



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 133

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K133

PRINCIPAL: HEATHER FOSTER-MANN **EMAIL:** HFOSTER@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Heather Foster-Mann	*Principal or Designee	
Vivian Mendez-Quintero	*UFT Chapter Leader or Designee	
Priscilla Bush	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dalila Rabsatt	Member/Staff (Chairperson)	
Dana Konefal	Member/Staff	
Brian Blakely	Member/Staff	
Jean–Cosme Delaloye	Member/Parent	
Deenen King	Member/Parent	
Sara Vosine	Member/Parent	
Enrique Mina	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To support our French dual language and Spanish enrichment program growth. We will sustain our self-contained French dual language kindergarten class during the 2011 – 2012 school year and prepare to implement a self-contained Grade 1 class in September of 2012 while maintaining and expanding our Spanish program. We will increase our dual population by 25 children each September and grow our Spanish Enrichment program by adding one grade each year.

Comprehensive needs assessment

In order to better meet the needs of our students and to ensure our students are ready to compete in a global society we researched best practices in dual language program creation, and after looking at the data and research, we decided as a community we would like to offer a French dual language program in the 2011-2012 school year. In Pre-kindergarten we have seven French speaking students from France, Switzerland, Vietnam, who would benefit from Native language instruction. The French dual language program (DLP) will strengthen our French speaking ELLs' Native Language fluency and literacy, which, as studies show, promotes English Language acquisition and academic success. In addition, our English proficient students will learn a another language and cultural literacy which in turn will create pride in their own culture and develop a deeper awareness and respect of all cultures. The dual language model will allow all students to develop their second language skills while learning content knowledge in both languages.

Research shows that the effectiveness of Dual Language closes the achievement gap of English language learners. It is an additive enrichment program that fosters language equity with the goal of bilingualism and biliteracy as well as cross cultural attitudes for all children. It has been found that: *It takes most individuals from five to seven years to acquire the second language well enough to function academically; one can transfer the knowledge and skills in one language to another; by continuing to develop the two languages; children's educational and cognitive development is enhanced.* (Collier, 1992, 1995; Cummins, 1992; Hakuta & Diaz, 1984)

Additionally, two way dual language programs are far more effective than stand alone ESL. Our needs assessment indicate that bilingual parents are demanding a language component to the academic day. Monolingual parents are also in agreement that language should be taught as a part of the Core subjects. According to our NYSESLAT data, our students are not transitioning into monolingual classrooms. K-2 students tested are remaining in the beginning levels and not moving into the intermediate levels at a rate as their monolingual counterparts.

This leads us to believe that the creation of a full dual language program would serve our student population more effectively. One of our long term goals is to transition our ESL program to a Spanish dual language program.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

Planned activities include:

- Oral language development
- Early literacy –emergent development
- Attend conferences i.e. NYSABE, DLP symposium,
- PD will host study groups on biliteracy
- Inter-visitations to DLP schools
- Dual language inquiry group
- Curriculum mapping (integrating SS science into the literacy block)
- Curriculum alignment- to Native Language Arts - CCSS and NYS
- Collaboration with English French New York (EFNY) our school will recruit and hire a French instructor to facilitate an after-school for native and non-native speakers of French. We will develop and implement a Spanish cluster program for Pre-K through grade 1 students. We will also implement Enrichment Club for dual language. It will meet 1 hour a week with the French instructor (Kindergarten) and a Spanish teacher (grades 3-5) will meet with clubs. School Leadership Team will create a Dual Language sub-Committee that is comprised of parents and faculty that will work on a needs assessment of our school community in order to continually address the needs of our dual language learning community.
- Professional Development on the various dual language models for administration and teachers to best implement and meet the needs of our dual language learners. Inter-visitations to other successful dual language programs.
- Timeline for our Dual Language Committee: October - January Inter-visitations to model sites, Open House (November/December), Apply for Dual Language Grant, Administer Assessment to Francophone families (April/May), Group Students, Establish an Interview Committee consisting of parent and staff (March/April), Deadline for Admissions (March/April)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Informational sessions for parents on dual language programs
 - Parents comprise a dual language committee
- PS 133 already hosted information sessions, developed a brochure, shared online communication with parents and created a web page on French dual language program admissions on the school web site. PS 133 will continue to support program growth by empowering parents to become active agents in the establishment and development of our dual language program. We believe that informed parents will be able to assist us in the planning, development and eventual expansion of the program. Parents will also participate in inter-visitations at model sites with teachers. These inter-visitations will be done during the school day. After the visits, parents and teachers will debrief with the principal to talk about what they saw and voice any questions or concerns they may have. With the assistance of English French New York (EFNY), we offer native and non –native speakers a class in French one day per week after-school. The class is taught by a native French instructor. The instructor also volunteers and teaches French to our students in our Enrichment Club program on Fridays.
- To plan instruction for the upcoming program, we will continue to collaborate with expert French dual language teacher to conduct assessments of incoming students, order materials, analyze assessment data, student recruitment. This will take place once a week for a period of eight weeks.
 - PS 133 also hopes to give the dual language teacher additional time to plan for language development during the summer with the assistance of an expert teacher from an existing dual language program and the guidance of the Literacy Coach. Together, they will develop language goals for the first two units of study in reading and writing. The teacher will rely on Mary Cappellini's *Balancing Reading and Language Learning*. During the summer, the three teachers will meet for two four-hour sessions.
 - Before the end of the year, a Pre-K teacher with several French ELLs and the entire Kindergarten team along with the coach will visit PS 58 for one day to observe instruction and classroom organization. For this purpose, PS 133 will pay four substitute teachers per diem.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Dual language teacher will be enrolled in an advanced certificate program at Hunter College to receive bilingual extension by June 2013

