



P.S. 333 - THE MUSEUM SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 333 - THE MUSEUM SCHOOL
ADDRESS: 888 REV J A POLITE AVE
TELEPHONE: 718-860-3313
FAX: 718-842-8734

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320800010333 **SCHOOL NAME:** P.S. 333 - The Museum School

SCHOOL ADDRESS: 888 REV J A POLITE AVE, BRONX, NY, 10459

SCHOOL TELEPHONE: 718-860-3313 **FAX:** 718-842-8734

SCHOOL CONTACT PERSON: Arthur Brown **EMAIL ADDRESS** ABrown26@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Arthur Brown

UFT CHAPTER LEADER: Quiara Escobar

PARENTS' ASSOCIATION PRESIDENT: Altagracia Cruz

STUDENT REPRESENTATIVE: _____
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** Cluster 607

NETWORK LEADER: IRENE ROGAN/Brenda Garcia

SUPERINTENDENT: TIM BEHR

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Arthur Brown	Principal	Electronic Signature Approved.
Tricia DeVito	Data Specialist	Electronic Signature Approved.
Jacqueline Mirdita	UFT Member	Electronic Signature Approved.
Quiara Escobar	UFT Chapter Leader	Electronic Signature Approved.
Luis Mercado	DC 37 Representative	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision

The Museum School goal is anchored on an academically rigorous curriculum which will allow all students to achieve optimal success. We strive to maintain a collaborative environment that embraces the diversity of students, parents and teachers and celebrates each individual's uniqueness – like a museum that houses a diversity of beautiful pieces. As a school community we will promote empathy, compassion, and reflection by providing experiences that encourage our students to engage with their families, peers and the wider world.

Mission

The Museum School strives to create an outstanding, risk-free academic environment whereby instruction is differentiated and students are nurtured.

Our mission is to promote a receptive mind, academic excellence, self awareness, self discipline, self confidence and self respect. Our interdisciplinary curriculum fosters an environment where students will learn through consistent reflection and application. Students who learn by doing will make lifelong connections, thereby becoming lifelong learners. We aim to educate and inspire our students to think critically, be problem solvers, and take an active role in communities and beyond so that they meet their full potential. We will expose our students to different cultures and various forms of technology in order to broaden their horizons via our museum theme. As an early childhood school, we will nurture and develop the “whole child” – the academic, social, emotional and physical growth of all our students, so that they may prosper in any arena. We will accomplish our mission by integrating the school, the home and the global community.

PS 333 is partnered with various community based organizations. The South Bronx Mental Health CBO navigates physical and emotional support for families in need. They also provide free physicals to the students, evaluations, and counseling. Americorps volunteers with the City Year program support classroom instruction by offering literacy support and various motivational activities for students during the school day and after school. This organization will also play an integral role in the implementation of community service projects.

We have several after school programs that the school provides for its students. Each year, we offer our 3rd and 4th graders the opportunity to participate in an enrichment afterschool program to prepare them for the NYS ELA and Math exams. During the second half of the school year, we invite our K-4 beginning ELLs to participate in an after school program using Imagine Learning.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 333 - The Museum School								
District:		8	DBN #:		08X333	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	36	36			TBD	TBD	TBD	
Kindergarten		95	91	118						
Grade 1		106	103	111	Student Stability - % of Enrollment:					
Grade 2		113	101	104	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		85	109	102			86.4	88.86	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			90.2	96	87.1	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			13	67	TBD	
Grade 12		0	0	0						
Ungraded		4	0	5	Recent Immigrants - Total Number:					
Total		439	440	476	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							11	8	9	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		42	37	39	Principal Suspensions		5	7	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	9	12	Superintendent Suspensions		4	2	TBD	
Number all others		3	18	19						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		93	81	69						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	46	61	53	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	4	27	Number of Teachers	35	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	5	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	62.9	62.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	37.1	35.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	66	86	TBD
American Indian or Alaska Native	0.5	0.5	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.1	92.3	TBD
Black or African American	20.3	21.6	23.7				
Hispanic or Latino	78.4	75.7	71.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.7	0.2				
White	0.2	0.5	1.3				
Multi-racial							
Male	50.3	52	53.8				
Female	49.7	48	46.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

The data indicates that on both the ELA and mathematics state tests from the previous school year, students have decreased significantly in proficiency. In ELA, the overall scores show a decrease in levels 3 and 4 by slightly over 25% and an increase in level 2. In mathematics, there was a tremendous decline in performance with only 31% of students performing on level. ELL students' levels also decreased by a small percentage in level 3 and 4 proficiency. Special Education students also made minimal progress with 0% of students performing on level in ELA and 17% on level in mathematics. Professional learning teams will continue to work on addressing the areas (e.g. writing) in which students have historically shown deficiency. Despite the decline in student academic progress on the state tests, the school has experienced progress in other areas. Last year, a professional learning community of teachers developed, with a close study of best practices for English Language Learners. This collaboration resulted in improved teaching practices, more deprivatized teaching, and increased growth in student writing. In addition, for the first time, nearly 100% of teachers were engaged weekly in collaborative inquiry team work. Many of the change strategies were showcased to the entire faculty as monthly meetings. Teachers' overall perception of inquiry work was transformed over the course of the school year.

The instructional cabinet and each grade team meet on a weekly basis to discuss and develop action plans based on the school's goals and the findings of the 2010 Quality Review and ELA/Math state tests, the results of interim assessments including Fountas and Pinell Assessments, ECLAS-2, network simulations in ELA and mathematics, and soft data. Close attention and consideration was given to the suggestions for improvement that was provided through the Quality Review in May. One of the significant changes the school has made is with the collection and analysis of data. Teachers will receive more frequent feedback and professional development regarding their analysis of student progress. In an effort to support the development of teams that meet around the inquiry based study of data, the Principal has agreed with teachers to include one of the 37.5 minutes for collaborative inquiry meetings. Last year, these meetings have proven to be successful in that teachers were able to meet on a consistent basis and were more accountable for the close study of student data, and next steps within a specific timeframe. This year there will be heightened accountability for the individual progress of students, as measured by SMART goals, and action plans which will be discussed in data dialogues. Additionally, staff will be responsible for ensuring that differentiated interventions are in place for students who are not making progress, including subgroups of students. We are confident that an increase in differentiated instruction and academic rigor across all content areas, with an emphasis on the integration of Literacy skills and strategies, combined with our ongoing analysis of data will positively impact our students' outcomes for the 2010-2011 school year.

Furthermore, supervisors, coaches, and members of the instructional cabinet will monitor the instructional implementation of all interim and yearly achievement goals.

NYS Test Results

NYS Math	2009	2010	NYS ELA	2009	2010						
All Students Levels 3-4	85.3%	31%	All Students Levels 3-4	57.4%	30%						
English Prof. Levels 3-4	92.5%	33%	English Prof. Levels 3-4	68.7%	39%						
ELLs Levels 3-4	71.4%	27%	ELLs Levels 3-4	35.3%	11%	Sp Ed Levels 3-4	56.5%	17%	Sp Ed Levels 3-4	17.4%	0%

Interim Reading Assessments

In an effort to better monitor the patterns and trends in our school's reading progress over time, we will have periodic data articulations about the Fountas and Pinnel (FandP) reading results in grades 1-4. One significant change this year is the addition of 2 benchmark checkpoints for a total of five: October, December, February, April and June. At each checkpoint, we will compare the results from previous administrations. Below are the results of our first round of FandP progress monitoring:

Grade 1

	1 Level A Below Standard	2 Level B Approaching Standard	3 Level C-E Meets Standard	4 Level F+ Exceeds Standard
Total	36%	20%	42%	11%
General Ed	24%	24%	48%	5%
ELL	33%	26%	37%	4%
Special Ed.	76%	6%	12%	6%

Grade 2

	1 Level G or below Below Standard	2 Level H-I Approaching Standard	3 Level J-L Meets Standard	4 Level M+ Exceeds Standard
Total	41%	34%	21%	4%
General Ed	29%	40%	23%	5%
ELL	57%	33%	10%	0%
Special Ed.	85%	10%	5%	0%

