the month. Students are assessed every Friday school wide on the specific skill and strategy posted for the week. All data is recorded to further analyze and modify best teaching practices to meet the needs of every child.

In addition to David Jacobson, Cambridge Consultant we are providing professional development on Assessments Revisions and implementations for students' learning. We are also piloting our Common Core Performance Based Assessment Initiative Grade 2 by Anthony Plunket and Ms. Nancy Birson. We are also implementing CFN 407 Thinking Maps Initiative school wide to address our students' Critical Thinking learning gaps.

Literacy

Needs Assessment Findings

At P.S. 33, we realize that Reading, Writing, and Speaking English sufficiently are all critical skills; therefore we will continue providing our teachers with new tools to increase oral and written language proficiency for higher academic standards. Under the No Child Left Behind program, the academic progress of all students will be tested in reading and math, including those learning English. All ELLs are tested annually to measure how well they are learning English. These results enable their parents to know how they are progressing. **Students with Disabilities did not meet AYP and our students who are LEP are “at-risk” of not making AYP for school year 2010-2011. Therefore, emphasis and resources will be placed with our Students with Disabilities. Our LEP students who made AYP with our Safe Harbor targets are at risk of not making AYP. Therefore targeted emphasis and resources will be placed on our students on our LEPs.**

Our Needs Assessment includes a review of the following indicators:

- ECLAS2.
- State and City Assessment results.
- P.S. 33 Weekly Assessments and Cumulative Assessments.
- Monthly Progress Report and Goal Setting with Parents.
- Annual School Report Card.
- Students Portfolios.
- Teacher Developed tests and projects.

Word study remains a key component of the curriculum. Phonics instruction is especially crucial for early grade teacher because it hones in on letter-sounding correspondences and their use in reading and spelling. **The primary focus of phonics instruction is to help our beginning readers understand how letters are linked to sounds to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their Independent Reading.** Systematic phonics instruction in the lower grades is recommended by the National Reading Panel because research has shown that it helps students decode, spell, and comprehend what they read. After much research and data collected, our lower-grade teachers, at P.S. 33, have chosen to utilize *Foundations* in Kindergarten & Grade 1 and *Words Their Way* for Kindergarten through the third grade as one component of its reading and writing instruction.

Professional development is a priority commitment at P.S. 33. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader’s workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading. We will use a variety of resources in the classroom that will integrate content areas on a daily basis especially in our guided reading block. We have found that lesson plans that immerse students into multi-content areas have proven to be a major factor resulting in higher academic achievement.

Professional development (PD) is provided for all staff. Our team is eager to participate in the wide variety of PD’s offered at P.S.33. PD’s will be provided by our Grade Level Facilitators, Bank Street Teacher Leaders, Literacy and Math coaches, Staff Developers, Data Inquiry Team, Cambridge and CFN 407 Network Team.

Sessions included in the Professional Development calendar for 2010-2011 are as follows:

- Thinking Maps-A Language for Learning by Larry Alper and Lisa Dellamora
- Habits of Mind with Bena Kalick
- Rubrics with Judy Arter
- CFN 407 Monthly CFI
- CFN 407 Value Added Leadership
- Word Study/Vocabulary Development.
- Understanding Differentiated Instruction.
- Development of Criteria Charts and Rubrics.
- Integrated Science and Social Studies into ELA.
- Cambridge-Common Priorities Design Cycle.
- CFN 407 Common Core State Standards Pilot Program
- Data Analysis/Data Binder.
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).

- English as a Second Language.
- Writing Quality Individual Education Plan (IEP).
- Mock School Quality Review Team
- SESIS Training
- ARIS and NYSTART, ACUITY

We also utilize a data driven approach for student learning and professional development. Students were asked to look at their weekly assessments, analyze their data and set daily and weekly learning goals. Both teacher and students were highly involved in a very rigorous goal setting process that enabled support staff, administrators and parents to better facilitate the learning of all students.

Analyzing our 4th grade results for 2009:

- Considering the raised NYS benchmarks our ELA scores (L3 & L4 @ 36 %) we showed a decrease by **12.6%**. Compared to 2009, our noticing is: our ELA scores (L 3 & L4 @ 48.6 %).
- In 2010 there were a total of 148 students who were tested of which 53 are levels 3 & 4. While 95 students were at levels 1 & 2 (13 students at level 1), compared to 2009 when there was a total of 144 students who were tested (70 are levels 3 and 4). 74 students were at levels 1 and 2 (9 students at level 1).
- Our **ELA Average Progress** indicates the following: School Median Growth Percentile at 77.0 %
- Our **ELA % Median Growth Percentile for lowest third** indicates the following: 83.0 %

P.S.33 had a variety of contributing factors that led to the students' increased successes, which in turn has given them a sense of empowerment in their own learning and successes. The interventions that have taken place include:

- The morning AIS, which included "at-risk" students, about ten, to work one on one with their teacher for 37.5 minutes (Monday-Thursday).
- Extended Day, Afternoon AIS, and Vacation AIS that serviced our level 1 - 4 students.
- We maximized our resources by utilizing our "out of classroom" teachers to push-in and provide intense interventions for all students.
- Grade Level Facilitators and 3 highly experienced f-status developers supported the development of students to all staff on the 3rd, 4th and 5th grade.

It is quite evident that these interventions have had positive effects. Students feel an increased confidence, and more connected with staff in common planning/scheduling. Due to budget reduction, we are not able to provide these intensive interventions for school year 2010-2011. We will make certain to focus on moving the 192 students who did not receive a level 3 to meeting and exceeding the standards this year. We will utilize the rigorous push-in intervention program by our F-Status Staff Developers to target student's needs and move them by proficiency levels. Therefore, we are focusing on our Students with Disabilities and LEP or "at-risk". These students will attend the 37.5 minutes PM(Tuesday-Thursday 2:30-3:10).

Ensuring our ELLs Success:

We are also deepening our focus on our ELL's this year. It was our goal to make sure that our students meet proficiency in English by their 3rd year in the Bilingual Class and mainstreamed into a Monolingual class. To guarantee that students meet proficiency in the English Language we will continue to implement the language allocation policy for our Bilingual Classes and ESL instruction teachers co-taught and planned together to improve instruction. We rehired our five ESL teachers and replenished our Hampton Brown, Avenues Program, maintained the SMARTboards for our classrooms that addressed the diverse learning styles. Teachers, support staff, and administrators utilized the NYSELAT data to assess students' strengths and needs.

Considering the success we have had with our ELL's we have revised our ESL program by scheduling a self-contained class on each grade level; three of these self-contained ESL classes are serviced by a full time certified ESL classroom teacher while the remaining two self contained classes are serviced by two ESL push-in certified teachers. We also will continue our Data Inquiry Team Initiative for our ELL's to help us to improve the learning and achievement of our ELL's, taking into account that we have 88% of second language learners in each classroom.

Ensuring our Success with Students with Disabilities:

Our plan is to focus and improve our instructional practices for students with Special Needs. We implemented the Wilson program in all of our Special Needs classes. Five of our teachers are trained in the Wilson program and worked with this program during Summer School. In addition, we utilized our 2 SETTS teachers, 2 speech teachers

and 4 additional ESL teachers to provide a rigorous academic intervention service for our students with IEP's. Providing support for these children is of high priority for P.S. 33. It is our goal to mainstream these children into our general education classes. We have also provided an additional resource intervention teacher who will provide additional services for general education students with IEPs and who are ELL's in groups of 1:5. This year we have implemented for the first time a Special Needs Data Inquiry Team that meets monthly to look at each child's needs and success. This initiative will help us to meet our goals for each child. In addition, we will continue our Study group with support from our CFN # 407 Specialists, Ms. Evelyn Marzan and Ms. Lorraine Estrada to help us to acquire effective teaching practices for increased student achievement.

We are focusing on our "at risk" students (Level 1 and 2), with targeted emphasis on Students with Disabilities. This sub-group is mandated to attend our 37.5 minutes PM AIS (Tuesday- Thursday from 2:20-3:10 PM) with exception to students with IEP modifications with specific circumstances beyond the school's control.

Mathematics:

Mathematical development begins at an early age, where children are able to make connections to the world, where high-quality educational settings and experiences become paramount. Appropriate math experiences challenge young children to explore ideas related to: *Patterns, Shapes, Numbers, problem solving, etc.* We will continue to foster children's mathematical development by providing an environment rich in content based terminology, where thinking outside the box is encouraged, uniqueness is valued, and exploration is supported. Teachers encourage students to investigate mathematical conjectures by asking questions that encourage them to build on what they already know.

The following are used for Reporting Needs Assessment Findings:

Data Sources	
NYS Assessment	Classroom Performance
Everyday Mathematics Program Assessment	Teacher Observations
P.S. 33 Weekly and Cumulative Assessment	Math Reflections
Student Portfolios	Teacher-Made Tests
Acuity Predictive and ITA's	

The Math Team designated two model classrooms in each grade where teachers had the opportunity to observe standards based instruction.

- Considering the raised NYS benchmarks Our Math scores showed a decrease in spring 2010 by 39.9%. There was a total of 463 students who were tested of which, 196 are levels 3 and 4. While 267 students were at levels 1 and 2 (67 students at level 1).

Analyzing our 4th grade results for 2010:

- L3 & L4 @ 49 % showed a decrease by 29 %. While 51% students were at levels 1 and 2 (9% students @ level 1).
- Our **Math Average Progress** indicates the following: School Growth Percentile 63.0%
- Our **Math % 1-Year Progress** indicates the following: Median Growth Percentile for School's Lowest Thirds 69 %

The many contributing factors that led to our success were:

- We focused on moving students to meeting and exceeding standards this year by utilizing a rigorous push-in interventions program to target students with disabilities.
- Morning AIS, Extended Day AIS and Holiday AIS that serviced our level 1 and level 2 students.
- We maximized our resources by utilizing our highly trained Math Team to push in and provide intense interventions for students with disabilities, ELLs and General Education.

Our plan is to utilize:

- Grade Level Facilitators, Staff Developers, the Math Coach and the Math Clusters
- Administration to provide Professional Development to all staff on the NYS Math Test(3rd, 4th and 5th grade students)
- Math strategies into everyday lesson plans.

- Inter-classroom visitation and lab sites to demonstrate effective problem solving skills, developing short responses and extended responses for Mathematical Solutions, developing rubrics that are standards based and using math games regularly.

Our early grades will continue using Every Day Math, and we will support their implementation of this program and the City’s Math Frameworks. During our common planning time, teachers will be engaged in developing our professional learning community, looking at students’ problem solving skills and visiting Lab sites for new approaches(utilizing the Cambridge “Common Priorities Toolbox” Protocols). This gives our teachers an opportunity to also gain various strategies and approaches.

The Administrative Team will conduct Informal Observations Learning Walks for each grade to evaluate the successes and needs of students and teachers. They focus on essential questions, topical questions, students’ Math notebooks, performance tasks such as problem solving, process charts that support the Math workshop, mini-lessons, content focus, students’ portfolio, Acuity ITA’s, end of unit assessments and Predictive action plans, and assessments of the units to gather the data for a data driven approach to instruction. The administrative team will conduct formal and informal observations to monitor teaching practices and students’ outcomes.

Science

Current research and science standards, along with the needs of our students’ population, a draft of the Science Framework are implemented with the City’s Core Science Curriculum. This will be a guide for our teachers to facilitate the teaching and learning of a fully integrated science program that promotes inquiry and collaborative problem solving. The teachers will receive monthly professional development on how to use the new core curriculum. This will be determined by using the information from the aforementioned national and state standards.

The following are used for Reporting Needs Assessment Findings:

Data Sources	
Teacher Made Tests	Classroom Performance
Running Records	Teacher Observations
School Benchmarks	Student Journals
Student Portfolios-using the scientific method	Baseline Data
	State Assessment

Art

In developing integrated curriculums and drawing upon multiple learning strategies, we reach the whole child. We have students who have a variety of artistic talents. We will expand the arts program to meet all students’ needs and promote the development of the whole child. We have developed a myriad of enrichment opportunities available to students, which are very much implemented in our school.

The following are used to Report Needs Assessment Findings:

Data Sources	
Student journals	Hallway Art Exhibits
Art Projects	Written Scripts for Plays
Classroom Displays	Arts Leadership Team
Student Created Posters	Winter and Spring Arts Festival
Bulletin Boards	Ball-Room Dancing
Dance Festivals	Dreamyards mid-point and end point share
Special Performance Assemblies	Music and The Brain Keyboard Performances
	After-school DreamYards

Our certified visual arts teacher will service our students by cycles. We have continued our 7th year with Dreamyards. However, Due to budget reduction, we decreased our Dreamyards arts Program by 100% from 125%, 6 classes are team teaching with Dreamyard artists. 25 % of the classes’ team teaches for two consecutive years. During this time teachers

gain various professional development opportunities to integrate arts into their curriculum. We have also been collaborating with Ballet Tech, a non-profit music program, which comes to our school in the spring. We also have Fall Ballroom Dancing for our Grade 5 students. We are excited to have “Music and the Brain” Keyboard Program for grades K-2 Students for the second year. The students have been working with the keyboard while integrating math and literacy. It has proven to be a success and a wonderful new way to allow students to express themselves. We intend to collaborate with many more non-profit organizations to bring arts to our classrooms. We value the involvement of community based organization and hope to collaborate for the 2nd year with LEAP an arts based afterschool and vacation program. This is a social, emotional development program for children in grades K-5. They provide arts services to our children 3 hours per day, Monday-Friday, and 6 hours during vacation.

Technology / Library / Media

Needs Assessment Findings:

- We assist students to become technologically literate by the time that they graduate to the Middle Schools and for life skills.
- We have installed computers in all of our classrooms (Students with Disabilities, Bi-Lingual, ELLs and General Education). We have also purchased software to enhance instruction in all content areas. We have incorporated the use of Technology in the classroom.
- Students have access to the library and its contents for students, teachers, and the overall school community.
- We have also ensured access for Parents by expanding Parent Skills in Computer/Technology.

The following is the **Process for Reporting Needs Assessment Findings.**

Data Sources	
Surveys/Questionnaires Learning Walk Student Portfolios	Classroom Performance Teacher Observations

Physical Education/Health Education

Our vision is to develop the whole child. We expanded our Physical Education Program by hiring an additional physical education teacher. We will continue to collaborate with our Physical Education teachers who will focus on integrating the physical education of our students with literacy.

The following is the **Process for Reporting Needs Assessment Findings:**

Data Sources	
Data for Intramural Enrollment Learning Walk ATS Reports Fitness Best Assessment	School Schedule for K-5 School Report Card Observations

To promote total health and fitness, our school collaborated with our physical education teachers to plan our “Jump Rope for Hearts Day” (proceeds will go to the American Hearts Association. We will have our International Games Day initiative for all of our students to promote contingency sportsmanship and teamwork.

Meeting the expectations of our School Quality Review:

- *Our school received a Well Developed for school year 2007-2008 compared to school year 2006-2007 Proficient Rating*
- The principal, well supported by assistant principals, exhibits compelling leadership and a clear vision of moving the school forward
- The school’s recording and use of data are at a high level and used well to guide instruction
- Well differentiated professional development is an integral part of the school’s program to enhance teacher’s skills

- The school provides exceptional support for those students most in need and enrichment opportunities for higher achieving students.
- Extremely effective partnerships provide the school with a high level of support in designing and implementing effective programs
- Staff works in a very collaborative manner sharing in the vision that contributes to a focus on instruction and a nurturing atmosphere of the school.
- The school, staff, and students, each set and regularly review and revise goals to improve outcomes.
- The school's use of resources is data-driven and effectively supports the educational goals of the school.
- Parents have many opportunities to learn about school programs.
- The inquiry team provides excellent support to the school's use of data to guide instruction for English language Learners.

What the school needs to improve:

- Promote the use of a congruent system between class-work and report cards to provide students with clearer expectations in their work.
- Build on the parent connection and invite them to share relevant information about their child with teachers.
- Extend the students' goal setting process to include parents thusly enabling them to monitor their child's performance and progress.
- Further refine the data collection systems to ensure that all relevant data, including the range between levels on the standardized exams, is included to better monitor student progress within and across years.

P.S. 33 will continue to promote the use of a congruent grading system for all of our staff members. Each staff member was involved in developing rubrics for all learning styles while utilizing our New York City's Report Card grading System: This rubric is used for day to day assessments, weekly assessments, monthly parent progress reports, quarterly report cards, etc.

1-Below Grade Level -Mastery of 0-64% performance indicators	2-Approaching Grade Level -Mastery of 65% or more of performance indicators	3-Meeting Grade Level -Mastery of 80% or more of performance indicators	4-Exceeding Grade Level -Mastery of 95% performance indicators
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P.S.33 builds on parent connections and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and Goal Setting Meetings**. During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our **Monthly Bring a Family Member or Friend to Lunch & Open Classroom Initiative**, which invites our parents to receive current information, ideas and strategies to better support their child at home. Our Open Classrooms also give parents an opportunity to visit their child's classroom and learn more about their child's many accomplishments.