Teacher will continue to intervisit at dual language schools i.e. PS 58, PS, 84

Teacher is involved in year-long study group focusing on language acquisition for second language learners

Hiring team will continue recruit highly qualified teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Community Based Organizations include: EFNY,

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- To plan instruction for the upcoming program, we will continue to collaborate with expert French dual language teacher to conduct assessments of incoming students, order materials, analyze assessment data, student recruitment.
- Using the Title 3 DLP Panning grant, the study group which includes the principal will meet once a week after school for two hours each time over the course of six weeks. At the end of this time, a viable curriculum map for the kindergarten curriculum program will be in place.

Teacher Per Session

Planning for language Development with French Dual Language Teacher

1 teacher x 8 meetings x 3 hours x \$41.98 = \$1,007.52

Integrated Curriculum Mapping Study Group (Kindergarten)

5 teachers x 6 meetings x 2 hours x \$41.98 = \$2,518.80

Content Area Instructional Supplies

- \$16,732

Materials purchased to meet the specific needs of the program, namely: books, in French and English; green bins for French books and yellow bins for English books, green and black markers, green printing paper, green and white folders for writing, composition notebooks for poems in English and French, chart paper.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, the level of communication between parents in grades 3-5 and the school community will increase as evidenced by attendance at school events, parent workshops, classroom visits, and as evidenced by the responses on the communication portion of the Spring 2012 Learning Environment Survey.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Parents continue to be the life force of schools. It is our goal to have parents, especially in grade 3-5 more actively involved in the life of school. We have noticed that by the time students have reached the third grade, the frequency that upper grade parents attend school events drops significantly. Students in grades 3 scored significantly lower on the NYS assessment in ELA and Math in 2010-2011. We attribute a portion of this decline to the lack of involvement in the life of school as children get older and are deemed more independent.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Establish two way communication w/parents, letters to child's teacher
- Invite parents to monthly "Parents as Learning Partners," Coffee and Chat, Get Cozy and Read, where parents are engaged in specific learning activities with students
- Conduct workshops for Parent using ARIS Parent Link
- Parent Workshops in the content areas of ELA, Math, Science
- Family Math Night; Science Fair, Curriculum Night
- Collaboration with CBO's to increase outreach to families
- Continue with communication initiatives i.e. translation services provided at meetings and in communications, monthly grade

<p>newsletters, interim progress reports to families</p> <ul style="list-style-type: none"> • Set up email contact list to communicate with parents • Recruit Parents for ESL classes, hosting specialty classes, for and by parents <p>Timeline: Check in with parents through Informal school survey in November 15, March 15</p>
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> • Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. <p>Teachers will continue to reach out to parents via monthly newsletters, website, email blasts and backpack. They will incorporate email as a way of communicating with parents more effectively. Encourage parents by blogging and signing up for E-grade access. Grade 3-5 teachers with the support of the Parent Coordinator will recruit two -three parent per class to attend a First Friday event each month.</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> • Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. <p>N/A</p>
<p>Service and program coordination</p> <ul style="list-style-type: none"> • Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. <p>Established Title 1 Committee to increase input for spending of Title 1 funds for parental Involvement Adult Cook Shop Program for parents sponsored by the Food Bank of NYC Learning Leaders Program- recruited an additional 10 volunteers in the Learning Leaders program who will participate on a regular basis as deemed by their logs.</p>
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> • Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. <p>Title 1 funds -1% allocation</p>

ANNUAL GOAL #4 AND ACTION PLAN

**ANNUAL
GOAL #3
AND
ACTION
PLAN**

Annual Goal #4

By June 2012, 100% of the students will engage in a cognitively demanding literacy task that requires them to demonstrate their ability to read and write informational text and defend arguments.