Grade 3

	1 Level I or below	2 Level J-K	3 Level L-N	4 Level O+

	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
Total	24%	14%	35%	27%
General Ed	15%	14%	38%	33%
ELL	26%	11%	33%	30%
Special Ed	60%	15%	25%	0%

Grade 4

	1 Level L or below Below Standard	2 Level M-N Approaching Standard	3 Level O-Q Meets Standard	4 Level R+ Exceeds Standard
Total	23%	20%	37%	20%
General Ed	7%	20%	48%	26%
ELL	38%	27%	35%	0%
Special Ed	89%	11%	0%	0%

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> To effectively analyze data and monitor students’ progress across grades and content areas in order to accelerate the learning outcomes of all students. students’ growth as measured by making at least 70% of one year’s growth on the TCRWP benchmark. By June 2011, 90% of students will demonstrate growth, measured by comparing pre and post assessment units.	<input type="checkbox"/> Goal 1
<input type="checkbox"/> To improve student achievement in Grade 3 and 4 Mathematics. In the 2010-11 school year, student achievement (level 3 and 4 scores) will increase by 15% on the Spring math NYS simulations.	<input type="checkbox"/> Goal 2
<input type="checkbox"/> To improve student achievement in Special Education. By the end of the school year, 75% of special education students will have average increased scores (by at least 50%) on monthly interim ELA/Math post assessments, as compared to the pre assessment results.	<input type="checkbox"/> Goal 3
<input type="checkbox"/> To increase the integration of differentiation into daily instruction. By June 2011, 90% of student outcomes will increase as a result of the differentiated ELA and Math lessons. This will be measured by comparing pre- and post-unit assessment results. The school’s curriculum and daily instruction will reflect the differentiation of content, process, and product and the inclusion of higher prep differentiation, as reflected in bimonthly instructional rounds, and weekly observations at 90% of instructional time	<input type="checkbox"/> Goal 4
<input type="checkbox"/> To improve student achievement in Grade 3 and 4 Literacy. In the 2010-11 school year, student achievement (levels 3 and 4 scores) will increase by 15% on the Spring ELA NYS simulations.	<input type="checkbox"/> Goal 5

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To effectively analyze data and monitor students’ progress across grades and content areas in order to accelerate the learning outcomes of all students. students’ growth as measured by making at least 70% of one year’s growth on the TCRWP benchmark. By June 2011, 90% of students will demonstrate growth, measured by comparing pre and post assessment units.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Teachers will use various assessments (ECLAS, Fountas and Pinnell assessment kits, writing samples, pre-post assessments and goal setting), test simulations, and soft data such as classroom observations and quick writes to develop and monitor goals with students.</p> <p>Goals and strategies for meeting each goal will be shared with students and families every 6 weeks. Parents will receive progress reports every 6 weeks to monitor their child’s growth. Additionally, they will be able to access data via ARIS Parentlink in the Parent Resource Center which will have technology.</p> <p>The instructional cabinet members which include the Data Specialist, Literacy Coach, ESL/Bilingual Staff Developer, IEP Specialist, and Administration, will strengthen tracking systems in consultation with the collaborative inquiry grade leaders. The collaborative inquiry grade leaders will provide progress updates on a bi-monthly basis to the entire staff.</p> <p>Evaluate progress monitoring systems through monthly conferences, weekly instructional cabinet meetings, teacher collaborative inquiry team meetings, simulations/acuity sessions, professional development efforts, common planning time, instructional rounds, supervisor observations, and the monitoring of instructional decisions based on multiple forms of data (interim assessments, project work samples, etc.)</p>

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Local tax-levy, state and federal funds will be used to provide professional development on data analysis and progress monitoring; additionally, per session for planning and maintaining communication systems after school; funds will also be scheduled for technology (laptops/netbooks) to facilitate student and parental access to progress monitoring updates in ELA and Math
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Assessment binders and student folders will contain information that reveals student goals, next steps, and assessment results (at least monthly) • Student groups will be able to consistently articulate their goals in various core subject areas, when asked • Improved tracking systems will be in place for all content areas, for each student • Curriculum mapping committee and Collaborative inquiry team meeting minutes will address the results of student assessments and next steps, on a monthly basis.

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To improve student achievement in Grade 3 and 4 Mathematics. In the 2010-11 school year, student achievement (level 3 and 4 scores) will increase by 15% on the Spring math NYS simulations.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Based on the results of monthly assessments, data dialogues will occur monthly with the principal, teacher, and consultant(s) to discuss the interim assessment progress (pre/post assessments) of each class and next steps</p> <p>Intervisitations will be arranged to support teachers in learning instructional practices that address the needs of a similar population of students, or ways to integrate technology, or math games into instruction</p> <p>Math staff developers (AUSSIE) will provide professional development involving teachers with the math common core standards</p> <p>Weekly after school enrichment program will be available to all students, especially the students in testing grades</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I professional development will primarily be used to fund consultant services; Fair Student Funding will be prioritized for the acquisition of instructional materials <input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Improved student achievement on interim and summative mathematics assessments as indicated on tracking forms in assessment binders</p> <p>The progress of students in mathematics during the day and in the afterschool program will be assessed as noted on data charts, goal setting templates, conferences with students, and in students' subject area folders, which contain progress monitoring templates, on a monthly basis.</p> <p>The implementation of successful unit mathematics projects that reveal the growth of student knowledge and skills</p> <p>Bulletin boards within and outside of the classroom will demonstrate students' progress toward individualized learning goals</p> <p>Improved student achievement (higher percentage of level 3's and 4's) on the May 2011 mathematics state test</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve student achievement in Special Education. By the end of the school year, 75% of special education students will have average increased scores (by at least 50%) on monthly interim ELA/Math post assessments, as compared to the pre assessment results.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Develop a professional learning community including teachers, paraprofessionals, the IEP Specialist, Staff Developers and Administration to develop goals for the team and focus on student achievement</p> <p>Professional Learning Community will meet monthly to learn and share best practices, reflect on student progress, and personalize the curriculum for its students.</p> <p>PLC will participate in planning and training sessions to contextualize their work with a laser like focus on improving student achievement and actualize the developed goals for the team</p> <p>Clusters within the PLC will visit schools monthly that have shown steady gains and incorporate best practices in special education.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax levy and state/federal funds will be allocated to provide professional development, instructional materials, and technology for staff and students. Monies will also be scheduled for 2 full day <i>Leadership Academy</i> retreats and the coverage of staff. Additional training for staff, through the new special education initiative, will be in place</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>The integration of best differentiated instructional practices by February; Improved student achievement on monthly interim assessments, increased student engagement in the classroom, fewer disciplinary measures, and greater alignment of instruction with IEP's; Increased number of students meeting IEP interim and annual goals. The integration of differentiated instruction aligned with the IEP goals to increase student</p>

	achievement.
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To increase the integration of differentiation into daily instruction. By June 2011, 90% of student outcomes will increase as a result of the differentiated ELA and Math lessons. This will be measured by comparing pre- and post-unit assessment results. The school's curriculum and daily instruction will reflect the differentiation of content, process, and product and the inclusion of higher prep differentiation, as reflected in bimonthly instructional rounds, and weekly observations at 90% of instructional time</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p style="padding-left: 40px;">Lead teachers will participate in a differentiated instruction study group to build a stronger understanding of differentiated instruction by the Assistant Principal and Literacy Coach</p> <p style="padding-left: 40px;">Instructional Specialists from the Network will support the delivery of professional workshops and monitoring of differentiated instruction practices</p> <p style="padding-left: 40px;">Teachers will develop tools to implement differentiated instruction strategies through content, process, and product according to students' readiness, interests, and learning profile bi-monthly</p> <p style="padding-left: 40px;">Teacher led learning walks, instructional rounds, professional development sessions, and observations will focus on the use of data to form differentiated groups and products</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>The budget will support the capacity builders’ participation in professional development workshops on differentiated instruction (school workshops and conferences), with a full needs assessment and professional development sessions with formative follow up. All monies (local, state, federal) will be closely prioritized. Title I funds will be used to provide differentiated support to the faculty that needs more assistance in strengthening the preparation and delivery of differentiated instructional practices; This allocation will also be used to train the parents on how to reinforce the personalized instruction that is provided during the school day.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Monthly Assessments meet the readiness levels of students, and address students’ learning styles and interests. • Bimonthly instructional rounds minutes/next steps will indicate evidence of the differentiation of content, process, and product. • Quarterly teacher reflections will provide evidence of growth in the planning and repertoire of instructional practices; • Curriculum plans are differentiated based on multiple forms of data including pre-assessments, formative assessments, work samples, and student feedback • Lesson observations demonstrate improvement in the use of differentiated strategies that provide multiple pathways for student learning, as monitored by supervisors (at least weekly) and learning walks.