P.S. 33 has invited many special guests, such as the consultant for our students Premier Homework Agendas, Mr. Mitchell Fleiss, to do workshops on how to use the Homework Agendas as a tool to keep up-to-date on what their child is learning. It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents' ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

To further refine the data collection systems and to better monitor student progress, within and across years, we have developed a consistent **Individual Student Profile Data Sheet**. Each Individual Student Profile Data Sheet, gives pertinent information on how students are progressing in their goals and serves as a point of reference for the school to measure the impact on students' interventions. **Children's First Intensive Initiative: Data Inquiry 2010-2011 Needs Assessment/Reflections:**

1. Selecting target population & diagnosing their challenges:

Our AYP drove our choice of target population, in order to comply with city and state accountability standards. Our ELA scores for our ELL population caused us to become a SINI Year One school, and so these students were found to be most at risk. We have a large ELL population (84%), so we also knew that for the short term *and* the long term, focusing on these students was of the utmost importance. We filtered students- again, based on our AYP- for fourth graders (this way they had a measurable test history) who were ELLs, and who were economically disadvantaged (98% of our students). This gave us

a list of 32 students. We then took several criteria into consideration for filtering further down to 22 students: student motivation, attendance and parental involvement.

2. The essential question was: *Why are our 4th grade ELLs having so much trouble decoding?*

Even our general education classes have up to 20 ELLs on their rosters, so, in essence, all of our teachers are ELL teachers. But we're teaching reading strategies and skills for comprehension to students who cannot read. We knew that remedial work was needed, phonics and fluency intervention, to build the base of knowledge needed before comprehension strategies are meaningful. In other words, these students needed to learn to read before they could read to learn.

3. Planning, implementing and measuring the effectiveness of change:

We used several measurements for progress, but the only scientific method we had to measure change from September through May were the DRAs. This was our first year of Inquiry work, so we weren't really up and functioning fully until November, when students had already been in school for three months. Our goal was to have our Inquiry students gain an average of three DRA reading levels from September to May, with three data points: September, February and May. Our Inquiry students went up an average of 4-5 reading levels, so we achieved our goal (data on request).

4. Strategies for target students and bringing the change school wide:

We used the Headsprout computer-based reading program every afternoon and Explode the Code phonics workbooks during our Monday-Thursday morning AIS program for our Inquiry student interventions. *Headsprout is composed of 80 vertical episodes that teaches students 5,000 vocabulary words and brings them up to a Fountas level "L". There are benchmark readers that students had to read to Inquiry staff after certain episodes (nine benchmark books in all) before continuing on to the next episode. The Explode the Code workbooks were popular with teachers as well as students, and these consumables provided excellent supplemental work in blending, segmenting, fluency and comprehension. Between the two programs, we found that students were highly engaged and motivated.*

5. Changes in school culture:

- a. Distributed frequent memos to all staff regarding our findings and how they translate to classroom instruction
- b. Teachers were utilizing literacy centers to support the diverse learning needs of their students.
- c. Organizing small groups, by using frequent data, to focus on targeted instruction.
- d. Using visual aids such as SMART BOARDS and other technologies for ELLs and Students with Disabilities.
- e. Bridging the upper grades and lower grades

6. What instructional strategies did you use to address target of phonemic awareness with your target population?

- a. We developed learning stations to address students' learning styles and also challenged their learning through the scaffolding of the performance indicators.
- b. We used the computer-based program Headsprout, Explode the Code phonics books, Destination Reading computer-based reading comprehension program for those who graduated out of Headsprout, Foundations and literature circles for our advanced Inquiry students.
- c. We used syllable clapping, blending and segmenting
- d. We built a strong foundation for reading with our Inquiry students. Most met our goals, and some had already mastered them, so we moved them into comprehension-based interventions (Destination Reading, lit circles).

7. We will have multiple new Inquiry Teams next year (first bullet in this box).

8. How is Inquiry work influencing planning for next year?

- Based on our findings, we will initiate PDs targeted toward ELL students with IEPs.
- We will stress differentiating instruction for our ELL's with IEPs based on our team findings.
- We're targeting members for our expanded Inquiry team process for next year. There will be three sub-teams (K-1, 2-3, 4-5).
- Headsprout will be used school wide for K, 1 and 2 students, as well as for interventions on all grades. Our goal with this is to have ALL students on at least a level "L" by the time they reach third grade.
- Destination Reading will also be used school wide as an interactive tool to complement reading strategy instruction in the classroom via computers and SMARTboards.

9. What will we do differently next year 2010-2011?

- We will improve our connection to parents.
- Monthly faculty workshops on Data Inquiry Stations bi-monthly labsites
- Expand our Data Inquiry team by 90% -thus we will use representative from each grade, Special Needs, Bilingual and ESL Programs to implement and turn-key findings of our revised action research at their grade level planning meetings through our Grade Level Facilitators.
- More organized communication between teams and teachers.
- Continue to have all team members be teachers of Inquiry students.
- Continuum: K-1 will focus on letter recognition and sounds based on LAB-R and ECLAS results,2-3 will concentrate on bridging decoding to comprehension, and will use ECLAS, NYSESLAT and test results, and Continue with 4-5 will concentrate on improving reading comprehension and writing skills.
- ELL specialists, Special Needs educators and Reading intervention teachers will be included as permanent team members.
- Develop meaningful and scientific benchmarks for tracking progress starting at the beginning of the year.

Quantitative data:

- 18 students in Inquiry.
- 15 out of 18 students improved ELA State Test scores.
- 7 students out of the 18 moved up a performance level.
- DRA scores moved up an average of three and a half levels between Fall and Spring. 15 of 18 students met or exceeded goals.

Qualitative data:

- **Confidence.**

School PS 33	Inquiry Team:		Network Team Member: Lynette Santos
<p>School Self Assessment and Goal Setting</p> <p>X Looked at Last Year's Inquiry Work</p> <p>X Engaged in different school assessments</p> <ul style="list-style-type: none"> X Quality Review X Progress Report X Survey Results X PPR X CEP X Staff Feedback <p>X Looked at Assessment Trends</p> <p>X Looked at current school goals</p>	<p>Principal's Launch of Multiple Teams</p> <p>X Reflect on last year's Inquiry Team</p> <p>X Share school goals</p> <p>X Identify connections to school data and discuss areas in which improvement is needed</p> <p>X Share vision of the Inquiry Team structure (number of teams, participants, schedule for meetings)</p> <p>X Discuss the purpose of the inquiry team- to improve classroom practice and student learning</p> <p>X Consider different teams to address different needs/areas of interest</p>	<p>Inquiry Team Formation /Building and Deepening Team Collaboration\</p> <p>X Identification of the inquiry team(s) and facilitator(s)</p> <p>X Teams should be formed/identified so that, wherever possible, teachers have shared accountability for a common group of students</p> <p>X Select Team with classroom teachers and data specialist</p> <p>X Team has a good understanding of inquiry and action research</p> <p>X Team has a good</p>	<p>Looking at Student Work/Data</p> <p>X Develop skills in using protocols and data to look at student work/data</p> <p>X Examine qualitative and quantitative data to develop a deeper understanding of what students do well and what students need to learn</p> <p>X Develop common agreements on how good is good enough</p> <p>X Sharpen inquiry focus as it is informed by looking at student work</p> <p>X Where appropriate, share the team's work with broader school community</p>

		understanding on how to work collaboratively	
What's Working		Current-Focus/Current Challenges	
<p>Inquiry Team turn keying at grade-level meetings; literacy stations serving target students weekly; great team of staff, many completing second year of Inquiry work. Developing lessons, strategies and resources- based on our data collection & analysis- that can be used by teachers in classrooms from K-5- that will help with decoding, fluency, vocabulary development and reading comprehension. Great familiarity with the protocols of data analysis. School-wide memos are also a great way to communicate.</p>		<p>Prefixes are our current focus. We found that students, especially our second graders, are not yet able to segment words. By understanding a relatively small number of prefixes, they are able to decode thousands of words and understand their meanings. We are working all the time to align and adjust to assure that we are meeting the needs of our students.</p>	
Inquiry Team's/Collaborative Team's Next Steps		School's Next Steps	
<p>Next steps are to further refine the processes we've developed in terms of pre-assessment, application of strategies and post-assessment. Also to communicate even more often with teachers on our findings and get materials and resources out to them in a more timely fashion. We also liked the idea we saw at a CFI meeting of developing specific grade-level sub-goals next year, to be overseen by teachers on the grade.</p>		<p>Our school's next steps include the intention to set up a systematic process to not only turnkey their findings with classroom teachers on their grades, but also to have an Inquiry team of proof that they've implemented their findings in their classrooms. We have 80% second-language learners.</p>	
ESO/CFI Inquiry Process			

*Changing the culture of the school community

*Connection between early grades and upper grades

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 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 presumably be aligned to the school's annual goals described in this section.

Goal # 1. English Language Learners & with Individualized Educational Plans

Building on a solid foundation of research, the No Child Left Behind Policy provides professional development for teachers using scientific reading methods and ensures student achievement. With this in mind, we have been using Month by Month Phonics for our word study component. Our teachers assess their students from analyzing running records, oral assessments, reading/writing conferences and writing samples. Word solving strategies are then taught during the reading/writing workshop besides a separate word study component.

We will continue to use the word study component that is explained in The NYS Dept. of Education's Literacy Framework. In order to implement state accountability systems we will continue to:

- Implement usage of Thinking Maps Schoolwide for Critical Thinking
- Set academic standards in each content area for what student should know.
- Gather specific, objective data through student test results and informal assessments that have been aligned with those standards.
- Use test data to identify strengths and weaknesses.
- Report student progress to parents on a monthly basis.
- Empower parents by conducting parent workshops.
- Celebrate classes.

Students with Disabilities with targeted needs will be integrated with General Education classes throughout the day to maintain consistent pace and rigor.

Our Students with Disabilities and Bilingual class teachers will continue providing effective and equitable education for our English Language Learners following the guide of TESOL (Teachers of English to Speakers of Other Languages). The standards followed by our Bilingual staff, were developed by educators to specify the language competencies needed by our elementary school students, if they are to become fully proficient in English and have unrestricted access to challenging academic content.

Our ESL standards have been built around specific principles of second language acquisition that our staff developers have derived from current research and theory related to the nature of language learning. These principles should inform the instruction of English Language Learners. We will build students' comprehension skills, stamina, test-taking skills, and confidence as teachers help them become better readers and writers. Students will be exposed to many writing genres to reinforce/practice with narrative, informational, persuasive and everyday text selections. In order to develop critical thinking skills for better test scores, teachers prepare their students for the new generation of tests by introducing specific reading comprehension, test strategies, practices, and critical thinking skills that will result in higher test scores. Classroom teachers teach as they test giving students a thorough preparation through modeled instruction, guided practice, independent work, and practice tests in enhanced multiple choice format. Teachers at P.S. 33 will help their students improve comprehension skills and NYS ELA test scores. Our focus during the word study block is deepening and enriching our students' vocabularies. Word Study is such an important part of the ELA curriculum. The purpose of this block is to ensure that children read, spell, and use high frequency words correctly, and that they learn the patterns necessary for decoding and spelling.

ELLs:

In this section, we articulate primary areas that we believe directly impact our collective ability to ensure optimal educational outcomes for the students of P.S 33, and summarize the steps we are taking to alleviate these concerns. It is important to note that the identification of these areas has been a collaborative process that reflects input from a variety of sources, including school based staff and parents.

Areas of Concern: Our learning environment is staffed by highly trained educators, which has resulted in having much fewer students who do not meet citywide and statewide standards. However, in many cases, the economic, social, linguistic, and cultural barriers confronting our students and their families undermine the schools ability to promote high levels of achievement for our ELL students. As noted in Section 1, P.S. 33 has significant numbers of students who are recent arrivals to this country, live in low socioeconomic/ temporary housing, are qualified as low English proficient and may manifest other risk factors. While we continue to build a learning community that expects all students to achieve to high standards, we recognize that additional structures and supports are needed to facilitate what is often an ambitious outcome for our most “at risk” students.

Solutions: To increase the performance of our ELL students by 5% in the LAB test. We have encouraged the participation from our staff to be actively involved in all professional development activities. We have provided intensive and ongoing support to our students to enable them to make the kinds of improvements that are expected to meet the NYS standards.

Our Literacy Coach, Math Coach, three Reduced Class Size teachers, paid with Tax Levy funds, will take on the primary responsibility of coordinating training and support for these target students. We will continue to implement The NYC Dept. of Education initiatives in regards to LAP and Part 154 We will provide appropriate instruction, according to state mandates, and support classroom teachers in monitoring best practices. We will provide ongoing support to teachers in monitoring, assessing and implementing the bilingual program through coaching and meetings. We will provide simulation tests to our bilingual students in Spanish simultaneously with their monolingual peers. We will explore assessment strategies as well as discuss and review ESL instructional goals. In order to improve the achievement of the ELL students in the LAB test by at least 5%, we have developed an Action Plan. Our “mission” is to continue supporting our teachers as they work to enable each of our limited English proficient students by developing the linguistic, cognitive, and cultural skills necessary for success. In order to upgrade the quality of services and programs for ELL students, we will conduct weekly meetings facilitated by staff from the Bilingual / ESL classes. A review of regulations regarding the testing and identification of ELL students will be discussed during these meetings. Students that are long-term Ell’s and new arrivals will be addressed by the Bilingual / ESL committee. Students entering bilingual programs in grades K – 2 will be expected to be above the 40th percentile on the LAB test by the end of the third year of program participation and students **To specify the language proficiencies needed for full academic participation, we have set our ESL Goals and Standards in order to provide clear guidance for all our teachers.**

GOAL # 1: 15% of our new arrivals, beginner ELL students will be able to communicate effectively in English and Oral Language. Students will be able to speak and feel confident speaking in English in and outside of school.
20-65% of our intermediate 2nd and 3rd year students will be able to speak and feel confident speaking in the English Language in their day to day life.
95-100% of our advanced students’ 4th and 5th year ELLs will be actively and effectively engaged in extended discussions within their day to day life.

GOAL # 2:

15% of our new arrivals, beginner ELL students will be able to use English to meet standards, academically, in all content areas.20-65% of our intermediate 2nd and 3rd year students will be able to have full access to academic content, English proficiency is critical.

GOAL # 3:

Given15% of our new arrivals, beginner ELL students will be able to recognize the cultural diversity at P.S.33. We realize the importance for ELLS to use English effectively in a variety of social and cultural settings:

- Will use the appropriate language various ways and register according to purpose and setting (5% of ELL beginners and 50-90%).
- Use appropriate learning strategies to extend their linguistic and cultural competence (15% ELL beginners and 85-100% of Intermediate /Advanced ELLs).

We realize that English Language Learners enter our school at varying ages and proficiency levels. The ESL standards provide a framework for our curriculum developers and administrators for planning a language development program, where students are tested regularly in addition to their progress is recorded. We are able to monitor individual students in all areas extremely thoroughly.

These are some of the programs we have instituted for English Language learners:

Bilingual Teacher Training – Our Bilingual teachers are fully certified and have been trained to educate students that are English learners. **Community Based English Tutoring** – Adult English instruction for adults who wish to learn or sharpen their speaking, reading, and/or writing skills. **English Language and Intensive Literacy** – Improved classroom libraries to improve language proficiency in our bilingual classes and help them meet content standards required by The NYC Dept. of Education.

Finally, how do we know if our program is meeting the needs of English Language Learners?

We have given special academic support to LEP students and have found the following:

- Our school holds high expectations for learning and personal development of our LEP students.
- The curriculum will continue to integrate across content areas as well as prior knowledge related to student experiences.
- LEP students become independent learners who can take responsibility for their own learning.
- Cooperative learning is used extensively.
- P.S.33 is “parent friendly” and we have many bilingual staff members.
- **Our English Language Learners have acquired the ability to speak, read and write in English in addition to their native languages. Most importantly – our children have preserved their native language and culture.**

Goal # 2. Students with Disabilities

Goal: 25% of students will be in the least restrictive environment, and to maximize special education students’ performance outcome in literacy.

Strategic Objectives:

Increase inclusion of Special Education students and Bi-Lingual students in all school activities.

To improve the scores in our Special Education classes and Bi-Lingual classes in Reading, Math, Writing and Science.