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>To improve student achievement in Grade 3 and 4 Literacy. In the 2010-11 school year, student achievement (levels 3 and 4 scores) will increase by 15% on the Spring ELA NYS simulations.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Teachers will be able to consistently identify the areas in which all students need to make progress and continually review and adjust their instructional plans.</p> <ul style="list-style-type: none"> • Classroom teachers will work within their teams to review and revise curriculum plans as it relates to the close study of various forms of student data (Acuity, simulation results, and instructional/grade trends). • Teachers in all core subject areas will analyze student data to infuse literacy skills and strategies, where applicable, into the curriculum and state standards. <p>Teachers will use a variety of assessments such as the DRA, Acuity, and ELA simulations to track the progress of students, including all interim assessments</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>The budget will be used to support the scheduling of professional development workshops (in school and at CFN workshop sites), inter-visitations, study groups, and a teacher will be selected to provide ongoing staff development. All funds (local tax levy, state and federal) will be used to meet mandates and priorities (listed in CEP) and reviewed monthly to ensure improved instruction, and gains in student performance. Priorities for supplies and texts for ELA.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Teacher assessment binders that reflect student progress on interim assessments, reviewed monthly. • The integration of data results into all subject area curriculum plans and instruction <p>The progress of students in ELA will be assessed as noted on data charts, goal setting templates, conferences with students, and in students' subject area folders, which contain progress monitoring templates, on a monthly basis. New York State ELA assessment results reveal an increase in performance for all students, including subgroups</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	56	56	N/A	N/A	3	2	5	
2	44	44	N/A	N/A	10	3	8	
3	46	46	N/A	N/A	8	3	5	
4	19	19			8	3	6	
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Tier II services are provided to the lowest performing 10% of students in each grade, including bilingual classes.</p> <p>AIS teacher will provide guided reading services using the Fountas and Pinnell Intervention kit 3 days a week for 45 minute blocks. Progress monitoring will be conducted after 6-8 weeks using DRA and/or Fountas and Pinnell, as well as Sight Word and Decoding assessments to regroup the students accordingly or to discontinue services. Based on the data students who do not respond to the Fountas and Pinnell Intervention Kit (guided reading) or are particularly struggling with decoding are serviced using the Wilson Foundations program.</p> <p>Tier II services will also be provided for students during the extended day periods by their classroom teacher (4 days a week for 37.5 minutes). Additional intervention will be provided by the music, drama and library teacher. The Music Cluster Teacher will provide ELA intervention in grade 1 using songs and music. The Drama/Literacy Cluster Teacher will provide ELA intervention in grade 2 using reader’s theater. The Librarian will provide ELA intervention in grades 3 and 4 through a book club.</p> <p>Third and Fourth grade students will receive reading comprehension and test preparation services within an after school program. Students will be homogenously grouped based on reading and comprehension level as identified by the Fountas and Pinnell Assessment kit. The after school program will service students from the months of October- April for two hours a day two days a week (Wednesday and Thursday).</p> <p>Title III after school program will target ELLs in English acquisition and family literacy with the programs inclusion of parent participants using the AWARDS program.</p> <p>Teachers will provide targeted intervention in writing development during the writer’s block 5 days a week using research based strategies identified during inquiry sessions. Intervention</p>

	strategy may be provided during one-to-one conferencing or small group instruction.
Mathematics:	<input type="checkbox"/> Classroom teachers will differentiate the Math instruction in the classroom as Tier I service. Tier II services will be provided during the extended day periods (4 days a week for 37.5 minutes). Third and Fourth grade students will receive math intervention and test preparation services during an after school program. After school teachers will use flexible grouping to homogenously group the students consistently based on strategy/standard mastery as identified by the data. The after school program will service students from the months of October- April for two hours a day two days a week (Wednesday and Thursday).
Science:	<input type="checkbox"/> Classroom teachers will differentiate the science instruction in the classroom as Tier I service. A Science Cluster teacher will provide additional Tier I services to students during the science periods and Tier II services will be provided for grades 3 and 4 during the extended day periods (4 days a week for 37.5 minutes).
Social Studies:	<input type="checkbox"/> Classroom teachers will differentiate the social studies instruction in the classroom as Tier I service. The Social Studies and Arts through Social Studies Cluster teacher will provide additional Tier I services to students during the Social Studies periods and Tier II services for grades 3 and 4 during the extended day periods (4 days a week for 37.5 minutes).
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselor will provide guidance and counseling services during the school day, one period a week or more frequently if needed, to students. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The bilingual School Psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students.. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, LEP, Black, Hispanic and Economically Disadvantaged and their families during the school day. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress

At-risk Health-related Services:

Health related services are offered during the school day in conjunction with South Bronx Mental Health Clinic as needed. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-4

Number of Students to be Served:

LEP 49

Non-LEP 0

Number of Teachers 3

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

P.S.333 will offer an after school program for ELLs beginning on February 1, 2011 to May 31st, 2011. The ESL and Bilingual Coordinator, ESL teacher and a Bilingual teacher will facilitate the program. The NYSESLAT and the ELA assessments were analyzed for the ELLs and it was determined that the focus for support must be on literacy. The purpose of the program is to increase and enhance the literacy and content area skills of ELLs. Using ESL methodologies, the students will strengthen their skills in the 4 language strands: listening, speaking, reading and writing, thereby, accelerating their overall academic achievement. The program will begin on February 1, 2011 and end on May 31, 2011. It will meet every Monday and Thursday from 3:30pm and 4:45pm for a total of 30 sessions. 49 students, whose language proficiency is beginner, across the grade K-4 will participate materials will include web based program for ELLs Imagine Learning, and Empire Getting Ready for NYSESLAT program for ELL/ESL. Instruction will be highly differentiated. Students will primarily work at his/her individual appropriate level but also work in small homogeneous groups design to optimally meet their needs.

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.

To grow as professionals, after school providers will also attend workshops on differentiating instruction provided by ASCD. Also attend BETAC workshops at Fordham University (throughout the school year).

Section III. Title III Budget

School: PS 333
BEDS Code: 320800010333

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$1,870.88	<input type="checkbox"/> The total for professional salaries with fringe benefits includes 3 teachers who will work for the afterschool Title 3 program for 30

- Per session - Per diem		sessions, for a total of 37 hours and 30 minutes.
Purchased services - High quality staff and curriculum development contracts	\$3,500	<input type="checkbox"/> Consultant and trainer from the program Imagine learning will, work with provider and administrators on implementing the program and tracking data.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,926	<input type="checkbox"/> Empire: Getting Ready for the NYSESLAT-ESL/ELL workbooks, teachers guides and CD for the listening component.
Educational Software (Object Code 199)	\$7,350	<input type="checkbox"/> Imagine Learning software licenses for 49 students (\$150 per license).
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. The translation and interpretation needs are based on parent responses to the Home Language Survey, and communication between parents and the Parent Coordinator.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school student population consists of the following:

- 284 English speaking students
- 176 Spanish
- 4 Fulani
- 2 French
- 1 Mandinka
- 1 Swahili
- 1 Wolof
- 2 Unknown

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.

Parents are aware of how to access the translated versions of the Parent Bill of Rights and Family Guide which notifies them of their right to language services. The Parent Bill of Rights can be found at <http://schools.nyc.gov/Parents/NewsInformation/BilloffRights.htm> and the Family Guide can be found at <http://schools.nyc.gov/ParentsFamilies/NYCFamilyGuide.htm>. Parents will be informed in a regular and timely manner via flyers, posters posted at the school entrance and throughout the school.

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.

For those families that speak the lower incidence African dialects, we will reach out to members of the community who would be willing to provide interpretation services.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	488,005	118,932	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,800		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,400	*	
4. Enter the anticipated 10% set-aside for Professional Development:	48,800	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
95

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

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

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

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

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

P.S. 333 is committed to strengthen and enhance parental involvement by engaging parents in decision making strategies via cooperation, collaboration, trust and loyalty. The school will provide the parents with an environment that will embrace their diversity and house their uniqueness. We will provide the parents with information that will enhance their knowledge through content area workshops, parent orientations, Open House, Trainings such as life skills, academics and informational Meetings, and Assemblies that support higher student outcomes.

P.S. 333 agrees to implement the following statutory requirements:

- 1- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with the section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 2- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- 3- The school will incorporate this parental involvement policy into its school improvement plan.
- 4- The school will provide full opportunities for the participation of parents with limited proficiency, parents with disabilities, and parents of migratory children including providing information and school reports required under section 1111 of the ESEA in a language that parents understand.
- 5- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement spent.
- 6- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation for parents in regular, two way, meaningful communication involving student academic learning and other school activities, including ensuring
 - That parents play an integral role in assisting their child learning;
 - That parents are encourage to be actively involved in their child’s education at school;

- That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

P.S. 333 agree to implement this as follows:

The Museum School will

- 1- Make the school parental involvement policy plan available to the Parent's Association and the School Leadership Team in a timely manner.
- 2- Create a timeline with the School Leadership Team to ensure that the parental involvement plan is written in a fair and timely manner.
- 3- Hold periodic meetings to involve parents in the creation and implementation of curriculum and other school policies.
- 4- Conduct needs assessments throughout the school year to obtain feedback from parents.
- 5- Provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance
 - Utilize the Parent Coordinator as a conduit between parents and the school
 - a. The Parent Coordinator will ascertain the best times and dates to hold meetings with parents
 - b. The Parent Coordinator will ensure that all documents are translated into the target audience
 - c. The Parent Coordinator will act as a liaison between the administration and parents
- 6- Take the following actions to conduct, with the involvements of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with the particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. The school will utilize the School Leadership Team to determine best practices and needs with regards to the creation and implementation of the Parental Involvement Policy
- 7- Build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - a. The State's academic content standards
 - b. The State's student academic achievement standards
 - c. The State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators

- School led workshops to educate parents about the effective educational practices such as assisting children with homework and reading with children
- School led workshops to explain how the State ELA and Mathematics tests will be administered and what parents can do to ensure success on such tests
- d. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology such as ARIS Parent Link to foster parental involvement by:
 - Conducting literacy and mathematics workshops
 - Conducting informational workshops such as ARIS Parent Link,
 - Conducting homework help related workshop
 - Conducting curriculum based workshops
 - Providing opportunities for parents to become volunteers by providing Learning Leaders training.
- e. The school will, with the assistance of parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents and build ties between parents and schools, by:
 - Conducting community out-reach workshops
- f. The school will conduct other informational workshops such as Fire Safety, CPR Training, Domestic Violence, Immigration, classes in English as a Second Language, Arts and Crafts, Parenting, Health and others in order to help parents maintain a safe home environment
- g. The school will take the following actions to ensure that information related to the school and parent-programs, meeting and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Plan effectively to inform parents of school functions in a reasonable amount of time prior to any event
 - Translate documents to target languages

Other policy components:

- 1- Involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training
- 2- Providing necessary literacy training for parents
- 3- Paying reasonable and necessary expenses associated with parent involvement activities
- 4- Training parents to enhance the involvement of other parents
- 5- Arranging meetings at a variety of times in order to maximize parental involvement and participation in their children's education, to ensure that those parents that are employed are able to attend
- 6- Adopting and implementing model approaches to improving parental involvement
- 7- Developing appropriate roles for community-based organizations and businesses in parental involvement activities
- 8- Providing other reasonable support for parental involvement activities

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.

P.S. 333 The Museum School

School-Parent Compact

The School will...	The parents will...
Provide an atmosphere that infuses a receptive mind, academic excellence, awareness, discipline, confidence and self respect	Help students by providing them with an atmosphere that will allow them to complete their assignments, read with their children, participate in school offered workshops and events such as Parent Teacher Conferences, Thematic Celebrations Publishing Parties, Young Authors Night, Museum Night, Science Fair, Hundred Days of School, Gallery Night and other events to improve learning at home
Continue to foster an environment where students will learn through consistent application	Use positive reinforcement to support students emotional development and develop schedules rituals and routines that will ensure higher academic achievement
Provide experiences that allow children to learn by doing--making life long connections thereby becoming lifelong learners. Provide parents with opportunities by providing classes in English as a Second Language which will enable parents to help children with homework.	Assist students at home to with homework and therefore instill a love of learning and a home school connection. Parents will attend programs such as Si Se Puede, ESL classes and other related trainings.
Educate and inspire our students to think critically, be problem	Reinforce what has been learned in school by asking critical thinking

solvers and take an active role in communities and beyond so that they meet their full potential	questions, supporting children with problem solving strategies that sustain their individual strengths to share with the community
Expose our students and parents to various forms of technologies in order to broaden their horizons via our museum theme	Participate in excursions and hands on experiences that will broaden their knowledge and use of technology. They will also contribute to the museum themes, interviews, class presentations and historical experiences
Nurture and develop the whole child, social, emotional and physical growth	Continue to develop the positive foundations established by the home in order to further promote the whole child
Integrate the school, the home and the global community by providing parents with workshops on a wide range of topics such as Learning Leaders training, Arts and Crafts, Sewing, Knitting, and Jewelry Making.	Work in collaboration with the school and the community by becoming Learning Leaders and volunteering in the schools to extend the knowledge obtained taking part in trainings, workshops, newsletters, conferences and reports by attending, participating and providing input and suggestions.
Schedule monthly parent meetings to inform parents of all programs offered at the school. Continue to improve communication between parents, teachers and other staff members by providing information in a timely manner.	Continue to attend parent meetings and other events and use the information gathered as needed
Schedule meetings through the year on specific topics that affect our students achievements such as behavior management and conflict resolution.	Attend the necessary meetings that will inform them of their academic performance and other topics that affect the whole child.
Provide parents with the information starting in the early grades about assessments, standardized test results, and other data pertinent to the academic performance of students (State Progress Report, ARIS Parent Link, Quality Review and Learning Environment Surveys	Participate in gathering information and sharing their thoughts and ideas to further assist in the growth and development of our academic community

Parent Responsibilities:

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

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television our children watch
- Participating as appropriate, in decisions relating my children's education, such as Parent Teacher Conferences, Progress Reports, NYS Testing, and other academic related meetings.
- Participate in academic, informational, and other related trainings and workshops.
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by mail and responding appropriate

- Serving, to extend possible, on policy advisory groups, such as Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the School Support Team or other school advisory or policy groups

SIGNATURES:

School	Parents	Student
Date	Date	Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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



P.S. 333 will focus on the five Principal Performance Review Goals

- To improve students' achievement in Literacy
- To improve student achievement in Special Education
- To effectively analyze data
- To improve student achievement in Mathematics
- To increase the differentiation of instruction into daily instruction

2. Schoolwide reform strategies that:

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



Students receive targeted interventions during the 37.5 minute extended day period, in afterschool programs and during the instructional day.
 b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 -
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- The budget will be used to offer teachers professional development and provide training and per-session funding to further develop their instruction
- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- On going professional development opportunities are provided by the Professional Development Team (Literacy Coach, Data Specialist and Bilingual Coordinator) in addition to workshops provided by the AUSSIE's and the CFN. The budget will be used to support the scheduling of professional development workshops, study groups, and consultancy groups.
- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Teachers will be offered:

Differentiated professional development
Institutes for instruction and higher student outcomes
To work in committees to closely analyze data
Participation in professional workshops by the Childrens' First Network
Use of Assessments tools

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

- The budget will provide training that will support parents in further understanding their child's needs
- Parents will be involve in various committees such as the attendance, technology committee and in the planning of events such as Museum Night and Young Authors Night
- Parents will participate in informational workshops and trainings that will improve their understanding in the areas of family literacy services

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

- Students will be afforded the opportunity to visit the Kindergarten classrooms
- Students will be given the opportunity to interview the Kindergarten teachers
- Children will get to visit the cafeteria
- Children will get to practice a day in the life of a kindergarten student

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

Teachers will be supported by capacity builders' participation in professional development workshops on differentiated instruction
Instructional Specialists from the Childrens' First Network will support the delivery of professional workshops and monitoring of differentiated instructional practices

Teachers will analyze data to consistently monitor, reflect on, and implement differentiated strategies that address students' needs, interests, and learning styles

Curriculum plans will be differentiated based on multiple forms of data including formative assessments

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

- Child study
- PPIT
- Differentiated Instruction
- Small class size
- Buddy systems
- IEP's
- Academic Intervention Services

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

The Museum School is currently working along with the following CBOs: South Bronx Mental Health, Urban Health, Committee for Hispanic Children and Families and City Year

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.