To continue implementing a New Continuum plan by doing the following:

- Involve parents in the decision making process.
- Establish a Least Restrictive Environment (LRE) committee.
- Assure that all students with disabilities have access to the General Education environment and curriculum.
- Provide Special Education services in the Least Restrictive Environment.
- Expand and explore the range of services and supports available to students “at risk”.
- Increase the collaboration between General Education & Special Education teachers in order to assess the individual needs of each student.
- We have implemented a Comprehensive Guidance Program (CGP) with two Guidance Counselors.
- **We will ensure that students are decertified from Special Education and supported in their transition to General Education.**
- We will promote Participation in the Least Restrictive Environment Initiatives Classes and Utilize “Safety Nets” developed by Instructional Support Teams.
- We will provide professional development to all staff on the implementation of the newly formatted IEP, this remarkable learning opportunity is facilitated by our CFN # 407 Network.
- Teachers have received additional support from a Turnaround for Children Coach implementing the initiative.
- There will be additional support, once a week, with our Instructional Support Team (IST) and Student Intervention Team (SIT).
- Both Guidance Counselors and Administrators are constantly working together and creating improvement plans for the ultimate educational experience for each child at P.S. 33.

To improve scores for students with disabilities in the various assessments by at least 5%, P.S. 33 seeks to provide support to special education students by making certain that our special education supervisors, teachers, and educational assistants receive professional development in creating classroom environments conducive for learning. We also provide support to general education students by reducing unnecessary initial referrals to special education and by maintaining a focus on educating students in the least restrictive environment. In meeting these goals, support is provided in the form of Instructional Support Services and Intervention plans, participation in the Least Restrictive Environment Initiative, , the Guided Reading Program, “at-risk” resource room, and mainstreaming. Many of the professional development initiatives are facilitated by our CFN # 407 Team.

The Student Assessment Team (SAT) and other support staff have joined their efforts in the integration of students with special needs remaining in general education by means of mainstreaming. When they are not assessing students, they work on prevention and intervention initiatives. As they streamline the system, they provide the greatest amount of support possible for all students.

Our goals for the School Based Support Team include:

- Utilization of SESIS initiative for IEPs
- Timely placement of students into the program.
- Focus on productivity of SBST members.

The NYC Department of Education Plan has been our model for our professional development which will continue for all school personnel and parents on how to meet the needs of diverse learners, including special education students, as exemplified by the following activities:

- Staff development was provided to our Resource Room teachers on how assessment is used to drive instruction. The expectation is to see improved student outcomes for all students participating in resource room. *At risk* students will also be included in resource room whenever possible.
- Special Education teachers received professional development in the areas of standards and literacy development.
- Staff development is provided for all special education teachers, School-Based Support Team members, parents and paraprofessionals in schools that participate in the Least Restrictive Environment Initiative.
- Reductions in initial referrals to special education have been decreased due to constant monitoring of referral sources, ongoing professional development, and communication with administrators. We continue careful monitoring of initial referrals.
- Professional development for teachers has encompassed storytelling and lesson planning to enhance language skills.

AIS Services:

Our goal is to support students in achievement of the learning standards in both English Language Arts and Mathematics (K – 5), Social Studies, Science, and Technology in all grades. The first part is “additional instruction” that supplements the curriculum. Additional instruction is defined as “extra time for focused instruction and/or increased student teacher instructional contact time designed to help students achieve the learning standard”. Second support services to overcome obstacles to achieving higher performance. These obstacles can include problems in the areas of: attendance, discipline, family and health. Support services may include: school guidance and counseling, attendance services, coordination of services provided by outside agencies and study skills.

Our AIS goals for our school in English Language Arts and across all content areas are:

- AIS will continue to be available to students who score at levels 1 and 2 in the testing grades; or to those who do poorly on local tests in grades where there are no state tests during the PM AIS Tues–Thursday 37.5 minutes.
- AIS is also provided for students at risk in grades K-2 during the PM AIS Tues-Thursday 37.5 minutes.
- AIS will be provided to identified students no later than the beginning of the semester following a determination that a student needs such service
- Parents will continue to be informed that their children are eligible for AIS. An intensive school day reading program, consisting of an approved intervention model utilizing our, Kaplan Spell Read Interventions for Grades 3-5 students. We also have our Reduce Class Size Push-In Teachers for grades K-3. In addition, the intensive day program is used by our AIS teachers who push in daily.

Enrichment Activities/ Special Programs:

Month by Month Phonics, Words Their Way, Spell Read, Headsprout and Foundations is just part of a larger reading program that includes multiple components. Our Teachers use the phonics piece as a supplement to other planned instruction in reading and writing and using classroom libraries. Even though *Month by Month Phonics, Words Their Way, Spell Read, Headsprout and Foundations* was implemented over the last 2 yrs, we strongly feel that it is well aligned with the literacy standards and requirements in *The No Child Left Behind Program*. We have found that our early grade students have had much success in learning to read and write. Self-Selected Reading is part of a balanced literacy program during which children get to choose what they want to read and to what parts of their reading they want to respond developing into

independent readers. Opportunities are provided for children to share and respond to what is read in the reading workshop. Teachers hold individual conferences with children about their books.

In terms of our ESL population, there are two challenges we have:

1. Students who are long-term ELL's.
2. Insufficient instructional differentiation between new arrivals and students, who have been here for several years, will be addressed by the Bilingual/ESL committee.

We will address these needs, by ensuring, that our school carefully tracks the progress of LEP students by: analyzing LAB test to understand skills being assessed to be able to strengthen lessons and instructional techniques to address those areas; conducting informal assessments to be documented and collected by the teachers to share with parents and administrators; and ensuring that schools group students by language needs for part of the day to strengthen their English skills.

Our goals:

60% of students who enter bilingual programs in grades K - 2 are expected to be above the 40th percentile on the LAB by the end of the third year of program participation; thus, allowing for early transition into a monolingual class.

1. For students entering in all other grades, we expect as early a transition as possible.

In addition, ESL students who are at transition points are eligible to receive supplementary support. Title I, II, III, Tax Levy, Standards, and other school specific funds are used to provide support to ensure positive student achievement outcomes. Our 5 ESL teachers and staff developers support identified students. Guidance and other student support services funded by Title 1, tax levy, and other funding sources are also available to these students. Extended day, tutorials, and volunteer programs are also offered.

Goal # 3 MATHEMATICS

Goal(s):

- To provide the Principles and Standards for Mathematical Highest Achievement by providing teachers with guidance as they strive for the continual improvement of mathematics education in their classrooms.
- To continue the process of staff development in the use of innovative alternatives.
- To increase mathematical academic language in our daily lives.
- To improve students critical thinking skills through daily problem solving.
- Instructional methodology in the area of Mathematics based on current research, student achievement and performance data by at least 5%.
- To integrate mathematics into other subject areas and become part of the ongoing classroom routines.
- Review/ Revised Everyday Math program based on assessment results through testing and classroom verbal/ written performance.
- Student portfolios- review and analyze portfolio data by grade.
- Interim assessment test results, performance observations, math reflections, teacher assessments.

Implications for the Instructional Program

The Principles and Standards for Mathematics used at P.S.33 constitute a vision to guide our teachers as they strive for the continual improvement of mathematics education in their classrooms.

We will continue providing staff development in the utilization of innovative, alternative instructional methodologies in the area of Mathematics based upon current research and student achievement / performance data.

The six principles used at P.S. 33, for school mathematics is:

1. Equity. Excellence in mathematics education requires equity-high expectations and strong support for all students

2. Curriculum. A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics addressing the Five Content Strands and the Five Process Strands, and have clearly-defined goals and objectives across the grades

3. Teaching. Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well

4. Learning. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge making meaning of what they learned and how it relates to their everyday lives.

5. Assessment. Assessment should be useful, meaningful, and allow for reflection by students, parents and teachers.

6. Technology. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

This program has a user-friendly format that teachers use with step by step lesson suggestions and alternate strategies to meet student needs.

Our Math Framework Program along with the Everyday Mathematics Program will show how to align our instruction with the State Math Standards and to select a textbook series to support skills-based learning. In order to promote the attainment of the new learning standards and the adoption of more hands-on, inquiry-based instructional approaches, we will be required to engage in a daily sustained period of high quality mathematics instruction, rigorous lessons with careful planning, following the Workshop Model to meet the different learning styles of students by providing effective teaching for individual students, small groups, and the whole class. The curriculum content of the Framework is based on the work of the National Council of Teachers of Mathematics, NYC Core Curriculum and NYS Standards for Mathematics, Science, and Technology, organized by grade clusters (K - 2 and 3 - 5).

P.S. 33 will continue to implement the instructional mathematics block in all classes. The component of the mathematics instructional block provides teachers with a structured support to use procedural mathematics and integrate problem solving, both verbal and written reflections, of the work at hand. All teachers will offer all students in general education, bilingual education, and special education a comprehensive mathematics program, thus providing students the greatest possibility to continue to grow as proficient users of mathematics. Problem solving is a priority learning objective for all grades. The math problems that teachers give to students will promote academic rigor in the thinking curriculum through the multi-steps solution. This teaching will be divided into three parts: math strategies, problems dealing with real-life scenarios, and math "essay" questions. At P.S. 33, teachers encourage students to apply their mathematical skills and concepts in their everyday lives. They will engage students in discussions about their everyday mathematical explorations to deepen their understanding of Mathematics. Teachers at P.S. 33 will use the Math program to boost test scores and make students mathematical thinkers!

Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:

Representation Standard

Our instructional programs for students enable them to:

- Create and use representations to organize, record, and communicate mathematical ideas.
- Select, apply, and translate among mathematical representations to solve problems.
- Use representations to model and interpret physical, social, and mathematical phenomena.

Connections Standard

Our instructional programs for students enable them to:

- Recognize and use connections among mathematical ideas.
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- Recognize and apply mathematics in contexts outside of mathematics.

Number and Operations Key Idea for Grades K-5

Expectations

<i>Instructional programs in Grades K – 5, Enables all students to ---</i>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
Understand numbers, ways of representing numbers, relationships among numbers, and number systems	Count w/understanding & recognizes "how many" in sets of objects. Use multiple models to develop initial understands of place value. Develop a sense of whole numbers. Connect number words to the quantities they represent. Understand and represent commonly used fractions.

<u>Understand meanings</u> of operations and how they relate to one another	Understand various meanings of addition & subtraction of whole numbers. Understand the effects of adding & subtracting whole numbers. Understand situations that entail multiplication & division.
<u>Compute fluently</u> and make reasonable estimates	Develop & use strategies for whole number computation, focusing on addition & subtraction. Develop fluency with basic number combinations for addition & subtract. Use a variety of methods & tools to compute, including objects, mental computation, estimation, and calculators.

Algebra Key Idea Grades K - 5

Expectations

<i>Instructional Programs from K – 5 Enables our Students to:</i>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
<u>Understanding patterns</u> , relations, and functions	Sort, classify, and order objects by size, number, & other properties Recognize, describe, & extend patterns such as sequences of sounds & shapes or simple numeric patterns & translate from 1 representative to another Analyze how both repeating & growing patterns are generated
<u>Represent and analyze</u> mathematical situations & structures using algebraic symbols	Illustrate general principles and properties of operations, such as commutatively, using specific numbers Use concrete, pictorial, and verbal representations to develop an understanding of invented & conventional symbolic notations
<u>Use mathematical models</u> to represent & understand quantitative relationships	Model situations that involve the addition & subtraction, multiplication and division of whole numbers, using objects, pictures, & symbols
<u>Analyze change</u> in various contexts	Describe qualitative change, such as a student's growing taller Describe quantitative change, such as a student's growing 2 inches in 1 year

Data Analysis and Probability Standard for Grades K - 5

Expectations

<i>Instructional Programs from K – 5 Enables our Students to:</i>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
<u>Formulate questions</u> , that can be addressed with data & collect, organize, & display relevant data to answer them	Pose questions & gather data and make predictions about themselves & their surroundings Sort & classify objects according to their attributes & organize data about the objects Represent data using concrete objects, pictures, and graphs
<u>Select and use</u> appropriate statistical methods to analyze data	Describe parts of the data & the set of data as a whole to determine what the data show
<u>Develop & evaluate</u> inferences & predictions that are based on data	Discuss events related to students' experiences as likely or unlikely
<u>Understand and apply</u> basic concepts of probability	

ELLs:

In our Bilingual/ELL Program, our specific goal is to help our children pass the LAB test and to mainstream them to General English class and to meet the standards. Our school was designated as a school especially for our Second Language Learners. Another Goal is to support, implement, and fulfill City, State, and Federal regulations related to ELL's student services and to ensure that The NYC Dept. of Education's instructional goals in the areas of literacy, math, art, technology, standards, science, and social studies are implemented in Bilingual classrooms.

Students with Disabilities

Our vision is to improve the performance of our low performing students in order to reach the Academic level of children in General Education by at least 5%. In order to achieve this goal we continue inclusion of 12:1 students to all school activities. We view these students within the General Ed. framework rather than as a separate parallel system. We continue implementing NCTM standards for our low performing student in the Special Education classes. We will mainstream Special Ed. Students whenever improvement is demonstrated. We need to continue Special Education Teacher Staff Development in Special Ed. Methodologies. We will continue the inclusion of 12:1:1 student into all Early Childhood School Programs. We have ordered "Everyday Mathematics supplemented by Math Steps for our 12:1 classes. We have put a special group of Professional Staff Members to form a L.R.E. team. There are 9 members on this Least Restrictive Environment team. It consists of the following: **Chairperson, Principal, U.F.T. Representative, Bilingual Special Education Teacher, Special Education Supervisor, Special Education Teacher, Staff Developer, Bilingual Special Education Teacher.**

This team is comprised to support bilingual inclusion and collaborative co-teaching. It has been set up to support the idea of reduced class size and encourage Professional Development. Parent meetings will be set up to discuss implementation of The New Continuum. Workshops will be conducted on collaboration and these will include related service providers. A wide variety of instructional materials will be provided. We will also order supplementary math texts to reinforce Everyday Mathematics concepts for extra practice for our special needs students, and make sure that we order appropriate levels for all students.

Enrichment Activities/ Special Programs: We have been working with our school's Leadership Team to stay current in and up-to standards with our Math Program. We took the City and State assessment data to plan programs and interventions for our low performing students and enrichment for those students that are above their grade level in math. Our Vision has been to help our students to improve their achievements in mathematics by increasing the scores on the NYS Math Test for Grades 3 and 5.

We continue supporting the implementation of our *thinking maps in* mathematics curriculum by building the capacity of the Professional Staff. To accomplish this goal, we continue working with the School Leadership Team to identify and train a cadre of P.S. 33 teachers as well as providing nationally validated materials and our program: Everyday Mathematics supplemented by Math Steps. We will continue in 2010– 2011, teaching sequential math to all students. They will be provided with materials, books, and lab technicians to ensure the program's success.

An intensive school day reading program, consisting of an approved intervention model utilizing our, Math Navigator Interventions for Grades 3-5 students and Math Attack for Grades K-2; Options; Continental Press, Kaplan Momentum Math, Kaplan Math Advantage, etc.

- We are providing professional development on the Common Core standards.
- We are providing professional development on how to use *thinking maps* in mathematics as a language of learning.
- We are providing Professional Development focused on the N.Y.S. Math Standards.
- We continue providing support through modeling, coaching, monthly Lab sites and school visits.
- This will strengthen the link between the school community and local resources and organizations.
- Programs for parents will continue using library media, coaching staff and the computer lab.
- We will continue monthly student services intervention for math at all grade level meetings.

PM AIS 37.5 minutes Tuesday, Wednesday and Thursday:

We will continue our PM 37.5 minutes AIS Tuesday-Thursday for 50 minutes. This Framework -- presents our ideas about how students learn mathematical concepts, applications and provides a set of guidelines and effective teaching strategies designed to improve the instructional capacity of classrooms and enhance the instruction currently offered in this area.

- We have also integrated both "Everyday Mathematics Program and Math Steps"
- Time is always used innovatively with extended days, time for teacher collaboration.

GOAL # 4 SCIENCE

Goal(s):

- To continue encouraging and challenging at least 95% of our students to reach the Science excellence required for good academic leadership required in the 21st Century. Develop the Concept Map Unit Planning as outlined in the School's Initiatives from Thinking Maps by Larry Alper

- To improve our Students Performance by 5% on the 4th Grade Science Test and to establish and implement a strategic plan to coordinate and integrate effective and challenging instruction for all students and to increase their scores by June 2011.
- To have at least 90% teachers and staff use research based practices and regularly measure student progress by using the Understanding by Design Template and unit planning model

Evaluation of our Goals: Teachers will build scientific problem-solving skills, even with reluctant readers. They will help to develop the thinking skills students need to solve scientific problems and boost test scores. Working through a variety of problem-solving activities, students will formulate questions, hypothesize answers, develop experiments, record data, and draw conclusions. Students will therefore, be prepared to use for the problems they will encounter on standardized assessments and use the Scientific Method for their everyday Science Inquiry and Investigations.

Implications for the Instructional Program

To improve our Science Program our teachers give each student an additional 45 minutes of science investigations per a week. This will help our students to think scientifically and develop their thinking so that they become independent learners which will help to improve their performance on the 4th Grade Science Test. To improve our student's performance in the standardized science test by at least 5 %, we will build on a collaborative effort of the teachers at P.S.33.

The Goals and an extended Synopsis of the Standards for our Science Program that underlie the National Science Education Standards are to educate students who are able to:

- Use Scientific principals and processes appropriately in making personal decisions;
- Increase their economic productivity; and
- Engage intelligently in discussions about matters of Scientific and Technological concerns.

There are five things that we will integrate into our Science Curriculum:

- Scientific process
- Thematic science relationships
- Hands – on experiences
- Authentic Assessment
- Integrated Curriculum/technology

We will continue exposing our students, by taking trips to Science Centers, museums, and community organizations that will encourage improvement in Science achievement. Our students will have lessons that integrate Math, Literacy and Technology in a logical way to reach their goals. Our objectives will be aligned to State Standards. Our Action Plan is to continue to implement comprehensive Science / Technology Framework and continue ongoing meetings of Instructional Exchange Committee to align curriculum. We will continue supporting the implementation of a standard's based Science curriculum by building the capacity of the Professional Staff.

Strategies and Activities for Improvement and/or Enrichment Strategies Aligned with Standards:

In anticipation of the 4th grade Science Test's status along with Math and ELA as a standard for promotion starting in 2007 to present day. We will form a school wide Standards and Curriculum Committee to align all content and performance standards under one umbrella. These members will be representative from each grade level and program. They will meet regularly to assess and evaluate our schools' progress.

ELLs:

- Staff development for school-based staff developers in ESL strategies for transitioning E.L.L. students will be conducted.
- Teachers assist classes in curriculum and instruction as well as professional development to: clarify bilingual and ESL program goals and models and the uses of native language and English in bilingual, dual language, and ESL classrooms
- Other student support services funded by Title 1, tax levy, and other funding sources are also available to these students.

Special Needs Students:

- We will provide special needs training in rubric-driven, curriculum alignment as defined in "Standards in Practices" program
- We will engage staff in doing reflections and provide action plans with interventions
- The ***No Child Left Behind Program*** creates Science and math partnerships to rally every student to increase Science excellence.

Professional Development/ Parental Involvement/ Student Support/ Use of Technology:

P.S.33 sees the merit of collaborating with community resources to further support the teaching of standards driven in science. Professional Development, stressing effective strategies for implementation, has been taking place through a variety of activities. Staff developers have been conducting workshops for teachers during school and after school. The New York Botanical Garden and Wildlife Conservation Society (Bronx Zoo), will be collaborating with us to provide programs for our K-3 children with an emphasis on parental involvement.

GOAL # 5: THE ARTS

Goal(s):

- To build capacity and increase our arts program by 50 %
- To strengthen the connections within P.S. 33's community using the arts as a bridge among parents, students, school staff, cultural sites, and community organization LEAP, Dreamyards, etc.
- To support and sustain standards-based programming embedded in curriculum, supporting literacy and providing opportunities for our students to creatively express themselves *using the four arts disciplines -- music, dance, visual arts, and theater.*
- Continue to provide professional development targeting teachers from K - 5. This strategy increases the school's capacity to produce arts by increasing the number of staff members who have the knowledge and training in teaching art.
- Increase the arts opportunities for our students by expanding a school-wide arts portfolio and audition presentation development program in grades K - 5 to support their acceptance to schools with special arts and music programs.
- Sustain a community of arts facilitators in the schools who will act as catalysts and resources for arts programming.

Key Indicators of Success: Performances at Lehman College, Winter and Spring Arts Festival, Chorus Club Performances, Dance Festival, Music and the Brain Keyboard Program, Assembly Programs, Mother's Day Show, etc.

We have been very successful at P.S. 33 due to the fact that we acknowledge the importance of identifying and nurturing the talents of all our students. There are many enrichment opportunities available to all students. This past year we provided enrichment during and after school, focusing on higher order thinking skills in math, science, literacy and the arts (Dream yards). We have instituted multicultural dance and talent club, theater, select chorus, multicultural art, newspaper club, math club, and science club. We also conduct an annual Spring Arts Festival and Health Fair in which our students are given the opportunity to demonstrate their abilities and talents through dance, song, and multi-cultural interchange. We also have our annual dance festival where students study the arts form and present their learning. Students receiving Dreamyards will show case their work in January and June of 2011. We will also have our winter and Spring Arts Festival.

Unfortunately, due to budget reductions we have had to decrease our Dreamyards collaborations.

Our students are encouraged to exercise their imaginations through problem solving activities. Given the imagination and creativity fuel development in any field, *we assert the Arts are an essential part of learning, not just an enhancement, and provide life skills applicable to all subject areas.*

Progress has been made towards development of an integrated curriculum due to Project Arts and this is documented by:

PROJECT ARTS FOCUS	PROJECT ARTS GOAL
Visual Art	P.S. 33 will maintain the number of classes receiving sequential instruction in visual arts.
Music	P.S. 33 has created an art club and a chorus involving parents as well in our Saturday ESL classes. P.S. 33 has implemented for the 2 nd time the Music and the Brain Keyboard program to each grade K-2 students for 1.5 hrs per a week.
Dance	P.S. 33 has maintained the number of classes receiving dance instruction through Dreamyards Dance and Ballet

<p>Theater</p> <p>LEAP After School Program</p>	<p>Tech. Instructors during school day, after school. Ballroom Dance Instruction for Fall 2010</p> <p>P.S. 33 has decreased the number of theater classes offered by Dreamyards Consultancy due to budget reduction.</p> <p>P.S. 33 Collaborates with LEAP CBO, who offers 3 hrs per a day after school services in various art forms. Students also receive this enrichment during holidays and vacation.</p>
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Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:

- We will enhance the expertise of P.S.33’s Staff to integrate the Arts into their Curriculum.
- We will develop capacity to implement standards-based arts education in each classroom teachers’ practice.
- We will sustain and institutionalize arts instruction at P.S.33.

ELLs:

- P.S. 33 has gifted and talented programs to support bilingual and monolingual students.
- Approximately 80 % of our students participate in these clubs.

Special Needs Students:

- Students with Disabilities will be encouraged to participate in Extracurricular Activities.
- We will provide Special Education training in rubric-driven, curriculum alignment as defined in “Standards in Practices” program
- We will engage staff in doing reflections and provide action plans with the appropriate interventions.

Professional Development/ Parental Involvement/ Student Support/ Use of Technology:

- We are providing Professional Development focused on the N.Y.S. Arts Standards.
- We continue providing support through modeling, coaching, and school visits.
- This will strengthen the link between the school community and local arts resources and organizations.
- Programs For parents will continue using library media and the computer lab
- Monthly student services intervention at all grade level meetings

GOAL # 6 SCHOOL LIBRARY/ MEDIA SERVICES

Goal(s):

- To collaborate with planning between library/media specialist and teachers to design units of study that utilize the print and electronic media available in the school’s library media center with increased access to the print and electronic media available in the school’s library media center.
- Collaborative planning between library/media specialist and teachers to design units of study that utilize the print and electronic media available in the school’s library media center.
- Utilize our Technology Team to build capacity for technology integrated instruction for all students.
- Utilize our use of SMARTboards and software with library media services to 120% (at least 2x per day)
- Increased access to the print and electronic media available in the school’s library media center.
- Collaborative planning between library/media specialist and teachers to design units of study that utilize the print and electronic media available in the school’s library media center.

Key Indicators of Success:

Student work produced from the implementation of units of study (displayed in the library and throughout the school building).

We have had to reexamine our school and classroom libraries and seek recommendations for ways of initiating and fostering a closer collaboration between our school librarian, classroom teachers, parents, students and education to the benefit of the constituencies they serve. **Our Primary purpose is to promote information literacy with our student population. This means students will learn how to locate information, use it, and evaluate it; in the process they will use technology in creative ways. To support and foster lifelong learning and ensuring that all our students at all levels are prepared to meet the challenges of the 21st century.**

Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:

- All initiatives have been designed to introduce the standards and principles of *Information Power: Building Partnerships for Learning* to an audience of parents, teachers, and all administrators.
- Placing the standards and principles in the context of school level programming will help to create advocates for the Library Program.

Professional Development/ Parental Involvement/ Student Support/ Use of Technology:

- Library and media appreciation events will be conducted for parents and community
- Library/media specialist will lead professional development meetings for students and teachers to promote literature and non-fiction initiatives
- Computer literacy and research programs will continue for students and parents

TECHNOLOGY EDUCATION

Goal(s): To encourage the study of the development of technology and its relations with society and culture.

- To implement City's Technology Plan at P.S. 33, As of June, 2010, the number of members of our schools' community that are computer literate will be increased by 20%.
- To assign a technology coordinator (T.C.) who will offer training to teachers, staff and students on computers and software in the fall. This T.C. will also provide curriculum.
- T.C. will train teachers to improve student performance in how to navigate through computer hardware as well as educational and real-world software.
- Teachers, staff and the T.C., will provide more opportunities for students and the community to use search engines for Internet-based research and software-based word processing.
- T.C. will train teachers, staff and students to use software such as Excel, Word, PowerPoint, SMART Document Cameras and Access.

Key Indicators of Success: Through a variety of software, students can identify resources for projects in different content areas, retrieve information, and create computer-generated results.

Implications for the Instructional Program

P.S. 33's staff is concerned with teaching the relations of technology to Science, Social Studies, the Arts and Humanities, and Math. Software is also available to help students identify areas of deficiency in the basic skills of math, science, and language arts and to guide them through activities designed to eliminate those deficiencies.

To advance our student's performance in the various assessments, we will address the integration of technology instruction into all grade levels and curriculum content areas. Title I funds will be used to provide support for technology with our Council Member Grants.

- Students learn keyboarding skills
- Simple editing techniques.
- A team approach in conducting staff development has been used in the content areas of Social Studies, Science, Art, Math and Literacy.

Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:

- All initiatives have been designed to introduce the standards and principles of *Information Power: Building Partnerships for Learning* to an audience of parents, teachers, and all administrators.
- Placing the standards and principles in the context of school level programming will help to create advocates for the Library Program.

Professional Development/ Parental Involvement/ Student Support/ Use of Technology:

- PD's will be offered by the T.C. and other knowledgeable staff to: improve computer literacy in our school among students, staff and the community.
- Staff, students and parents will have the opportunity to learn all about the basics of troubleshooting hardware and software problems.

GOAL # 7 HEALTH EDUCATION

Goal(s):

- P.S. 33 will be focused in the school year 2010-2011 towards a goal of increasing comprehensive health services and health education to students, their families and school staff.
- To guarantee access to all students and families, including those with disabilities, for all programs, activities, and services.

- Expand our AIDS Awareness, HINI, Bed Bugs, Obesity, Diabetes, Asthma and other health concerns program.
- Continue to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization.
- Expand the role of our Guidance Counselor for health issues, which plays an important role in the total educational environment, and is developmental.

Key Indicators of Success: Both group and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future. We will continue coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2010 – 2011 school year and will be modified based on need and budget constraints.

Implications for the Instructional Program

Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services. Our AIDS Awareness program will continue during the 2010 – 2011 school year. The Substance Abuse Prevention Program (SAPIS) uses numerous activities to support a safe and drug free school environment children need to excel academically. SAPIS uses literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs and extreme emotions that may need to be addressed. Classroom lessons in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self esteem to thwart the peer pressure that might lead to drug experimentation. Both group and individual counseling sessions are provided as well as the avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future.

Parenting workshops are also available to support/guide parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, Field Day and poster/essay contests, thus helping to eliminate some of the negative elements in the community. Besides our continuing commitment to our AIDS, Obesity, Diabetes, Asthma Awareness program, vision and hearing clinic, P.S. 33 will be focused in the school year 2010-2011 towards a goal of increasing comprehensive health services and health education to students, their families and school staff.

Strategies and Activities for Improvement and/or Enrichment aligned with the standards.

- A school based clinic which is serviced by a Physician who comes at different interval during the school year.
- A Dental office that provides dental services to the community.

Our two Guidance Counselors and Family Worker conduct an Attendance Improvement Program.

The goal of the program is to enable our school to provide intensive services to students and families with regard to school attendance and academic improvement. This program continues to be a school-wide project, and all students are eligible to receive program services

Professional Development/ Parental Involvement/ Student Support/ Use of Technology:

We involve all professional personnel, parents, and the community in the guidance program, in order to promote the development of students, helps the students have an understanding of the relationship between education and work, and develop and incorporate new initiatives to meet the changing need of the students, parents, and the community.

- Monthly student services intervention at all grade level meetings we will continue setting clear expectations for all teachers in curriculum and instruction for higher academic standards.
- We will increase Professional Staff Development for our newer teachers and continue providing training for teachers with grade appropriate curriculum and tutorial support.

FITNESS AND PHYSICAL EDUCATION

Goal(s):

- To incorporate the Physical Best Standards.
- Increase participation of student body in physical education activities, both in and out of school.
- Enable students to understand the connection between physical activity and good health.
- Create extended-day and enrichment programs that include other schools and community members.

Key Indicators of Success: Students recognize the necessity of being physically fit and active, and they understand the principles of training. We begin the school year working on overall conditioning with the students we get them ready for the state test (Fitness gram). The test includes: Height, Weight, Push-Ups, Curl-Ups, Flexibility, and Pacer test.

We also work on communication rules and cooperation. As the year progresses, we play a variety of sports (we do sports that are in the season led by our two Physical education Teachers). At P.S. 33, students participate in Academic Intramurals (this is a team effort in which the entire class gives input towards various projects) and several academic extracurricular activities are also offered. A friendly competition stimulates children to want to put forth their best effort and in turn, both sides, get rewarded in order to encourage continuous academic achievement and healthy competition. We will develop more programs for extended day activities, such as tennis, soccer, softball and volleyball. We will also work to create more physical education classes for our early childhood students. Another priority for the 2010-2011 school years will be to work with the guidance counselor and other staff to include nutrition programs/ units as part of the regular curriculum.

Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:

- Our program will use the NYC Fitness gram assessment and Physical Best National Standards activities to enable our students to comprehend the direct link between participation in regular physical activity and good health.

Enrichment Activities/ Special Programs:

- Continue our already established after-school intramural basketball and tennis programs,
- Move towards creating school-wide tournaments in soccer, tennis, volleyball, track and softball.
- We acknowledge the importance of identifying and nurturing the talents and gifted behaviors of all our students and in providing enrichment opportunities for all students

Professional Development/ Parental Involvement/ Student Support/ Use of Technology:

- We will increase Professional Staff Development for our novice/experienced teachers.
- We will include flyers for all parents and community members to attend sports programs
- We will provide staff, students and parents with an academic outline on the upcoming yearly program.
- We will continue investing in educational practices that work; with evidence that has shown to be effective in improving student performance.

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 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.