		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			488,005	True	Goals 1-5
Title I, Part A (ARRA)	Federal	Yes			118,932	True	Goals 1-5
Title II	Federal	Yes			111,585	True	Goals 1-5
Title III	Federal	Yes			21,300	True	Goals 1-5
IDEA	Federal	Yes			285,910	True	Goals 1-5
Tax Levy	Local	Yes			2,109,937	True	Goals 1-5

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

130

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

We will work together to provide families with adequate transportation (if needed), food pantry, clothing, school supplies, counseling, at risk academic intervention and community referrals such as food stamps or SSI for students with disability. Committee will use Title I funds to provide the resources for the family.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 333 - The Museum School					
District:	8	DBN:	08X333	School		320800010333

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5		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	18				NR
Kindergarten	91	118	60				
Grade 1	103	111	116				
Grade 2	101	104	98				
Grade 3	109	102	101				
Grade 4	0	0	57				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	5	7				
Total	440	476	457				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	86.4	88.9	84.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	90.2	87.1	87.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	13	67	115

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	11	8	9

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	37	39	51	Principal Suspensions	5	7	0
# in Collaborative Team Teaching (CTT) Classes	9	12	8	Superintendent Suspensions	4	2	3
Number all others	18	19	32				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	81	69	TBD	Number of Teachers	35	37	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	61	53	TBD				
# ELLs with IEPs	4	27	TBD				

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

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	62.9	62.2	63.4
				% more than 5 years teaching anywhere	37.1	35.1	48.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	66.0	86.0	82.9
American Indian or Alaska Native	0.5	0.4	0.7	% core classes taught by "highly qualified" teachers	86.1	92.3	95.2
Black or African American	21.6	23.7	23.6				
Hispanic or Latino	75.7	71.2	74.6				
Asian or Native Hawaiian/Other Pacific	0.7	0.2	0.2				
White	0.5	1.3	0.9				
Male	52.0	53.8	53.6				
Female	48.0	46.2	46.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	21.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	7.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 607	District 08	School Number 333	School Name The Museum School
Principal Mr. Arthur Brown		Assistant Principal Carmen Umpierre	
Coach Nadia Cruz-Literacy		Coach Ms. Tricia DeVito	
Teacher/Subject Area Mrs. Pacheco, Ms. Ucar ESL		Guidance Counselor Ms. Youche Chia	
Teacher/Subject Area Ms. Valerio, Mr. Linares		Parent Ms. Altigracia Cruz	
Teacher/Subject Area Ms. Lisandro, Murphy, Casal		Parent Coordinator Ms. Luz Gerena	
Related Service Provider Mr. Slesinski		Other	
Network Leader Elmer Myers		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	462	Total Number of ELLs	140	ELLs as Share of Total Student Population (%)	30.30%
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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

Part II Questions 1-6:

ELL Identification Process

At P.S. 333x we have set structures in place to make sure parents understand the Home Language Identification Survey (HLIS) and the program choices. The parents are involved in completing HLIS to determine the child's eligibility for bilingual and ESL placement. The HLIS is also available in any language translations. An informal oral interview takes place with the ESL teachers, Nancy Pacheco and Gulay Ucar, and the secretaries (who are bilingual). The ESL staff is on hand to assist the parents in the interpretation and completion of the survey in Spanish, to ensure they understand their choices for placement. In the event that a family member speaks a language other than Spanish or English, we will request appropriate translators to aid the parents. After reviewing the HLIS for each student, we determine who is eligible for LAB-R testing. The staff developer then discusses with the parents the two programs our school has in place, both the transitional bilingual program and the ESL push in model. The ESL teacher and the Coordinator administer the LAB-R test to students eligible for testing within ten days of entrance into the system. After students have been identify as ELLs the Coordinator conducts Parent Orientations. When we have a new student being admitted to the school, this process is continuously done.

Aligning ELL Programs Based on Parent Choice

The Bilingual Coordinator in collaboration with the Parent Coordinator, administrators and teachers conduct Parent Orientation sessions throughout the school year where parents are informed on ELL program choices for their child. Parents of students who are entitled based on NYSESLAT results will be given a Continued Entitlement Letter. At these sessions, parents are once again informed about their choices and are given a Parent Survey and Program Selection Form or an Entitlement letter-in their Native language, if the already submitted a form. In addition, parents of students who scored at or above proficiency on the LAB-R will be given a Non Entitlement Letter. Parents of students who scored at or above proficiency level on NYSESLAT will be given a Non Entitlement/Transition Letter. Parents are provided with brochures in English and/or with translated materials if they speak a language other than English. During the orientation sessions a DVD further explaining and demonstrating the program choices is viewed by the parents and if needed a translated is version provided. P.S. 333 also informs them on the curriculum, academic expectation, assessments, specifically the NYSESLAT and ways they can support their child during the school year. After the DVD is viewed and discussed with the parents, and after a questions/answer session, parents are given the Parent Survey and Program Selection Form. Parent will then decide which program is convenient for his/her child. If we do not have the program the parent requests, he/she will be advised to go to the nearest school offering their program choice. During these sessions, we ensure all parents' have an opportunity to talk to the ESL/ Bilingual coordinator and other parents to have a complete understanding of the programs available for their children.

At these sessions, we strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. This helps us ensure appropriate programming within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions during Parent/Teacher School days/nights and on an individual need basis. The instructional programs for our ELLs, offered at PS 333 are a direct result of the parents' request, based on the completed parent survey and selection forms.

The ESL teachers then ensure that all selected forms are returned in a timely fashion and filed. Telephone calls are made to the parents as well as mailed reminders; they have also been approached at dismissal to explain the importance of returning the survey.

Opportunities are also taken when parents come in to meet their child's teacher to create a learning plan with the family involved. Family meetings occur once a month and include information about the programs available, how to help children learn English at home, and how to communicate with the child's teacher to improve learning. This way, parents of students who come in at any point in the year can still receive information about programs, make a program choice, and be involved in the school. Parents are also given bilingual resources such as dual language books so they can support literacy at home and be more involved in their child's education. We have a lending library for parents who are included ESL materials for adults, parenting books in Spanish, and other helpful resources put out by Colorin Colorado (website) and the National Education Association. All types of outreach (written, phone calls, meetings parents at dismissal) are taken to ensure parents have completed all proper paperwork, are involved in the educational plan for their child, and have all questions answered.

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>	0	1	1	1	2									5
Dual Language <small>(50%:50%)</small>	0	0	0	0	0									0
Freestanding ESL														
Self-Contained	0	1	1	1	0									3
Push-In	3	3	2	2	1									11
Total	3	5	4	4	3	0	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	125	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	55	0	4	14	0	2	0	0	0	69
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	70	0	18	1	0	0	0	0	0	71
Total	125	0	22	15	0	2	0	0	0	140

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	11	20	14	25	0	0							70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other	0													0
TOTAL	0	11	20	14	25	0	70							

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

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	23	17	11	1									67
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1	0									2
TOTAL	16	23	17	13	1	0	70							

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

Delivery of Instruction

At P.S. 333, there are 4 bilingual classes (1 per grades K-4) and 1 special education bilingual class grades 3 and 4. In these classes, Spanish-native language arts and English as a Second Language are taught everyday. In the transitional Bilingual classes teachers are

mandated to deliver 60-90 minutes in Native Language, Spanish. In an ESL push in program, all instruction is provided in English-about 360 minutes a week. The content area instruction is presented using the SIOP model/sheltered instruction to develop background knowledge and comprehension and to facilitate learning in the second language. There are 2 ESL teachers, Ms. Ucar provides cluster, push-in ESL instruction and ESL AIS to Kg-1st grade on a daily basis. It is recommended that the push-in program be provided for 90 minutes as opposed to 45 minutes daily. Mrs. Pacheco is our 2nd-4th grade push-in ESL provider. She also provides ESL AIS for grade 2nd-4th students who have been classified as at risk. Both teachers also service ELLs in Special Education classes. If students are not advanced, they will have an additional period per day of ESL. Both teachers attend grade meetings to ensure the ESL and mainstream curriculum is aligned and that ESL students do not miss valuable materials. Ms. Pacheco also acts as a Bilingual/ESL staff developer, supporting teachers with assessment, data analysis, mentoring, professional development workshops and curriculum. All ESL is conducted in English.

The Bilingual/ ESL team is using assessments of DRA in English and Spanish, EL-SOL in Spanish, ECLAS in English and informal anecdotal records to share information about students and work as a team to provide the most differentiated instruction for each ELL. The school uses a balanced literacy model for all instruction with infusion of arts, social studies and science. Bilingual teachers are currently using the On Our Way to English Program to support the ELLs in literacy. The mathematics program is Every Day Mathematics. Both languages are used in the bilingual program for all subjects, depending on students' language levels. We ensure that all beginning and intermediate ELLs receive 360 minutes of ESL and that advanced ELLs receive 180 minutes. We are also using the extended day schedule to provide further intervention for students in reading and writing, the areas where students need the most support.

Classes, both bilingual and ESL are heterogeneous. Students range from new arrivals to proficient. ELLs benefit greatly from being grouped with more English-dominant students who can model correct English. This grouping helps students to negotiate meaning and receive scaffold support by teachers and other students.

We are providing interventions to students based on homogenous grouping. There is a newcomer club offered during extended day to provide much needed support for students. The goals of this include 1) Set individual goals with each child about what they want to learn in English, 2) Set language and content objectives for each session (Using SIOP model), 3) Acquaint children with school system, expectations, vocabulary needed to function in classroom, 4) Children will become intermediate on all parts of the NYSESLAT (speaking, listening, reading and writing). This will be provided on a daily basis to help bridge students into academic English and have more success in their classroom.

Mandated Instructional Minutes

As referenced in the above section, students receive their allocated ESL instruction through both cluster and push-in. For example, students in ESL and bilingual classes are prepped by the ESL providers, who provide ESL through Math or Social Studies instruction in 45 or 90 minute blocks depending on NYSESLAT scores and level of the student. Also, the ESL teachers push-in to co-teach with the mainstream teacher. This allows students to receive differentiated ESL instruction through the content areas. In addition, this builds school wide capacity for differentiation by the ESL teachers modeling best practices to the other teachers.

Content Area Instruction

Bilingual Transitional Program

Students in K-4 receive mandated minutes of Native Language Arts (Spanish) daily through literacy and math. ESL is delivered through the content areas of science and social studies. Bilingual teachers utilize ESL scaffolding such as the SIOP model to make content comprehensible. This is supported by the Bilingual Staff Developer. New arrivals are given special attention during the ESL club in extended day. They meet Monday through Friday for 45 minutes. ESL providers are also providing AIS for those ELL students who have been identify "at risk" during the school day.

ESL Push in Program

In an ESL push in program students receive all instruction in English. Teachers who support the ESL students utilize the SIOP model to ensure they understand the content. Language and content objectives are set for lessons. Teachers who work with these students utilize ESL methodologies. We want to ensure that the ESL students are receiving the same content as non-ELLs. Therefore, we use the same curriculum as the remainder of the school, but use specific teaching strategies to meet the needs of our students. This involves setting objectives, providing feedback, nonverbal cues, cooperative learning, summarizing, note taking, and family involvement. ESL providers also push in and provide AIS for those ELL students who have been identify "at risk."

ELL subgroups

o SIFE

i. Currently, we do not have any SIFE students. However, we have several students who have poor attendance patterns and whose vacations get extended, therefore causing them to miss school. We monitor patterns in absence using ATS and ARIS in order to better support those students.

ii. We also create plans of action for those students in order to ensure they receive all interventions, such as small group instruction in

classroom, extended day service, and Academic Intervention Service (AIS). They are also targeted for the Title III After-School Family Literacy program.

iii. Any student in the Bilingual/ ESL program who is more than a year below grade level receives small group AIS literacy with the Bilingual/ ESL staff developer in order to bring them up to grade level. Technology is used through laptops and the SmartBoard to aid them.

o 1-3 years

i. Students in the newcomer category make up the majority of our ELLs being that the school is pre-K through 4th grade. Therefore, we make sure that they are all receiving ESL allocation. We also progress monitor to ensure they are advancing on the NYSESLAT each year. When we notice a plateau, we plan increased support for that child in the modality that has not moved up. We also lesson plan in the ESL and Bilingual classes to ensure each lesson combines speaking, listening, reading and writing.

o 4-6 years

i. If we have a student who has been held over, or who has not passed the NYSESLAT, we have an extension of services plan for them. This included Tier 1 and Tier 2 interventions such as guided reading, small group instruction-AIS, Pull-Out intervention, and after-school program. For those students who still do not make progress, we always come up with a plan of action involving teachers and family during the Child Study meetings.

o Long Term ELLs

i. Currently, we do not have any long term ELLs. If there is a student who enters our school system with this criteria, then we will immediately bring it up in Child Study and bring together a team of experts to plan for the child.

ii. In the event that a long term ELL enters our school, he/ she will receive small group AIS literacy with the Bilingual/ ESL staff developer in order to bring them up to grade level. Technology will used through laptops and the SmartBoard to aid them. They will be enrolled in extended day and the ESL after-school program as additional intervention. Their parents will be targeted for workshops and invited to participate in the Imagine Learning literacy after-school program.

o ELLs with special needs

i. Kindergarten-4th grade ESL students: These students will receive push-in ESL AIS support daily. Providers will use the On Our Way to English program, Awards Reading program or Fountas and Pinnell Intervention program, which have been proven to be successful for both ELLs and students with special needs. Training and ongoing support will be provided to the teachers to ensure students are progressing. Students will be assessed using On Our Way to English, Fountas and Pinnell and Awards assessments. Database and interim checks will ensure the children advance in their phonemic awareness, fluency, and comprehension. Students will be service between 3-5 times a week, in small groups for a 45 minute block.

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

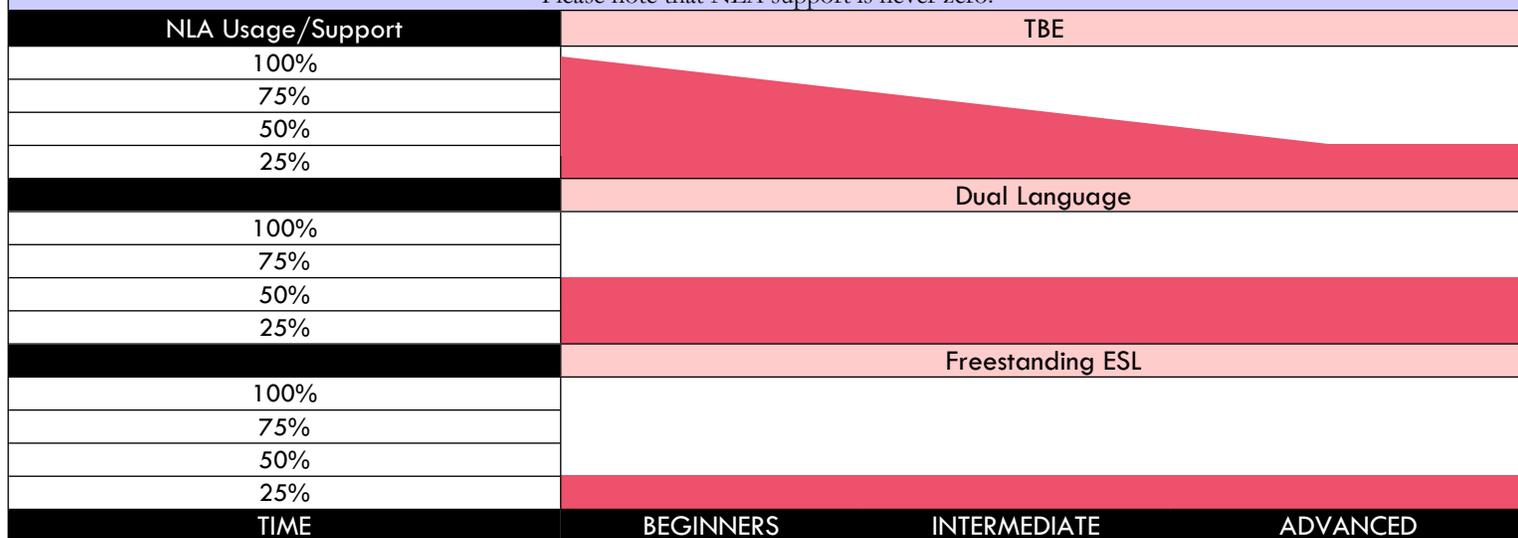
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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:

Description of Targeted Intervention Programs:

a. Smaller-groups for ESL will provide students with more individualized attention and differentiation during the school day in the form of

AIS.

b. New Arrival students will be part of our enrichment extended day program.

d. The inquiry team has analyzed NYSESLAT and ECLAS data and determined the goal for extended day writing club will be writing development for ELLs in fourth grade. All classroom teachers and providers will analyze student progress, and teaching the students during extended day as an intervention to help the students' writing improve. All ELL teachers will select 2 students to target and monitor writing progress and share findings with team.

e. Reading and Writing will be supported in the ESL classes by push-in support. This will drive instruction so that students' individual needs are being met. The focus on reading and writing is being addressed by this team of teachers, which includes the Bilingual/ ESL staff developer, Data Specialist and Literacy Coach as well as classroom teacher. The findings from this inquiry-based intervention will be shared with the remainder of the school.

Transitional Support for Proficient ELLs

o When students pass the NYSESLAT, the first step we take is notifying the parents in writing. Then, we follow up with a phone call or in-person meeting to discuss further supporting the child. We recommend continuation of ESL or bilingual support to ensure that the child transitions without lag to ELA. They are also invited to be a part of the Title III after school program. Students are also given the testing modifications for two years.

Programs to be continued based upon 2009-2010 success:

ESL Club

o ESL Club for newcomers will continue during the extended day, 37 minutes. A certified ESL teacher runs this club. The goals of this program includes 1) Set individual goals with each child about what they want to learn in English, 2) Set language and content objectives for each session (Using SIOP model), 3) Acquaint children with school system, expectations, vocabulary needed to function in classroom, 4) Children will become intermediate on all parts of the NYSESLAT (speaking, listening, reading and writing). This will be provided on a daily basis to help bridge students into academic English and have more success in their classroom. They will also use AWARD reading to develop their literacy skills, including phonics, fluency, and comprehension.

o Based on the retreat for teachers of ELLs last year, as well as the Professional Learning Community for teachers of ELLs, we will continue to have an annual retreat and monthly meetings of this team. We are using the professional textbook Balanced Literacy for ELLs. This helps us to differentiate our literacy block for ELLs. A topic for to develop is writing for ELLs.

Programs to be discontinued:

The Title 3 program, Si Se Puede will be discontinued this year. After assessing the program the school felt that it did not track the progression of our ELLs as effectively as we would have like it to. Therefore, we will implement the program Imagine Learning as the new Title 3 program.

After school and supplemental services

P.S. 333 the Museum School has cluster classes in music, art, science and social studies. Students are eligible to participate in each of these classes as well as an art club. Students are included in Museum Night preparation throughout the year as well as monthly assemblies. Students are invited to a 3rd and 4th grade after-school test preparation program which runs from October to June.

P.S.333x will offer an afterschool program for ELLs beginning on February 2011 and ending on May 2011. The Bilingual/ESL Coordinator will facilitate the program. The NYSESLAT and the ELA assessments were analyzed for the ELLs and it was determined that the focus for support must be on literacy. The purpose and goals for this program are as follow:

o To increase and enhance the literacy and content area skills of ELL.

o The students will strengthen their skills in the 4 language strands: Listening, Speaking, Reading and Writing, thereby accelerating their overall academic achievement.

o Parents will also participate in learning English as a second language while helping their students.

This program will promote and allow:

o Parents to visit the school on a more regular basis and build a culture of home/school connection.

o Support families in social interaction and supporting their children in academics.

o Get parents and children excited about literacy and ESL.

o Children's academic standing and attendance will be increased during the regular school day due to the parent involvement in their education and increased knowledge of the English language.

Instructional Materials and Technology

- § Bilingual leveled libraries with just right for me levels for students to read appropriate independent reading books
- § On Our Way to English reading program
- § Reading room for teachers to obtain guided reading books, big books, listening center/whole class books on tape
- § Poems and professional development books (Alma Flor Ada, SIOP model, Freeman and Freeman, Heinemann, ASCD)
- § School library for students and teachers to utilize
- § NYSESLAT test preparation books (Continental Press)
- § Many Rigby guided reading texts, big books, books on tape.
- § Bilingual teachers are in the habit of sharing successful lessons and texts with each other
- § Newspapers, magazines and other trade materials and libraries
- § Internet for ESL research in content area
- § SmartBoards used for model lessons by ESL/ Bilingual Staff Developer
- § SmartBoard used for research and literacy
- § Imagine learning materials (Title 3 program)
- § AWARD reading with computer networking for students to access online
 - o Award reproducibles
 - o Award assessment
 - o Award Big Books, guided reading books, CD-Roms

Native Language Support in a Transitional Bilingual Programs:

- § All bilingual teachers use native language arts in their classrooms to support first language development of the children.
- § All bilingual teachers utilize ESL methodologies to support the second language development of the children.
- § All bilingual students receive between 60-90 minutes of mandated Native Language Instruction. However in this Transitional Bilingual Program the numbers of minutes change according to the needs of the students. The goal is to transition the class to an all day English instruction with support using the native language.
- § ESL teachers use the native language of Spanish to send materials home for students that the family understands. Resources corresponds to ELLs age and grade levels
- § The boom room and library offer all levels of reading materials, and range in topic so that students can have high-interest, leveled materials. We need to boost our collection of low level high interest materials for older students who may be new arrivals or below grade level in reading.
- § On Our Way to English and Awards reading materials are also differentiated to meet the needs of all our ELLs Newly enrolled ELLs before beginning of school year
- § Families meet with an ESL teacher and are given support in completing paperwork for the school. Interviews are conducted in their native language.
- § Discuss with parents about the newcomers ESL Club which is conducted during the extended day, as well as, the after school program which is offer to ELL students.
- § Our goal for this year in June is to send out by the next summer a "Welcome to our school" packet for students and their families to get better acquainted with the school. This could include educational resources for them to be using before the school year starts. It would be beneficial to include listening materials so the student could be listening to English books on tape during the summer in preparation for the coming school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here D:

Professional Development

- § 10 hours of English as a Second Language teacher training will be provided throughout the year
- § Once a month bilingual/ ESL team planning meetings to analyze student data, plan for instruction, unit plan, and share resources. Coordinator will head meetings and provide support for the teachers.
- § Teachers will also attend professional development provided by ASCD and BETAC at Fordham University throughout the year
- § Push-in support to monolingual teachers to model scaffolding strategies for ELLs
- § Workshop and meeting topics for all teachers include but are not limited to: what to do to support a new arrival, the writing workshop for ELLs, preparing for the NYSESLAT, guided reading for bilingual students, how to involve parents in literacy, holding ELLs to high standards with academic rigor, ESL through the content areas
- § Teachers will be sent, in turn, to out of school professional development, which will be turnkeyed at monthly meetings
- § Award Consultant and On Our Way to English Consultant will provide ongoing in-class support as well as workshops for all teachers with ELL students

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?