ELA

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our vision is: Increase vocabulary, reading comprehension and writing skills for students with disabilities. Increase Reading Performance by 5 %for all students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -Utilize Thinking Maps in daily learning -Utilize Grade2 Pilot on Common Core Performance Based Assessments -Utilize our Center for Excellence Birth to 8 to Narrow early learning gaps -We will hold programmed weekly grade meetings using the data for collaborative lesson planning utilizing the Cambridge Common Priorities Toolbox Protocols. -Provide Professional Development on Students Learning through the cycle: Analyze External Assessments Results, Prioritize Learning Goals, Develop Common Assessments, Collaboratively Design Lessons, Incorporate New Strategies, Teach, Analyze Common Assessment Results, Adjust, etc. -P.S. 33 Literacy Coach will continue to provide our teachers with support on school based Literacy Facilitation teams through workshops, demonstration lessons, coaching, mentoring, leading study groups, Labsites. -Provide intensive professional development for teachers -To continue administering Developmental Reading Assessment and ECLAS Assessment for students using established benchmarks to monitor individual student progress --Provide intensive intervention to lowest performing students during the school day through Reduce Class Size reading Interventions, Kaplan Spell Read Interventions, Literacy Enhancement, and Guided Reading -Provide intensive intervention to lowest performing students during extended literacy block using guided reading strategies -Instructional approach will include proven curricula, professional development through our reading coaches, and classroom libraries
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Literacy Coach ,Title I, Tax Levy, Classroom Teachers, Reduce Class Size Teachers, Early Childhood Supervisor Staff, P.S.33 staff, Cambridge Consultants, Kaplan Spell Read Interventions Teacher, Administrators, “F-Status” Literacy Staff Developers, PM 37.5 mins AIS Tues-Thurs and Saturday ESL classes for parents, CEP Funding,</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>NYS ELA Test Results will improve BY 5%, EPAL Test Results will improve BY 5%, DRA Levels will improve BY 5%, ECLAS2 Levels will improve BY 5%, LAB Tests will improve BY 5%, Student Portfolios, checklists, running records, Reading inventories, Teacher Observation, Appropriate instructional materials, Student Portfolios, Running records, Reports, In-house Interim Improved NYS ELA test results will be improved by 5%</p>
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Subject/Area (where relevant):

MATHEMATICS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our Vision:</p> <ul style="list-style-type: none"> -To provide the Principles and Standards for Mathematical Highest Achievement by providing teachers with guidance as they strive for the continual improvement of mathematics education in their classrooms. -To continue the process of staff development in the use of innovative alternatives. -Instructional methodology in the area of Mathematics based on current research, student achievement and performance data. -To continue to provide a monthly pacing calendar that includes EDM (K-5) lessons and additional resources aligned to NYS Learning standards. -Provide lab sites on the balance math approach to teaching, such as, mini-lesson, independent/small group work, share and writing reflections.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Utilize our thinking maps initiative by CFN407 as a language of learning for their mathematical learnings and understanding -Math Coach and Math Curriculum Team will support our City's Math Frameworks & the continuation & implementation of an integrated curriculum -Principal & other administrators will continue working with the school leadership team to identify and train a cadre of P.S.33 teachers as well as provide nationally validated areas of using appropriate materials -Use of the workshop demonstrations, the targeted groups will build an understanding of and practice the "coaching-mentor" program -Continue to provide workshops on use of validated programs and materials to support inquiry-based learning -Provide opportunities for staff to attend conferences -Use of coaching / mentoring -Continue support of our after school programs -Work with staff to develop incentives to maintain consistent attendance -Lab sites to share best practices by classroom teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Mathematics Coach, Math Curriculum Team, Teachers, 4 Bank Street Teacher Leaders, LCI Consultant, Monthly Lab sites, Cambridge Consultants, Principal, Tax Levy, Staff Developers, Contracts for Excellence Funds.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Math workshops, NYS Math Test scores Increased by 5%, EVERYDAY MATHEMATICS SUPPLEMENTED BY MATH STEPS PROGRAM, Students test scores will increase by 5%, State Survey Math for 4th Grade, Student Portfolios, Classroom Test results, Students Reflections, Sign in sheets.</p>
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Subject/Area (where relevant): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our Vision: To continue encouraging and challenging students to reach the Science excellence required for good academic leadership required in the 21st Century. Develop the Concept Map Unit Planning as outlined in the region’s initiatives for Learner Center Initiative on Organizing Centers.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Teachers will use the Scope and Sequence to inform their instruction -Teachers will utilize thinking maps as a language of learning in their daily instruction -Teachers will use the City’s Macmillan Instructional Program -Teachers will find patterns & classify natural occurrences -Make trips to Zoo to study mammals or Botanical Gardens to explore & investigate ponds & show the diversity in them such as: insects, fish, frogs & other water creatures -Include the addition of Technology into the core curriculum in science
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers, 1 Science Clusters, Para professionals, School based staff, Tax Levy, Community Based Organizations, District Office 10, Contract for Excellence Funds, Grants, etc.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students collections of rocks, leaves, or insects, Projects, Experiments, Student participation in Science Exposition, Student pictures of different animals, Pictures taken on trips, Storytelling & listening about different types of life on our planet, Science Projects in all grades, Teacher made tests,, Science related student work on hallway bulletin boards and in classrooms. Science Fair participation, Sign in sheets, Displays, Teacher made tests ,Videos of our students at Science Fairs</p>

Subject/Area (where relevant): ARTS

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our Vision: To strengthen the connections within P.S. 33’s community using the arts as a bridge among parents, students, school staff, cultural sites, and community organizations such as LEAP, Dreamyards, New York Cares, Garde5 Fall Ballroom Dance, Music and The Brain Key Board Program, etc.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -By Staff development, programming and planning, a selection of purchase of materials, trips, exhibits, Assemblies, festivals, and fairs -Our Music Teacher will plan Programs promoting Grade Assemblies, Presentations for parents, other classes & community residents -Purchasing art resources and additional materials for projects -Trips to museums -developed Arts leadership team -expand arts into community -Provide individualized technical assistance to classroom teachers by providing workshops -Provide ongoing workshops that integrate arts with the core curriculum -Provide workshops on teaching strategies for music, dance, theatre & visual arts linked to NYS Standards -Establish a school standard for elements of a good Chorus program -Survey classes to identify musical offerings including choral music as part of a comprehensive survey of cultural arts -Arrange performances with other neighboring schools -Provide classes with arts specialists to support standards based performances & exhibits -Monthly assemblies, dance festivals, performances by P.S. 33 chorus, and dance club, & Video program
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax levy, Title I, NYC. Dept. Of Ed. Arts Program, Music and The Brian Program Funds, Visual Art Teacher, City Wide Arts Organizations, Artists, Parent Center at District Office 10, Music Specialist, Dance Specialist, Arts Organizations Conferences, Reading Materials Cultural Arts, Social Studies, & Science Coaches, Places of Interest to Visit, Bronx Artists, Bronx Cultural Sites, Ballroom Dance, Dreamyards, Arts Organizations, Parents Association, LEAP After school and holiday Program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student paintings, Student made Bulletin Boards, Student made Book Projects on hallways Student made Art Projects on hallways, in classrooms, in the District and Principals office, Art Material, Assemblies, Performances at St. James Park, Lehman College, Sears, our Annual Health Fair, and Grade Assemblies, Scheduled meetings to discuss attended workshops, After schools try – outs, Saturday Choir practice, Chorus Club performances, Dance Club Performances, Grade Assemblies,</p>

Subject/Area (where relevant):

SCHOOL LIBRARY/MEDIA SERVICES

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our Vision: To collaborate with planning between library/media specialist and teachers to design units of study that utilize the print and electronic media available in the school's library media center with increased access to the print and electronic media available in the school's library media center.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Through Library collection developed around curricular needs. -Daily open access to the library media center. -Common planning between teachers and library media specialist. -Quiet, safe atmosphere -Student work can be seen -Parent involvement, with resources for them, communication with them, and volunteering by them.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>N/A</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Planned units of study, Displayed student work, Increased usage of the library media center and its materials (as evidenced by a library log), Observation, increased usage, student work displayed, Students engaged in reading, researching and quiet conversation.</p>

Subject/Area (where relevant):

TECHNOLOGY EDUCATION

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our Vision: To encourage the study of the development of technology and its relations with society and culture.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Technology coordinator will work closely with classroom teachers to coordinate regular classroom assignments for students, remedial work, enrichment activities & interdisciplinary projects. -Through a variety of software & CD ROM capabilities, students will retrieve information & create a multimedia presentation of their findings. -Students will use technology to identify areas of deficiency in the basic skills of math, science, & language arts to guide them through activities designed to eliminate these deficiencies. -The impact on learning & student benefits resulting from our technology plan includes: <ul style="list-style-type: none"> -Identifying students' needs & providing remedial activities. -Provide after school courses for school based staff on integrating technology into all areas of curriculum. -Provide professional development through technology Coordinators to implement curriculum based projects in classrooms. -Monthly professional development for school technology in the latest technologies -Support technology liaisons for training by assigning a technology staff developer position

	<ul style="list-style-type: none"> -Enhance internet access & streamline technology resources in all classrooms by building school wide LANs -Infuse technology goals within each class using our schools' CEP -Headsprout
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Technology teacher, Tax Levy, All Professional Staff, Borough Presidents' Grants, Staff Developers
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Number of Computers, Projects, Newspaper, Student Work Samples, Workshop sign in sheets, Tax Levy, Student Portfolios, Monthly Bulletin Boards, Class Projects, Students RLBY increase 3-10

Subject/Area (where relevant):

HEALTH EDUCATION

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Our Vision: P.S. 33 will be focused in the school year 2010-2011 towards increasing comprehensive health services/health education to students, their families and school staff.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> -Accredited teachers share and create lesson plans involving specific AIDS awareness data with staff, students and the community. -Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services -Guidance Counselor intervention due to teacher/ staff referral
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Accredited Teachers, all Professional Staff, Health Coordinator and staff, Guidance Counselor and staff
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Observation, student work, planned units of study, Health Office records, Surveys, Questionnaires, Logs of Guidance and Auxiliary Staff, Logs of Guidance and Auxiliary Staff, surveys, questionnaire

Subject/Area (where relevant):

FITNESS AND PHYSICAL EDUCATION

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Our Vision is: To incorporate the Physical Best Standards.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> -Utilize the Physical Best Standards -Develop lesson plans in coordination with staff to promote good health. -Physical Education teacher and support staff create and conduct activities and ensure communication with other schools and the community,
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Physical Ed teacher, selected support staff, outside school staff, parents and community leaders</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased enrollment in after-school sports programs, observation, surveys, questionnaires Increased participation during in-school physical activities and physical education classes., Competition with other schools during intramural sports programs Increased parental involvement in after-school sports programs; International Games Day</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), 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	70	70	N/A	N/A	10			
1	77	77	N/A	N/A	11			
2	77	77	N/A	N/A	52			
3	80	80	N/A	N/A	8			
4	115	120	62	32	15			
5	74	86	30	30	12			
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. This status may be determined by the student’s performance on the ECLAS2 or other credible assessments.
- 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.).
ELA:	<p>-Our Academic Intervention program is held Tuesdays-Thursdays in the PM 2:20-3:10 PM serving our K-5 student population. We have a ratio of 1 teacher for every 10 students in General Education classrooms and 1 teacher for every 5 students in Special Education. In addition we provide one to one tutoring and smaller groups for students that require this format. ELA/ AIS programs we implemented are as follows: programs:</p> <p>-Grades K-2 Receive Explode the Code and Wilson Foundations, Headsprout Reading Interventions, Reduce Class Size-push in; Avenues for ESL, Early Childhood Music and The Brian Keyboard Literacy program.</p> <p>-Grades 3-5 implements Goals and Kaplan ELA & Math Advantage. In addition, we also incorporate a special technology program called Head sprout and Wilson program for our Special Ed. students at risk, Kaplan Spell Read (grades 3-5), HeadSprout. Test grades 3-5 implement test taking strategies based on analysis of test data and the needs of students. We incorporate the use of technology by using Smart boards; study Zone.org for specific skills and strategies, which also include student individual assessments. We also have a daily push in program in which experience staff personnel work with a small groups of students.</p>
Mathematics:	<p>Our Academic Intervention Program for Mathematics is held Tues-Thurs in the PM 37.5 mins @ 50 mins sessions serving our K-5 student population. Focus in Mathematics for Grades K-2 Math attack, Grades 3-5 Math Navigator. We also incorporate the use of math manipulatives and real world strategies and skills. Some of the additional program used are, Continental Press Math, Buckle Down Math, Options, during the school day, before and after school, Saturdays, in groups, guided math, one to one (1-5, 1-10) (4th grade) 1-15 (3rd-5th grade). Our testing grades 3-5 incorporate a test prep session utilizing Options, comprehension connections and focus programs.</p>
Science:	<p>Science AIS includes providing additional instruction regarding scientific problem solving skills, thinking skills so students can formulate questions, hypothesize answer, develop experiments, record data, and draw conclusions. Provided through the use of comprehensive Assessment, Primary Source, Gems in group, small group, and Science specialty teacher Mr. Ronelus.</p>
Social Studies:	<p>Social Studies AIS include providing additional instruction to build a body of knowledge from grade to grade to sharpen geography skills, map reading, reading, writing and speaking skills, to use nonfiction materials Provided through, comprehensive Assessment Rosen in small groups, one to one (1-5, 1-10) (4th grade) 1-15 (3rd- 5th grade)</p>
At-risk Services Provided by the Guidance Counselor:	<p>Support services include two guidance counselors Ms. Pagan (Pre K – 2nd grade) and Mr. Weisel (additional guidance counselor for 3rd- 5th grade). A comprehensive guidance program that promotes students’ academic and social development.</p>

At-risk Services Provided by the School Psychologist:	Completes psycho-educational evaluations, participates in the IST/SIT meetings, Instructional support Team, Student Intervention Team to develop interventions and strategies to assist in developing the academic and social/emotional needs of students. At risk. Also provide counseling and develops IEP's to tailor the academic needs of students.
At-risk Services Provided by the Social Worker:	Conduct social histories with parents, Observes students in the classroom environment, writes supportive interventions for teachers in terms of how specific academic and behavioral issues in school. Also counsels students that are at risk, also attends IST, SIT meetings, and assist in developing IEP's
At-risk Health-related Services:	SAPIS person provides students with information and counseling pertaining to medical health/drug counseling. He also assists in the social and emotional growth of our students that require additional assistance.

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

NCLB/SED requirement for all schools

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

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

Type of Program: ___ Bilingual ___ ESL x Both **Number of LEP (ELL) Students Served in 2010-2011:** 347
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Each time a student enrolls at P.S. 33 parents complete a Home Language Identification Survey at the time of registration. Forms are reviewed by a trained school official, ESL Certified Teacher and or Bilingual/ESL Supervisor to determine the student's eligibility for the LAB-R (Language Assessment Battery). If the responses on the Home Language Identification Survey indicate that a language other than English is spoken in the child's home, the LAB-R is administered to the child within ten days of registration. Once the LAB-R has been hand scored and reviewed by our ESL staff, parents are notified in writing if their child is identified as an English Language Learner (ELL). We also test our incoming kindergarten students with an in house assessment for placement. If a student is eligible for ELL services parents are invited to attend an orientation session during which they receive information about the programs available at the P.S. 33 school building. This meeting is conducted 2 times in September, 2 times in October/November and throughout the year in an as needed basis. For those parents that do not attend, we have established parent outreach incorporating the assistance of our Family worker, Parent Coordinator, and PA President as well as classroom teachers. P.S. 33 currently offer's three instructional programs for English Language Learners: a Transitional Bilingual Program, ESL Self Contained and a free standing English as a Second Language (ESL) program. Once parents make a

selection, the ELL student is placed in one of the three programs in accordance with the student's level of English proficiency. In order to ensure that parents return the programs selected form we reach out by assigning the Family worker, Parent Coordinator, various school aides to call parents or meet them during AM or PM dismissal. We also provide assistance for parents to complete the application, after viewing the Chancellor's Orientation Video for Parents of English Language Learners. As a result of our Data, 32% of our parents select Transitional Bilingual, 63% select ESL, 5% non responsive. To thrive for 100% parent input, our family worker makes house visits. Based on our data our school and family trends dictate that we maintain bilingual/ESL programs. This year we continued our ESL self contained classes to better provide our ELL students with instructional needs. We are also looking and researching into the possibility of creating a Dual language class for our incoming Kindergarten students as parents have expressed an interest in the Dual language program. Since we do not currently offer that program, we do provide parents with a list of neighboring schools that do.

Transitional bilingual classes are organized by grade. We currently have a Kindergarten, we have a Grade1, a second grade, a 3rd grade and a bridge grade4/5th grade Bilingual class, with a certified Bilingual teacher. The programs provide academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40-45 % of their time in English Language Development and the remaining time is utilized for instruction in their native language. Students that are at the beginning and intermediate level of English proficiency receive 360hours of ESL to enhance their development of English proficiency. Students at the advance level receive 180hours of ESL. This is developed and planned through the use of differentiated instruction and incorporating various forms of ESL methodologies. Once a student reaches the proficiency level, he/she is transferred and mainstream into monolingual classes.

English as a Second language programs all academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students' placed in this program receive all their instruction in English, ongoing support is provided to better serve their needs. We currently have Three ESL self contained classes, one in the 2nd grade, one in the 3rd grade and one in the 4th grade. We have certified ESL teachers for each class. In addition students whose parents excess the option of withdrawing them from the program receive ESL services from 2 out of classroom certified ESL teachers that push in and or pull out ELL students that are in monolingual classes and provide services according to the needs of the students. Our Bilingual classes implement our school wide Balance literacy curriculum and pacing calendar utilizing ELL/ESL New York City/State standards.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies). P.S.33 Literacy program is based on the Comprehensive Approach to Balanced Literacy. This approach has effective teaching practices that help students become powerful readers, writers and speakers. In addition we have school wide curriculum and pacing calendars for each grade, TC units of study and Standard alignment in both ELA and ELL state standards. Our Morning AIS focus on the needs of our ELL students in enrichment of vocabulary, reading comprehension and phonics. This program allows our ELL students to receive intensive small group and or individual instruction based on their needs. . Programs utilized are Avenues, Reader Theater and Balancing Reading and Language learning in teaching English Language Learners. A Comprehensive Approach to Balanced Mathematics is utilized in our school. We have curriculum plan and pacing calendars for all grades. Within this program we provide our Bilingual classes with Everyday Math program in Spanish that includes differentiated instruction, use of manipulatives and real world concepts. Additional support for all English Language Learners is offered through our after school program and Saturday academy. The mission of the Bilingual/ESL program is to support our teachers as they work to enable each of our limited English Proficient students to develop the linguistics, cognitive and cultural skills necessary to succeed in our school and beyond. Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL programs goals and models and the uses of native language and English in bilingual and ESL programs, and plan native language literacy program based on our Literacy Frameworks.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. In addition to our PM AIS 37.5 mins (50 mins Tues-Thurs) we also have our CBO LEAP Project Arts After school Program that allows our ELLs to develop further English language development through the arts of music, art, creative writing and sports; basketball and soccer. We also have Dream yards for the other grades.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. We conduct monthly parent workshops that provide insightful information to assist their children at home. We conduct meetings for our ELL parents of students that are new to the school to advise them of the options offered in the school as well as throughout NYC. This year we have initiated a school wide monthly parent teacher conference of which teachers complete a progress report for every student in their class and meet with the parents to discuss students' strengths and needs. In addition we provide a monthly calendar listing school activities and of course inform parents of important events by letters written in both English and Spanish. Our Parent Coordinator is always available to help and assist parents that are in need of assistance regarding their child's education or outside resources. Such as Immigration, Social emotional needs of both student and family. We also provide Saturday ESL classes for Parents to learn the English language and baby sitting service. This allows parents to further assist their children. In addition our principal conduct bi monthly meetings with parents to discuss any issues or concerns they have. (Teatime with the Principal). In addition, we also have our Bi-Monthly Progress Report and Goal Setting Meetings with our families. In addition, we also provide various workshops to our parents on the Seven Habits for Social Emotional Development.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. Students that are newly enrolled in our school are welcomed in a positive manner parents meet with the parent coordinator to discuss the school's program, procedures and expectations. Students are placed in a classroom greeted by the teacher in a welcoming manner and immediately paired with a buddy. If the student is experiencing difficulty in adjusting we provide counseling for the child and extend meetings to the family.
- IV. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies. A key vehicle to updating the quality of service and programs for ELL students are the ongoing weekly meetings of the Bilingual/ESL supervisor and coaches, facilitated by the staff from the ESL/ Bilingual classes as well as the Supervisor and the Empowerment staff. The purpose of these meetings is to review regulations regarding the testing and identification of ELLS, to discuss and revisit and clarify Bilingual/ESL Goals, program models and to explore assessment strategies. We also focus on differentiated instruction, ESL methodologies that work and pairing and grouping students. In addition we have a Bilingual/ESL Book study group of which we use Mary Cappellini's book "Balancing Reading & Language Learning; A Resource guide for teaching English Language Learners, K-5". This book focuses on key elements to help bilingual and ESL teachers learn various forms of instructional strategies and assessment tools to instruct English in English Language Development. Staff is also sent out to various Professional Development workshops offered by the DOE. We have staff members that have been trained in QTEL and Literacy Leadership institute for English Language Learners.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs. In addition to all the support services mentioned to support our ELL's, students with special needs receive additional services from a license Certified Bilingual teacher in either small group or individual instruction. We also provide counseling for students in need of this service. Our unique staff also goes beyond their regular duties and work with students during their prep time providing individualized instruction for new arrivals and or students at risk.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

The Bilingual classes use a variety of summative and formative assessments to assess students' level in their native language. Teachers create exams, have students go through the writing process in their native language, and provide students informal and formal quizzes in various subject matters in their native language. In addition the school implements EL SOL (El Sistema de observacion de Lecto-escritura) as a formative tool to assess students in their native language.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011

School Building: P.S.33 District 10

List the FTEs in your school in the Bilingual I Education and ESL programs in the appropriate column.

Number of Teachers 2010-2011				Number of Teaching Assistants		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
7	7	0	0			1 5

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2008-2009 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language

program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 347 LEP 697 Non-LEP

Number of Teachers 19 (including sp needs with bilingual certificates) **Other Staff (Specify)** 1 Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

P.S.33 offers Extended Day Academy for our English Language Learners and immigrant students. This program is offered to ELL students in Grades 3-5, 102 students requiring additional tutoring in English proficiency, reading, writing, listening speaking and Mathematics. The Extended program will be for 25 weeks, two hours three days a week. Students in this program will be serviced by 5 fully certified teachers. In addition we have a Saturday Enrichment Program for our ELL students. This program also offers additional support for our ELLs. We use an ELL/ESL literacy program ‘Avenues’ and Getting Ready for NYSESLAT and Beyond. We also have incorporated a Technology program focusing on writing, reading and listening skills.

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.

Our teachers attend professional Development sessions offered by the Department of Education and Programs offered by the Office of English Language Learners. Teachers have attended QTEL, An Inquiry into aligning NLA Instruction and Assessment, Increasing vocabulary skills and workshops on ELL/ESL Standards. In addition our Bilingual Supervisor has attended Monthly Conferences of the leadership Institute for English Language Learners and has turnkey professional Development to the staff. We also have a Book study club that meets bi-monthly to discuss share and implement strategies of the author, Mary Cappellini’s book ‘Balancing Reading & language learning’; a resource guide for teaching English Language Learners, K-5. We also conduct professional Development meetings for our Bilingual and ESL staff to review and clarify city, state and federal mandates and regulations. In addition, we provide professional Development and workshops for our Bilingual and ESL teachers focusing on Data Assessments of LAB-R & NYSESLAT exams to enable teachers to create individual instruction, differentiated instruction that focuses on language growth, concepts, and content skills.

Form TIII – A (1)(b)

School: 10x033

BEDS Code: 321000010033

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	39,100.00	Bilingual para, Winter after school-per-session Mon & Fridays 2: 30-5:30 PM
Purchased services such as curriculum and staff development contracts		
Supplies and materials	8,240.00	Options , libraries and Avenue instructional materials
Travel		
Other		
TOTAL	47,340	

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.

Goal:

- To communicate whenever possible 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. We will utilize our family worker, guidance counselor and the 95 % Of our staff to present information to our second language learners' parents.
 - We will also provide our parents with their monthly progress report of their child's progress in both English and Spanish
 - We will provide translation services to our families at all times
 - We will utilize the translation and interpretations hotline for additional translation services other than Spanish and French.
1. We believe in research based practices and programs such as Balance Literacy and Everyday Math will meet the needs of our students. Our teachers who are trained in Balance Literacy will utilize the Literacy Frameworks and Everyday Math Program to implement instructional practices that meet the needs of her students. Teachers will also collect data, analyze and use to drive their instruction.
 2. We believe that teachers should be provided with high quality professional development. We will continue to utilize our funding sources to provide appropriate workshops, Labsites, coaching and mentoring for our teachers, family worker, guidance counselor, parent coordinator, etc.
 3. We know that early childhood programs such as pre-school/ Pre-Kindergarten is the foundation for our early childhood education. Therefore, we have developed Summer School Pre-Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we will be adding an all day Pre-Kindergarten class to our learning community. Teachers, para-professionals and parents will receive various professional development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing **Cambridge Common Priorities Toolbox Cycle for Teaching and Learning** -strategies for careful lesson planning of lessons that align with standards which reflects Bloom's Taxonomy and academic rigor in the thinking curriculum. They will learn how to formulate Essential Questions and Topical Questions.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We conducted various needs assessment utilizing the NYStart/ARIS Report, ECLAS2, DRA, NYSESLAT, Princeton Review, ATS-Attendance, students' questionnaires, parents' questionnaires, staff questionnaires, etc. to gain information on the performance of our students in relation to the State Academic Content and Student Academic Achievement Standards. We developed various strategies to address the needs of our students based on the data. We noticed that our students need more learning experiences that aid with their prior knowledge to gain a deeper understanding of their world. Students also need more prior knowledge on non-fiction topics, vocabulary development and mathematical experiences for problem solving. This information is presented to our families through our school wide Monthly Progress Report Card Day in both English and Spanish. Also, we have staff members who speak French and Arabic. We also utilize the DOE Translation hotline as needed. All communication is done in both English and Spanish 95% of our schools staff speaks both in English and Spanish. Workshops are also provided in Spanish.

4. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. Since our school is a data driven learning community, we are involving all staff to look at data, analyze and plan for instructional implications that will address needs and refine strengths. The following is our School Wide reform strategies:

- Engage all staff to assess, collect data, analyze data and develop action plan on a monthly basis, executing action plans through careful lesson planning and differentiated instruction.
- Provide ongoing professional development such as Labsites, Coaching, Mentoring, Team Teaching, Workshops, etc.
- Provide AIS services for students during 37.5 mins (50 mins sessions Tues-Thurs).
- Provide AIS push in and pull out services for all students at risk.
- Collaborate with CBO's to provide various resources for our students such as LEAP Project ARTS , Ballroom Dance, Dreamyards, Positive Behavior Interventions Support (PBIS), New York Cares Organization (Character Education and Citizenship), Boy's Scouts, New York Junior Tennis League, etc.
- Provide enriched and accelerated curriculum and programs such as Everyday Math, Month by Month Phonics, Balance Literacy/Literacy Frameworks, Options, etc.
- Provide student support services such as regular visits by family worker to homes of students whose attendance are not 92.5 %, counseling by our Guidance Counselor, School Psychologist and Social Worker.
- Provide various extra-curricular activities to improve attendance and academic performance such as, LEAP, Boys' Scouts, Chorus Club, Science Club, Art Club, etc.

5. Parents Bill of Rights and Responsibilities are posted at the front entrance of our school building in the following languages French, Spanish, Haitian Creole, Italian, Polish, Russian, Tagalong, Kashmir, if oral interpretation is needed a number has been provided where someone will translate in the language needed. Since our school is a data driven learning community, we are involving all staff to look at data, analyze and plan for instructional implications that will address needs and refine strengths. The following is our School Wide reform strategies: As stated before, we will use the following approaches to improve our school and give monthly feedback to our parents

- Engage all staff to assess, collect data, analyze data and develop action plan on a monthly basis, executing action plans through careful lesson planning and differentiated instruction.
- Provide ongoing professional development such as Labsites, Coaching, Mentoring, Team Teaching, Workshops, etc.
- Provide AIS services for students during 37.5 mins (50 min sessions Tues-Thurs).
- Provide AIS push in and pull out services for all students at risk.

- Collaborate with CBO's to provide various resources for our students such as LEAP Project Arts, New York City Junior Tennis League, NYS-PBIS, New York Cares Organization (Character Education and Citizenship), etc.
- Provide enriched and accelerated curriculum and programs such as Everyday Math, Month by Month Phonics, Balance Literacy/Literacy Frameworks, Wilson, Options, etc.
- Provide student support services such as regular visits by family worker to homes of students whose attendance are not 92.5 %, counseling by our Guidance Counselor, School Psychologist and Social Worker.
- Provide various extra-curricular activities to improve attendance and academic performance such as, LEAP, Boys' Scouts, Chorus Club, Science Club, Art Club, etc.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The principal and staff will call up the number provided at the bottom of the Parents Bill of Rights and a translator will be provided for whatever language is needed to assist with documents that need to be translated in addition to verbal translations.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$1,044,470.00	195,049.00	1,239,519.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,445.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,950.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$52,224.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$19,267.00	
6. Enter the anticipated 10% set-aside for Professional Development:	\$24,000.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,403	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 97.6%
9. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. We are currently ensuring that teachers are pursuing their additional master's within the area that they are teaching. This will give them an opportunity to meet the certification requirements. Also, these teachers will be supported by being provided with tuition reimbursement for their course work that will motivate them to quickly accomplish their requirements in a timely manner. We are also providing these teachers with various in school professional development, Lab sites inter-visitation, inter-school visitation and Network professional development. These teachers are also observed informally at least once a week and are given immediate feedback on how to improve their practices and the learning of their students.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PARENT AND COMMUNITY ENGAGEMENT

Goal(s): To ensure that parents actively participate in collaborative decision making and consistently work with the school community to make our school accessible and a welcoming place for families.

Key Indicators of Success: Parent participation at school activities such as School Leadership Team meetings, selection of staff, attending to parent teacher conferences, assemblies, nutrition committees, Title I parents’ Advisory meetings, budget meetings, corrective action meetings, etc.

Our parents participate with our School Leadership Team. Half of our School Leadership Team is made up of parents. They have been given the responsibility of participating in collaborative decision making to assist the school community in achieving its goals. In order for parents to be equal partners in this progress, intensive professional development is needed to introduce parents to a new type of school management approach. Additionally, knowledge of terminology and CEP content is essential in order for parents to possess the confidence and skills to be an effective team member.

With the advent of increased parent participation and leadership team, we realize that we need to support parent members on the leadership teams either through training or through facilitation at team meetings. We are also interested in strengthening our parent volunteer program and will work to link parents and volunteers to our school’s literacy and math efforts.

Implications for the Instructional Program: P.S.33, along with the Parents Association and the inclusion of a teacher representative has established more parental involvement. We offer workshops to parents related to the standards, the curriculum and testing. We will support the development of parental skills that will give parents information and strategies in how to work with their children. To help us be more supportive and available to address day to day issues, we have our Family Worker, SAPIS coordinator, S.B.S.T., Parent Coordinator and Guidance Counselors that will address any parent issues that arise and will help them to resolve these as expediently as possible.

We continue to support the accountability systems that have been developed for the Parents Association. At the beginning of each school year we address and go over the procedures with the Parents Association members for financial planning and spending, purposeful fund-raising, etc. Guided assistance is also provided to maintain compliance and to ensure financial documents are completed and submitted in a timely manner. We will also continue our work with the Parent Advisory Committee. We have incorporated in our budget a percentage of Title I funds to support many activities.

For School Year 2010-2011
Our School Parent Involvement Policy

It is important that families and schools work together to help students achieve high academic standards. We communicate regularly with parents about their children's progress in school by scheduling monthly progress report conferences. We attach suggestions prepared by the teachers to the progress report to improve parent's capacity to help their children with their school assignments and reinforcement of skills in different subject areas. We program many workshops for parents on test taking skills, how to help their children with reading and math, how to do research projects, and other school assignments.

We invite parents to actively participate in collaborative decision making and consistently work with the school community to make our school accessible and a welcoming place for families. We encourage parents to provide a quiet time and place for homework and to monitor their children's TV viewing. We encourage parents to read to their children and encourage them to read every day from 20 to 30 minutes. We work with parents to ensure that their children attend school every day, gets adequate sleep, receive regular medical attention and receive proper nutrition. We invite parents to participate at school activities such as School Leadership Team meetings, selection of staff, attending to parent teacher conferences, assemblies, nutrition committees, Title I parents' Advisory meetings, budget meetings, corrective action meetings, etc.

Parents in our school promote children's good behavior by sponsoring a Student of the Month program. Each class selects a student with good attendance, good behavior, and good study habits. The Parents Association takes their pictures and prepares a Bulletin Board for every month. They sponsor trips, and/or a special ceremony for those selected students. In general, it is our school policy to increase parental involvement and to have better communication with parents. Increasing team/committee work among staff, administration, and parents is an initiative that renders great benefits to the smooth operation of our school. It increases the effectiveness of all our educational programs, improving our students' achievements, upgrading the delivery and alignment of instruction and improving our school image.

The school and home is a partnership in the educational process of the students' learning. Parental involvement is a necessary and important part in the education and development of our students.

At P.S.33, we are very proud of a **Parent Compact** that was updated and designed in September 2010 with input from parents and Students. We, as a community, felt that it was important that families and school work together to help students achieve high academic standards. Through this process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we, as partners will carry out to support student success in school and in life.

Teachers, Students, and Parents, at P.S. 33, are asked to agree to the following School commitment contract. At P.S.33, we recognize the value of parental input and pursue a policy of frequent communication and involvement. Through a process that includes teachers, families, students and community representatives, we agree to inform parents about School Programs. We encourage active participation in their children's school and education. We involve parents in all our school initiatives, provide them with literacy and math training and test taking strategies. In turn, they work with their children at home to raise student achievement. We also set up monthly Progress Report and Goal Setting meetings for our parents. Teachers are released for 1.5 hrs to meet with each parent on their child's progress and goal setting. The parent is given a hard copy of their child's progress report. This opportunity gives our parents more information and strategies on how to better support their child at home and in school.

Increasing parental Involvement and participation is our priority and extremely important in all school activities and decision making. We are grateful for our dedicated Parents Association (PA), who are exceptionally active in all school events and tremendously supportive of the well being of our students. P.S. 33 offers additional opportunities for parents to participate in the life of the school through volunteering, sponsoring programs to benefit families and enhancing students' school experience. All parents are welcome and are encouraged to participate. All information sent out to parents is distributed in both English and Spanish, such as: school events, training activities, and school

information (e.g. registration forms and deadline dates). The Parents Association meets regularly with school officials to discuss current programs and future plans and to make comments and suggestions.

It is our vision to continually increase parental involvement and to have open communication with parents. In addition, increasing team/committee work among staff, administration, and parents is an initiative that renders great benefits to the smooth operation of our school. It increases the effectiveness of all our educational programs, improving our students' achievements, upgrading the delivery and alignment of instruction and improving our school image.

Special Programs:

P.S. 33's Parent Association was formed to strengthen relationships between home and school. Volunteer opportunities for parents include forming food drives for different centers in the community, providing student incentives, chaperoning field trips, graduation parties for Kindergarten and Fifth grade students, tutoring before and after school and classroom assistance.

Professional Development:

- Assist in establishing relationships and partnerships with parents and families
- Enable teachers to identify and use community resources to foster student learning

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 33's Parent Compact

At P.S.33, we are very proud of a Parent Compact that was designed with input from Staff, Parents, and Students. We, as a community, felt that it was important that families and school work together to help students achieve high academic standards. Through this process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we, as partners will carry out to support student success in school and in life.