Parent Involvement

Ms. Gerena, our Parent Coordinator, Mrs. Pacheco, Bilingual/ ESL staff developer, and Ms. Ucar, ESL teacher, offer monthly meetings for parents of ELLs to assist their children in learning at home, and help them prepare for state tests including the NYSESLAT. As we learn of topics of interest, we will adapt meetings to meet the needs of the families. We are working closely with the parents to get them involved in the academic and social well being of the child. Our attendance is high at the meetings as evidenced by sign-in sheets and reflection forms. Currently at P.S. 333 there is an active Parent Association that meets regularly and supports parents. All ELL parents are invited and included in participation of these events. The Parent Coordinator offers workshops in literacy, arts, homework help, and other topics of interest to the parents. There are meetings to inform parents of tests such as the ELA and math state tests and the NYSESLAT. Parents also have learned how to log into ARIS to review and monitor their child's progress.

There are parent orientation meetings at the beginning of the year where parents are informed about their options for ELL programs. They view the DVD of parent choice, are given a presentation about the school's programs, introduced to the teachers, given an opportunity to ask questions, and also invited to bring dual language books home from the Parent Lending Library. Parent workshops are held throughout the year to support their needs. Parents also are invited to assemblies each month to honor attendance, good citizenship, and see performances by the children. An Open House Night in September allows parents to meet the teachers and familiarize themselves with the school and curriculum. All school functions are bilingual in Spanish and English.

Students who are new to the school are met by the parent coordinator and ESL teacher. The parents are given the invitation to attend a parent meeting and learn more about options for the child. They are given materials in their native language. Teachers are expected to

welcome students and scaffold instruction to support the child's language needs. The child will receive differentiation instruction from the bilingual or ESL teacher and all other teachers. They are assessed in English and Spanish to determine their reading levels and needs. Together, with a team of teachers involved in educating the student, an educational plan is created to address needs, support new arrival transition, and ensure academic growth.

Parents of ELLs are invited to participate in the Imagine learning after-school literacy program where parents and students learn English as a Second Language. They are involved in rich, authentic literature and use the native language to support second language learning. The program is offered Tuesdays and Wednesday throughout the winter and spring semester from 3:30pm to 4:45pm. Parent surveys (Spanish and English) are taken extremely seriously at our school in order to ensure parent input as to needs of the school and how to improve. The parent coordinator, Luz Gerena, is in charge of administration of this parent questionnaire. The parent coordinator notifies administrative and consultation committees of needs of parents. Workshops or meetings are then plan out to meet the needs of all of our parents here at P.S.333x.

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)	4	17	19	4	5									49
Intermediate(I)	2	14	6	10	6									38
Advanced (A)	10	3	12	13	15									53
Total	16	34	37	27	26	0	0	0	0	0	0	0	0	140

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		3	4	2	0								
	I		15	12	2	3								
	A		14	14	9	10								
	P		3	7	14	13								
READING/ WRITING	B		17	19	3	5								
	I		14	6	11	6								
	A		3	12	13	15								
	P		0	0	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	11	2		22
4					0
5					0
6					0
7					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	4	3	10	2	5	0	1	26
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	6	7	5	3				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here **Assessment Analysis**

At P.S. 333x we utilize the DRA, ECLAS and EL SOL reading and writing simulations and the NYSESLAT results to group and plan

prevented these students from passing the NYSESLAT test. The combined scores of reading and the writing section is an area that needs improvement across the school. We analyzed the reading and writing combined modality and found that in 1st grade 17 are at the beginners level, 14 intermediate, 3 advanced and 0 proficient. In 2nd grade 19 are beginning in reading and writing, 6 are intermediate, 12 advanced and 0 proficient. In the 3rd grade, 3 are beginning, 11 at the intermediate and 13 are advanced. 0 are proficient. In 4th grade, 5 are beginning in reading and writing, 6 are intermediate, 15 are advanced and 0 proficient. We can use this data to see that the highest need in the school is reading and writing for our ELLs. Therefore, we are making school-wide initiatives to address this, including a focus on all the grades is writing. Every teacher is devoted to targeting instruction for ELLs in writing development, which will build capacity in the school for quality literacy instruction of ELLs. Every teacher will also study/track the progress of 2 students (for inquiry). Based on these studies, teachers will plan and modify lessons to best meet the needs of all our students Title III after-school literacy program will all be center on reading and writing with. In addition, we have added an ESL Club to differentiate for new arrivals. All teachers are involved in common planning in order to ensure students are advancing in reading, writing, speaking, listening. Across the bilingual classes there are far more students scoring advanced levels in the listening/ speaking section as opposed to reading and writing. There are multiple opportunities for professional development where teachers can acquire information on how to best prepare students for overcoming these hurdles in reading and writing. Bilingual teachers follow the same examples of monolingual classes by ensuring their students are held to the same high standards through the reading and writing workshop model with differentiation throughout. Bilingual and ESL providers also plan and share best practices in their monthly meetings. Coordinator also meets with these teachers to provide support at analyzing data, differentiating instruction, ESL methodologies and also reading and writing best practices.

Patterns across proficiencies and grades

Each grade, kindergarten, 1st, 2nd, 3rd and 4th showed a pattern of proficiency on speaking/ listening yet a need for reading/ writing improvement on the NYSESLAT, as evidenced by the data above. Therefore, we have created multi-teacher teams of inquiry around reading and writing to address the discrepancy. These teams of teachers meet weekly and plan for literacy intervention.

We have also noted that the ELLs who are taking the Math State Exam are fairing better than the ELLs who are taking it in English. For example, in 3rd grade there were 10 students who scored at a level 2 who took the Math Exam in Spanish and only 3 ELL students scored at a level 2. In the same grade we also noted that 5 ELL students who took the Math Exam in Spanish scored a level 3 and only 2 ELL students scored a level 3.

Analysis of Early Literacy Skills

The following assessment tools are used in our school to assess ELLs:

- DRA English and Spanish
- ECLAS (English) and EL-Sol (Spanish)
- NYSESLAT and LAB, LAB-Rs
- Harcourt Interim Assessments (3rd grade)
- Informal assessments by classroom teachers (pre and post unit assessments)
- ELE- Spanish exam
- E-PAL (2nd and 3rd grade)

The above assessments are used by the school in order to determine students who are at risk. When a student is below grade level, they are provided with extended day services, small group in-class instruction as well as extended day literacy intervention.

Students who are below grade level in reading scores (DRA and ECLAS) are entitled to receive small group AIS reading service in order to ensure they are on grade level. These students are tracked for 6-8 weeks and re-assess to determined progress. In an event where a student has not made the sufficient progress that is expected the students are then discussed in our school's Pupil Personnel Intervention Team. The team then decides what next interventions or steps need to be taken. ESL providers also conduct interim assessments utilizing materials from Rigby, Wilson or the DRA.

Native Language Use in Assessment

The school uses ELE, EI-Sol and DRA in Spanish to assess the literacy levels of our ELLs in Spanish. This is used to inform guided reading, independent reading, shared reading, and the writing workshop in Bilingual classes. In addition, this data is used to ensure that students who need Native Language Academic Intervention Services are provided for. In all grades, students are assessed in both languages to best meet their needs. Families of ELL students are provided with native language library books from the Bilingual/ ESL coordinator in order to ensure they are aiding their child at home in the first language.

Evaluating the Success of Programs for ELLs

§ This is an area we are working towards improving in our school. We have in place informal ways of checking the progress of students, but there needs to be a systematic check and balance system on ESL instruction for our students. We need to annually assess the

progress of students across the four modalities and have teachers share best practices for success. We have been analyzing NYSESLAT and reading scores throughout the year, but we need to go further in using this to drive instruction. Currently, we are reorganizing grade meetings so more time can be dedicated to analyzing student work in order to drive instruction. In addition, new interventions are being targeted for ELLs in reading and writing. The newcomer club, and inquiry teams in all the grades will be monitored each 6 weeks to measure progress. The Coordinator will provide the ESL and Bilingual teams professional development on how to look at data and analyze it effectively to push practice forward.

§ The ELL team will work on a benchmark progress monitoring system for Beginner ELLs, intermediate ELLs, and advanced ELLs in order to ensure students are moving up proficiencies throughout the year and not just as the summative NYSESLAT. This exam will be given at interim checkpoints.

Our ELL teacher team, along with Principal, Assistant Principal and paraprofessionals, has come up with an annual plan to guide our instruction.

The ESL/ Bilingual teachers will be meeting once a month, the 3rd and 4th Friday of each month.

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		