Teachers, Students, and Parents, at P.S. 33, are asked to agree to the following Parent / School compact.

Staff Pledge

I agree to carry out the following responsibilities to the best of my abilities:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.

- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning. (30 minutes for grades 1 – 3 and 60 minutes for grades 4 & 5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and our school colleagues to make our school accessible and a welcoming place for families.
- Provide necessary assistance to parents so they can help their children learn.

Student Pledge

I agree to carry out the following responsibilities to the best of my abilities:

- Come to school every day ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching.
- Respect the school, classmates, staff and families.
- Complete my studies and homework every day.

Family Pledge

I agree to carry out the following responsibilities to the best of my abilities:

- Provide a quiet time and place for my child to do his/her homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K – 3 and 30 minutes for grades 4 & 5)
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school activities such as school decision making, volunteering and/or attending parent – teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Our Needs Assessment is the **foundation** of our school's comprehensive educational planning, as well as a requirement under the **NO CHILD LEFT BEHIND** act. We systematically engage in this process to assess the effectiveness of instructional programs and educational strategies in supporting students towards meeting challenging State and City content and performance standards. This helps us to determine educational and instructional areas that need to be improved.
We continue to engage in ongoing needs assessment, using a systemic school review procedure, beginning with the assessment of student achievement data. Determining our students' needs is critical because it informs the teaching and learning process of each student. This begins with a desegregation of data of standardized test scores so that we can determine school gains in overall performance on specific reading and math indicators. We will also be able to determine the number and percent of students at/above the grade level. We will be able to see individual student progress from one year to the other as well as examine implications for target services for students performing below level. We will continue our support for our ELL and SETSS students as well as support overall program planning.

Our School Leadership Team is responsible for determining the educational needs of our students and for the development of our school Comprehensive Educational Plan. This school based process is facilitated by our school Principal, UFT members, and the DC 37 delegate. Our plan is written and revised by our Leadership Team and is sent to the Region Office for revision and approval. We, at P.S. 33, take a "**data-driven**" approach to improve our students' performance using various measures to identify and address student weakness and target areas for growth on a continuous basis. We have identified and selected a set of measures that is used to:

- Identify and address school-wide weaknesses.
- Identify and assist individual students or groups of students in need of special help.
- Identify and assist teachers who need additional support and monitor progress.
- Track progress toward concrete and challenging goals.

Because we understand the importance of the emphasis placed on the progress of students in the bottom quartile, we will continue monitoring the academic progress for all students to ensure that they are meeting State content and Chancellor Performance standards. A student profile will continue to be maintained for each child, which will include the results of standardized norm referenced and teacher made tests. We will also be able to do project based assessment results, student writing samples, the results of school test simulations, early childhood checklist, and student self assessment with teacher conference notes.

2. School Wide reform strategies that:

- Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- Use effective methods and instructional strategies that are based on scientifically-based research At P.S.33, we will continue with our plan providing **Academic Intervention Services** to help our students who need help.
- AIS is made available to students who score at levels 1 and 2 on standardized test who do poorly on local tests in grades where there are no state tests.
- Summer school and AIS are offered to students requiring additional help.
- Parents are informed if a child is eligible for AIS(teachers continuously consult with these parents throughout the semester).
- Encourage teachers to prepare action plans based on the results of the diagnostic tests to meet the academic needs of their students.
- Address the needs of all children in the school, but particularly the needs of "at risk" students who are not meeting the State academic content standards. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Student support comes from the office of Guidance, Family Worker, and SAPIS Coordinator as well as from all staff members at P.S. 33.

It encompasses health and health education services, a number of prevention programs to address the needs of "at-risk" students and their families, and physical education programs. We deal with many social services and government agencies including the Bronx Borough President's Office, Administration for Children Services, NY Police Department, and Student Outreach Programs such as "LEAP". These agencies provide a wide host of social and medical services.

Health

We will continue coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2010 – 2011 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a Physician who comes at different interval during the school year. We also have a Dental office that provides dental services to the community. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization. Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services

Prevention

An important means of supporting students' needs at P.S. 33 is with our school guidance counselor (funded through tax levy). Guidance plays an important role in the total educational environment, and is developmental. This is a ladder that begins in kindergarten and continues through 5th grade. Mirroring The NYC Department of Education's program, our program continues to be implemented by our professionally certified counselors who work with both the general education and special education population. Our Guidance counselors assist students in strategies to help them gain understanding of him/her. We involve all professional personnel, parents, and the community in the guidance programs, to help students understand the relationship between work and education and develop and incorporate new initiatives to meet the changing need of the students, parents, and the community.

Other major prevention initiatives are summarized below:

Since our school is a data driven learning community, we are involving all staff to look at data, analyze and plan for instructional implications that will address needs and refine strengths. The following is our school wide reform strategies:

1. Engage all staff to assess, collect data, analyze data and develop action plan on a monthly basis, executing action plans through careful lesson planning and differentiated Instruction, provide ongoing professional development such as Lab sites, Coaching, Mentoring, Team Teaching, Inter class and School Visitations.
2. Provide professional development on ACUITY and ARIS to train teachers how to analyze data to guide instruction.
3. Provide AIS services for students during 37.5 minutes in PM Tues-Thurs 2:20-3:10 PM
4. Provide AIS push in and pull out services for all students at risk.
5. Collaborate with CBO's to provide various resources for our students such as LEAP Project Arts Program, New York City Junior Tennis League, New York Cares
6. Organization (Character Education and Citizenship), etc.
7. Provide enriched and accelerated curriculum and programs such as Everyday Math, Month by Month Phonics, Balance Literacy/Literacy Frameworks, Wilson, Options, etc.
8. Provide students support services such as regular visits by family worker to homes of students whose attendance are not 92.5%, counseling by out Guidance Counselor, School psychologist and Social Worker.
9. Our Guidance Counselor and Family Worker conduct an **Attendance Improvement Program**. The goal of the program is to enable our school to provide intensive services to students and families with regard to school attendance and academic improvement. This program continues to be a school-wide project, and all students are eligible to receive program services.
10. The Substance Abuse Prevention Program uses numerous activities to support the kind of safe and drug free school and environment children need to excel academically. SAPIS use literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs, as well as how to get in touch with their own feelings. Classroom lesson in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self esteem to thwart the peer pressure that might lead to drug experimentation. Both group and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future. Parenting workshops enable parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, and poster/essay contests, thus helping to eliminate some of the negative elements in the community.
11. Provide various extra-curricular activities to improve attendance and academic performance such as, Multi-cultural Dance Festival, basketball, Tuesday Tennis, Boys' Scouts, Friday clubs (Chorus, Drama, and Dance), Science Club, Art Club.
12. We continue to focus on improving the state of our physical education programs with a view toward improving and enhancing opportunities for students. School wide tournaments continue to be implemented in basketball, softball, and tennis.

3. School Wide reform strategies that:

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

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

c) Instruction delivered by highly qualified staff.

Our teachers are highly qualified and trained in Balance Literacy Practices focusing on integrating the content areas such as Science and Social Studies into their daily Reader's Workshop, The Writer's Workshop, Word Study/Vocabulary Development, Genre Studies, Shared Reading, Guided Reading, Interactive Read Alouds, Independent Reading, Buddy Reading, Literature Circles, Author's Study, Model Writing, Guided Writing, Shared Writing, Usage of Mentor Texts and Authors, Exemplars, Development of Criteria Charts, Rubrics, Readers' Notebooks, Writer's Notebooks, Writing Folder's, Writing Process, Portfolios, Everyday Math and Peer Review . We have four full time certified ESL classroom teachers. Bilingual staff and monolingual English teachers who have receive specialized professional development in the area of native language instruction. Staffs responsible for the delivery of instruction LEP student have attended workshops with literacy Aussie Consultant who works with year 1-5 teachers once per week for 30 weeks in the school year. Stude4nts with Disabilities' teachers are trained to utilize the Wilson program. Ongoing professional development is offered to Class Room Teachers, Principals, Assistant Principles and Paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards.

We believe that teachers should be provided with high quality professional development. We will continue to utilize our funding sources to provide appropriate workshops, Labsites, coaching and mentoring for our teachers, family worker, guidance counselor, parent coordinator, etc.

- Weekly common planning meeting facilitated by Literacy/Math Coaches, Reading specialty teachers, F-Status Support staff and Administrators.
- Expanded Data Inquire Team
- Administrative Mentors
- Two Bank Street teacher leaders
- Weekly Labsites utilized to develop teachers best craft.
- Literacy and mathematics coaches to help teachers develop their craft through cycles of coaching, mentoring, ect.
- Various learning opportunities for our teachers to attend workshops: QUTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
- Mentor/mentee program, for first and second year teachers.
- We created professional development focused around designing social studies integrated curriculum.
- Principal Coach, Teacher's Coach
- Workshops on Differentiated Instruction & Questioning Techniques
- Kaplan Spell Read PD
- PB IS
- Pilot Monthly Data Days for 2nd Grade
- Lunch and Learns
- Retreats with Leadership Academy-Planning
- CFN # 407 PD's
- Outside Workshops

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 School Wide Program to meet the State's student academic standards and strategies to attract high-quality highly qualified teachers to high-need schools.P.S.33 is determined to continue to deliver the utmost comprehensive professional development plan for teachers who strive for high standards in their

professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

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

OBJECTIVE CHALLENGE: To continue seeking parental input and support by increasing positive interaction between home, school, and community.

THE SOLUTION: We will continue implementing and encouraging an atmosphere where parents and educators work together towards student improvement.

Data Sources	
Surveys/Questionnaires Learning Walk Attendance Records at Meetings, Workshops, etc.	Parent Teacher Conferences School Assemblies

At P.S. 33, we understand that the success of our students is contingent upon a collaborative approach with our parents, students, and teachers. We focus on the importance for a family support team.

The family support team is represented by administration, staff, parents and the parent coordinator with a primary focus on the following:

- Ongoing communication with our parents through; monthly progress reports with translations, Parent bring a friend to lunch day, Breakfast for Parents, Open classrooms.
- We will send out Chancellor’s letter in both English and Spanish informing our families about our areas of improvement.
- Involving parents in our School Leadership Team that is comprised of 50% parents and 50% staff.
- Parents will participate in our Advisory Meetings, Budget Meetings, Nutrition Committees, Corrective Action Meetings, etc.
- Monthly Parent’s Association Meeting on every 2nd Saturday of the month to increase parental involvement.
- Provided free glasses for vision to students in collaboration with the Department of Health
- Monthly Family Math and Literacy Nights, Multicultural Thanksgiving Day Feast, Annual Health Fair, Take a Picture with Santa Claus Day, Read to Your Child’s Class, Martin Luther King’s African-American Acknowledgement, Valentine’s Day Breakfast, March Women’s history Month Acknowledge, Mother’s Day Celebration, Spring Festival, Graduation Celebrations, Father Daughter Dance, Acknowledgement of Father’s Day that strengthen home school connection.
- Regular workshops on parenting skill for student interventions
- Monday and Saturday ESL classes to assist parents with acquiring the English language to better facilitate their child’s education
- Weekly workshops on homework help, Math at Home, Reading at Home, Learning Standards and Expectations, Data, etc.
- Trips to strengthen home and school connection with child, parent and staff during school, after school and Saturday
 - Trips to Fordham Library
 - Trips to various museums, parks and colleges for a variety of arts presentations
- Home-School Connections activities to keep parents aware and informed of NYS requirements per grade level.

- Parent volunteer programs to address all concerns of parents that will improve attendance, student academic performance.
- Acknowledge our parents for their support and efforts with Awards, Certificates, and Medals in our Monthly Assembly Programs

Parents agree that:

- The curriculum offered to students at P.S. 33 is of high quality, important, and appropriate.
- Teachers and administrators hold high expectations for student learning.
- In our school there is sufficient technology for teaching and student learning.
- P.S.33 provides students and teachers with a safe and orderly environment
- The administrators are both accessible and visible throughout the school.

6. Strategies to attract high-quality highly qualified teachers to high-need schools. 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.
We know that early childhood programs such as pre-school/ Universal Pre-Kindergarten is the foundation for our early childhood education. Therefore, we have developed Summer School Pre- Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we added 2 all day Pre-Kindergarten class to our learning community. Teachers, Para-professionals and parents will receive various professionals' development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing Understanding by Design strategies for careful lesson planning of lessons that align with standards which reflect Bloom's Taxonomy and academic rigor in the thinking curriculum. They will learn how to formulate Essential questions and Topical Questions.
7. Strategies to increase parental involvement through means such as family literacy services. 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.
Through Instructional Team, Student Intervention Team, Instructional Support Team, Data Inquiry Team, Curriculum Team, School Leadership Team, Literacy Team, Math Team, and weekly common planning meetings we are developing an **effective** Professional Learning Community at P.S. 33. Through this collaboration teachers are able to give input regarding overall instruction, pacing, and assessment tools.
8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

To improve the performance of our Priority One students, Our Academic Intervention Services (AIS) are additional instructional support that students receive to help them acquire the necessary skills and strategies they need to achieve the state Learning and Performance Standards in English Language Arts and Mathematics in Grades Pre K-5 and Social Studies and Science in grades pre K- 5. These services include 2 modules:

Additional instruction is defined as "extra time for focused instruction and/or increased student teacher instructional contact time designed to help students achieve the learning standard".

- Various students support services that can enhance students' readiness and address barriers to improve academic performance. To overcome the barriers we focus on the obstacles that can prevent our students from achieving high levels of performance.

The following are the types of interventions used to deliver AIS services to support student in the AIS intervention during the PM to strengthen skills in the core subject areas: Some of the AIS programs that are used are Reading Recovery, Headsprout, GOALS, Explode the Code K-2, Math Attack, Math Navigator, Reader's Theater, Wilson, Foundations, Comprehension connections, Focus, Options, Mondo, Spell Read Interventions, Music and the Brain grades K-2, Goals Grades 3-5, Kaplan ELA and Math Advantage .

- AIS interventions during the school day to strengthen skills in the core subject areas are push in and pull out instruction, individual instruction, small group instruction, General Ed students with IEP pull out.
 - PM AIS Programs: 37.5 mins AIS PM Program Tues—Thurs 2:20 PM-3:10 PM, Student Council, Science clubs, Art clubs, Instructional Team, Student Intervention Team, Instructional Support Team, Data Inquiry Team, Curriculum Team, School Leadership Team, Literacy Team, Math Team, and weekly common planning meetings we are developing an **effective** Professional Learning Community at P.S. 33. Through this collaboration teachers are able to give input regarding overall instruction, pacing, and assessment tools.
9. 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.
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.

Health

We will continue coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2010 – 2011 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a Physician who comes at different interval during the school year. We also have a Dental office that provides dental services to the community. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization.

Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				50%	x	Pg. 39-45, pg. 61
Title I, Part A (ARRA)	Federal				100%		Pg.39-45, pg. 61
Title II, Part A	Federal				75%		Pg. 39-45
Title III, Part A	Federal		X				
Title IV	Federal		X				
IDEA	Federal				100%		Pg. 39-45
Tax Levy	Local				100%		Pg.39-45

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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.

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.

School Under Registration Review (SURR)

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/ronlyres/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 currently have 13 students in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.

We have an attendance committee, who meets weekly and discuss the attendance patterns of these students. We also have copies of the McKinney-Vento Homeless Assistance Act Poster in our school. This poster can be seen at main entrance of our school, in the main office, the parent coordinator's office and the parent information board. The following are in place for the students:

- They may get a metro card for transportation.
- Students can be provided uniforms, book bags, notebooks, school supplies, vision and/or dental care, as needed due to emergency circumstances.
- Students and their families collaborate with our two Guidance Counselors for additional support. These two Guidance Counselors are also our Students in Temporary Housing Liaison.
- As needed, students can receive after school enrichment two hrs per a day, before school Monday-Thursday AIS, and workshops for their parents.

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 the borough Integrated Service Center (ISC) or 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. 033 Timothy Dwight					
District:	10	DBN:	10X033	School		321000010033

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		91.4	92.6	92.6
Kindergarten	142	145	196				
Grade 1	162	148	167	Student Stability - % of Enrollment:			
Grade 2	185	155	155	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	153	171	169		92.2	88.9	90.1
Grade 4	148	147	172				
Grade 5	142	149	144	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		98.5	97.3	94.8
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		8	91	85
Grade 12	0	0	0				
Ungraded	1	3	4	Recent Immigrants - Total Number:			
Total	969	954	1043	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					31	22	24

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	40	40	60	Principal Suspensions	3	0	2
# in Collaborative Team Teaching (CTT) Classes	10	19	28	Superintendent Suspensions	6	5	8
Number all others	56	55	63				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	102	101	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				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
# receiving ESL services only	189	203	TBD	Number of Teachers	73	76	77
# ELLs with IEPs	6	34	TBD	Number of Administrators and Other Professionals	15	17	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	11

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	98.7	100.0
				% more than 2 years teaching in this school	58.9	68.4	92.2
				% more than 5 years teaching anywhere	43.8	44.7	55.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	76.0	77.9
American Indian or Alaska Native	0.3	0.5	0.1	% core classes taught by "highly qualified" teachers	90.8	99.4	91.1
Black or African American	14.7	13.3	11.2				
Hispanic or Latino	83.5	84.3	85.9				
Asian or Native Hawaiian/Other Pacific	1.1	1.2	1.0				
White	0.4	0.4	1.7				
Male	48.7	49.6	52.1				
Female	51.3	50.4	47.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	vsh	v					
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:	62.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

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 CFN	District 10	School Number 033	School Name Timothy Dwight School
Principal Lynette Santos		Assistant Principal María Cruz	
Coach Elizabeth Llueras		Coach type here	
Teacher/Subject Area Ms. Weinberg/ESL		Guidance Counselor Mr. Weisel	
Teacher/Subject Area Ms. K. Davis/ESL		Parent Maritza Reyes	
Teacher/Subject Area Mr. Diaz/Bilingual Resource		Parent Coordinator Denise Ledesma	
Related Service Provider type here		Other type here	
Network Leader Mr. V. MacDonald		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	7	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1044	Total Number of ELLs	347	ELLs as Share of Total Student Population (%)	33.24%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here School Building Bilingual/ESL Program Description (Part II identification process)

Each time a student enrolls at P.S. 33 parents complete a Home Language Identification Survey at the time of registration. Forms are reviewed by a trained school official, ESL Certified Teacher and or Bilingual/ESL Supervisor to determine the student's eligibility for the LAB-R (Language Assessment Battery). If the responses on the Home Language Identification Survey indicate that a language other than English is spoken in the child's home, the LAB-R is administered to the child within ten days of registration. Once the LAB-R has been hand scored and reviewed by our ESL staff, parents are notified in writing if their child is identified as an English Language Learner (ELL). We also test our incoming kindergarten students with an in house assessment for placement. If a student is eligible for ELL services parents are invited to attend an orientation session during which they receive information about the programs available at the P.S. 33 school building. This meeting is conducted 2 times in September, 2 times in October/November and throughout the year in an as needed basis. For those parents that do not attend, we have established parent outreach incorporating the assistance of our Family worker, Parent Coordinator, and PA President as well as classroom teachers.

P.S. 33 currently offer's three instructional programs for English Language Learners: a Transitional Bilingual Program, ESL Self Contained and a free standing English as a Second Language (ESL) program. Once parents make a selection, the ELL student is placed in one of the three programs in accordance with the student's level of English proficiency. In order to ensure that parents return the programs selected form we reach out by assigning the Family worker, Parent Coordinator, various school aides to call parents or meet them during AM or PM dismissal. We also provide assistance for parents to complete the application, after viewing the Chancellor's Orientation Video for Parents of English Language Learners. As a result of our Data, 32% of our parents select Transitional Bilingual, 63% select ESL, 5% non responsive. To thrive for 100% parent input, our family worker makes house visits. Based on our data our school and family trends dictate that we maintain bilingual/ESL programs. This year we continued our ESL self contained classes to better provide our ELL students with instructional needs. We are also looking and researching into the possibility of creating a Dual language class for our incoming Kindergarten students as parents have expressed an interest in the Dual language program. Since we do not currently offer that program, we do provide parents with a list of neighboring schools that do.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	36	33	33	36	37	29								204
Chinese	1	2												3
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other			1		3	1								5
TOTAL	37	35	34	37	40	30	0	213						

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 mission of the Bilingual/ESL program is to support our teachers as they work to enable our limited English proficient students to develop the linguistic, cognitive, and cultural skills necessary in our school and beyond. Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL program goals and models and the uses of native language and English in bilingual and ESL programs and to plan a native language literacy program based on our Literacy Framework/curriculum. Other assessments utilized are; ECLAS, ELSOL, DRA, Fountas and Pinnell, as well as our weekly reading and math school wide tests that stems from our school curriculum.

This year we have encountered a large number of (new comers) in our upper grades 2 & 5 with little to none formal education. Our plans are as follows:

- provide reading and math specialist teachers to push in and work with students
- Ensure students are listed in the AIS program to receive additional support with an emphasis on phonics
- Have the Guidance counselor and Social worker meet with these students to support them with social skills and adapting to a new school.

We will also continue to provide intensive English language instruction for our ELL students that are here a year and a day to prepare them for the ELA exam.

Our long term Ell's (4-6years) are part of our Data Inquiry Team. Students are given a Multiple Intelligence tests which determine the student's learning styles, and help generate differentiated instruction. The results of these exams will also help us develop effective lessons and instruction to assist teachers.

After reviewing the LAB-R and NYSESLAT DATA the findings are as follows:

- Progress the level of beginners decrease as they move up in grade level

- Our kindergarten students needs are to be addressed in all modalities
- Our 1st, 2nd, 3rd, 4th and 5th grade student's needs are more focused on reading and writing modalities.

We have developed a plan as follows for students needs in each modality

Reading:

- Quality academic one-on-one instructional time with students that will help them develop their linguistic, cognitive and cultural skills.
- Hands-on or highly interactive activities directly related to increase vocabulary and grammar.(increase comprehension use of expository prose)AM/PM AIS programs,
- Adjust instructional task which will allow students to learn the skills necessary to complete tasks independently.
- Increase use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, jigsaw text reading and native language support.
- Create a non-threatening environment where students feel comfortable taking risks with language.
- Make connections with content and students' prior knowledge and focus on expanding our students' vocabulary.

Writing:

- Increase writing activities, one-on-one tutoring, push-in, pull-out small group instruction.
- Depending on student proficiency levels, offer multiple assessments for students to demonstrate their understanding of the content. i.e. project based work, performance-based individual assessments, portfolios, writing assignment, etc.
- Increase use of graphic organizers, outlines, and leveled study guides, to help our students in their writing skills.

Speaking/Listening

- Integrate language and content and infuse socio-cultural awareness.
- Increase verbal practices by adjusting student's speech, having them paraphrase and provide analogies to elaborate their responses.
- Every classroom has a listening center
- Expose students to multiple taped texts, made available for both home and school learning center use.

Special Education: Ell's identified as having special needs.

- In addition to complying with the IEP, students with special needs will receive authentic meaningful experiences that will allow them the opportunity to make connections between what they know and what they are learning by relating classroom experiences to their own lives.

In addition, we offer a computer program called "Head sprout" for our ELL students that require additional tutoring in English proficiency, reading, writing, and listening.

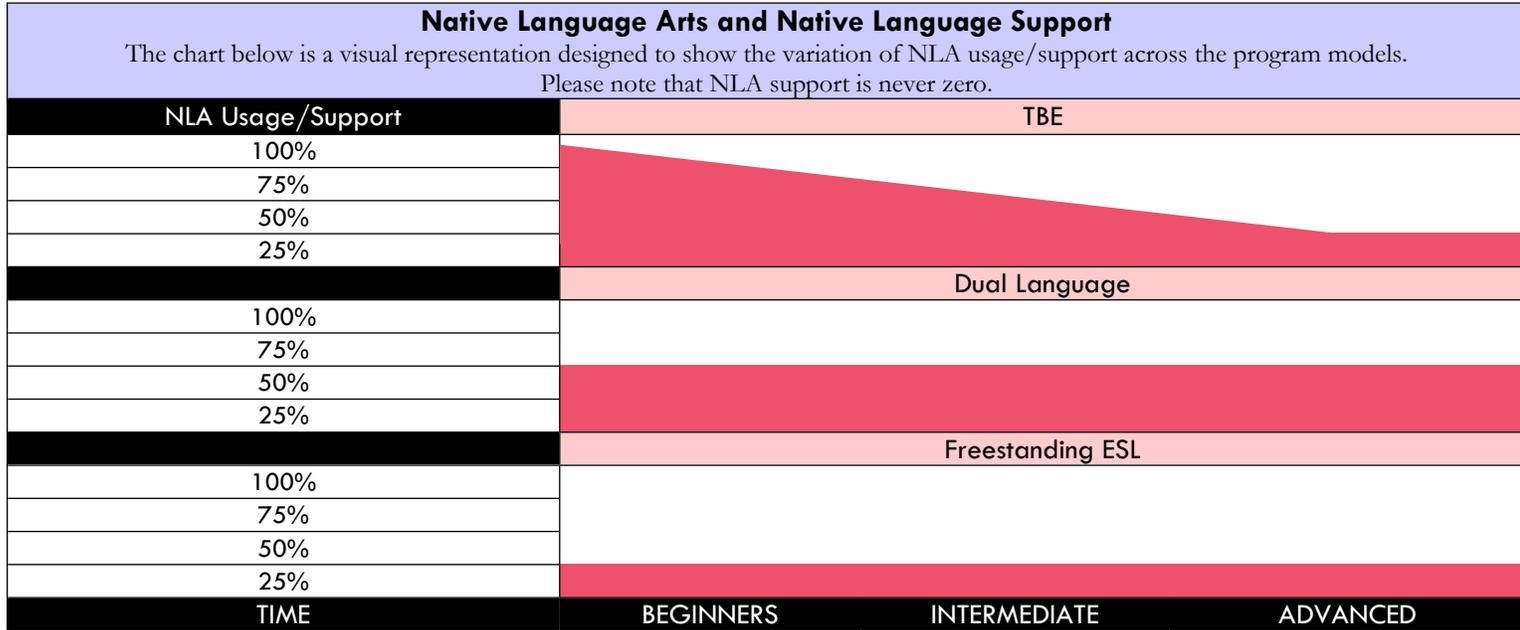
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here Language Allocation Policy Narrative

(2010-2011)

As result of our NYSESLAT Data our focus of instruction is reading comprehension and writing of which we will discuss later in more detail. In order to effectively evaluate our ELL students', the ELL committee and Data Inquiry Team meet to review the NYSESLAT tests scores. In this meeting we focus on individual test scores of every student, tallying strengths and weakness of every modality tested. We then turnkey this information to our ELL staff, Bilingual/ESL teachers and assist them in effectively grouping students. We also provide resources and suggestions for differentiated instruction.

Part IV Programming and scheduling Info.

Transitional Bilingual classes are organized by grade. We provide a transitional bilingual program for grades K-5, one class per grade. We also have a Bilingual Bridge class, 4th/5th grade. This program provides academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of English proficiency increases. Once the students have reached the proficiency level they will be placed in mainstream monolingual education. They are then monitored as long term Ell's. Parent's are notified and are given the option of allowing student's to remain in the Bilingual program or move on into monolingual. Our school has developed a curriculum for every subject in every grade, as well as a strategy of the week. Our Bilingual/ESL classes are required to follow the curriculum calendar and incorporate NLA/ESL standards and methodologies. Teachers are also provided wit the NYSELAT test scores and are required to group students based on their levels and abilities. This ensures that our beginners, intermediate, and advance students are receiving their required ESL instruction under PART 154. Bilingual teachers also utilize the Every Day Math materials and provide math instruction in their Native Language, as well as Social Studies and Literacy.

In the English as a Second Language program we have five self contained classes in grades 1-5 and a push in pull out programs to address the needs of our ELL's in grades K-4. All academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students placed in this program receive all their instructions in English, ongoing support is provided to better serve their needs. We have Afternoon AIS, (Academic Intervention Services) that focuses on building student vocabulary. In our ESL classroom, a certified ESL teacher provides English language skills and content area instruction utilizing ESL approaches for the entire year. We provide our staff/class with additional resources such as the 'Avenues' and foundation to support instruction in our ESL component. Every class is also provided with listening centers and advance technology such as smart boards and computers. In addition, students whose parents excess the option of withdrawing their children from the Bilingual program receive ESL support from the pull out and push in programs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here The staff attends Professional development sessions offered by the Department of Education, and our CFN and our school to enhance our students' comprehension of the English language and ESL methodologies. We will also develop our students' academic language proficiency consistently in our daily planning. We have also created a book study group for our ELL staff utilizing the "Balance Reading & Language Learning "A Resource for Teaching ELL's K-5 by Mary Cappellini. Our focus this year is also to increase awareness and best practice in Differentiated instruction. Our Bilingual/ ESL committee have created a book club. We are reading "Fulfilling the Promise of the Differentiated Classroom", by Carol Ann Tomlinson. In addition our Assistant Principal has attended 3 year series of Professional Development workshop provided by the Literacy Leadership Institute for English Language learners form the office of English Language Learners. This valuable information was and continues to get turnkey during our weekly/monthly in house professional Development workshops, Bilingual/ESL staff meetings and grade level meetings. This ongoing professional development allows us to provide training in ESL methodologies to our entire staff, which includes non-ELL teachers as per Jose P.

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 hereIn addition, monthly workshops for parents will be scheduled to enable them to help their children at home. Our Parent Coordinator is always available to parents who need information regarding their child's education. She keeps the parents informed about the service that their children are entitled to. Letters are sent to parents on a regular basis to provide parents with important information to schedule meetings. Parents need are evaluated by reviewing parent surveys, during parent teachers conference and other forms of assessments. Parent coordinator school participate with various community base organizations such as Boy scouts, birth to 8 programs, literacy Inc. to assists in meeting our ELL parent needs.

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)	45	36	21	19	11	13								145
Intermediate(I)		23	15	33	28	7								106

Advanced (A)	19	2	10	9	30	25								95
Total	64	61	46	61	69	45	0	0	0	0	0	0	0	346

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	1	3	3							
	I	1	26	3	6	9	4							
	A	2	23	30	32	33	18							
	P	0	2	8	16	22	13							
READING/ WRITING	B	3	27	15	23	9	5							
	I	0	21	15	32	26	7							
	A	0	1	9	9	31	18							
	P	0	3	2	1	1	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	30	21	3	76
4	8	38	22	1	69
5	14	15	7	0	36
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	24	4	35	1	16	0	5	0	85
4	4	5	24	3	28	0	10	1	75
5	3	4	17	7	4	2	1	0	38
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	12	0	33	0	22	0	68
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	16	0	6	2	12	0	0	0	36
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	13	1	0				

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

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

Paste response to questions 1-6 here

Evaluation

Finally – How do we know if our program is meeting the needs of Second Language Learners?

We have given special academic support to LEP students and have found the following:

- Our school holds high expectations for our learning and personal development of our LEP
- The curriculum will continue to be integrated across disciplines and made real life applications related to student experiences.
- LEP students become independent learners who can take responsibility for their own learning cooperative learning is used extensively.
- A good majority of our ELL students have exceeded our general Education student population as our last two students to move on to middle school, were Valedictorian and Salutatorian and former Ell's
- P.S.33 is "Parent Friendly" and we have many bilingual staff members. We also provide Saturday ESL Classes for parents of our ELL community and include childcare services to ensure good attendance. We believe by enhancing parent linguistic skill in the English language it will have a positive impact on our student's academic performance.

In our Bilingual Program, our specific goal is to help our students pass the NYSESLAT test, to mainstream them to General English classes and to meet the standards. Our school was designated as a school especially for Second Language Learners. Another goal is to support, implement, and fulfill City, State, and Federal regulations related to ELL's services and to ensure that The NYC Dept. of Education's instructional goals in the areas of Literacy, math, art technology, standards, science and social studies are implemented in bilingual classrooms.

The mission of the Bilingual/ESL program is to support our teachers as they work to enable each of our limited English proficient students to develop the linguistic, cognitive, and cultural skills necessary in our school and beyond. Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL program' goals and models and the uses of native language and English in bilingual and ESL programs, and to plan a native language literacy program based on our Literacy Framework. A key vehicle for upgrading the quality of service and programs for ELL students are the ongoing weekly meetings of Bilingual/ESL coordinator and coaches,

strategies. In addition, professional development for bilingual/ESL teachers will focus on assessment to enable teachers to create individualized instruction that focuses on language growth, concepts, and content skills.

Action Plan For ELL's:

After reviewing and analyzing the various assessments tools implemented in our school such as; ECLAS, EL SOL, DRA, Fountas and Pinnell, and our in house weekly assessments we have determined:

We will continue to implement The NYC Dept. of Education initiatives in regards to ESL.

We will provide appropriate resource materials such as leveled Classroom Libraries, Spanish/English Dictionaries, Thesaurus, NYSESLAT Test Prep Material, Spanish reading books, Avenues program specifically developed for ELL students, Explode the Code, and Foundations for Grades K-2 Goals for Grades3-5, Wilson Program and Technology Program Head Sprout for all ELLs. In addition all teachers received Professional development on how to utilize student DATA LAB-R, NYSESLAT, ELA, Math Assessments to develop differentiated instruction and small guided groups. We have also developed a Data Inquiry Team that focus on the learning styles/differentiated instruction and instructional implementation of various strategies and ESL methodologies that help student performance. Based on the School Report Card and Quality review, although, we have depicted gains in our ELL population and met goals, we will continue to support , review and revise school policies and curriculum to support our ELL's and ensure that they get the best education and meet proficiency level.

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)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		