By June 2012, 100% of the students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model mathematics and/or construct and explore the reasoning behind arguments to arrive at

variable solutions, as resulting in a 5% increase in Level 3 and 4 students on the constructed response portion of the NYS

Mathematics Assessment.

By June 2012, we will increase the year to date rate of attendance from 91.8% to 93%.

Comprehensive needs assessment
 • Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities
 • Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities
 • One significant barrier to our schools' continuous improvement is attendance. Our school's attendance rate is 91.8%, which is low compared to the city's performance. We will use the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 a) strategies/activities that encompass the needs of identified student subgroups,
 b) staff and other resources used to implement these strategies/activities,
 c) timeline for implementation,
 d) specialty teachers will support classroom teachers in the content of social studies and science, thereby enriching informational writing and reading strategies/activities.

Instructional strategies/activities
 • Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 • Science strategies/activities will be developed to meet the needs of identified student subgroups,
 • Teachers will continue to use math exemplars to enhance these strategies/activities.
 • Grade level teams will continue to re-align their curriculum maps to indicate a correlation with CCLS and one unit of study in informational texts.
 • Strategies/activities will be adopted and adapt one task bundle in literacy from the Common Core library
 • Grade level teams will adopt and adapt one task bundle in literacy from the Common Core library
 • Training teacher leaders in math exemplars to turn-key to their grades

Strategies/activities to increase parental involvement
 • Assistant principal will conduct lab sites in one lower grade and upper grade classroom.
 • Cite the strategies and activities in a classroom grade 1-3 targeted intervention plan of absent students implemented to achieve this goal. The PIP teachers in grades 3-5 will meet twice weekly during their designated double preparation period days in order to review student work and student data such as weekly and monthly assessment results both formal and informal and make instructional adjustments. The school will use data to identify students who are at risk of being held back and make instructional adjustments. The school will use data to identify students who are at risk of being held back and make instructional adjustments.
 • 3 consecutive days absent= home visit

Strategies for attracting highly qualified teachers (HQT)
 • End of year celebration for students with 100% attendance in special needs students. Implemented to achieve this goal. The PIP teachers in grades 3-5 will meet twice weekly during their designated double preparation period days in order to review student work and student data such as weekly and monthly assessment results both formal and informal and make instructional adjustments. The school will use data to identify students who are at risk of being held back and make instructional adjustments.
 • Attendance Bar Graph: monthly percentage displayed for community (staff, students, parents and visitors)
 • Daily percentage displayed
 • Friday announcements for classes with perfect attendance during the week
 • Performance Acuity and Predictive Assessments. The grouping of these students will be homogeneous according to their grade level but flexible
 • Student Run Book Store: morning shift staffed by targeted attendance students

Service and program coordination
 • ROCR Report (Daily Class Attendance) is posted daily @ 2pm
 • Consistently late students will look in using a time card to track their tardiness
 • Programs housing programs (Meal Start) are being coordinated with the instructional strategies/activities to achieve this goal.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	0	0	N/A	N/A	1		0	2
1	26	15	N/A	N/A	1		0	0
2	24	10	N/A	N/A	0		0	1
3	12	12	N/A	N/A	3		1	3
4	29	20	3	0	1		0	5
5	21	26	5	0	6		0	3
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	English Language Arts Academic Intervention Services are provided by AIS teachers, SETSS provider and Classroom teachers. The types of programs used are: National Geographic; Wilson- Early Intervention (Foundations); Triumphs Learning. These programs are used during small group instruction during the day, and an additional AIS period three times each week which is 40 minutes of instructional time provided by an additional teacher who pushes into the classroom. Students meet in small groups of no more than 8 students. We also provide service during Extended Day After-school Program, 37 1/2 minutes. We assess our programs by using DRA2, and TC Running Record.
Mathematics	Mathematics Intervention is provided by our classroom teachers during small group instruction. A concentrated focus is on mathematics twice per week. The teachers use “Achieve It” Math strategies, V-Math and Essential Skills for Math Success by Rally Education. We also incorporate Everyday Math components, and the math exemplars. Students receive small group instruction as well as one-to one tutoring during the day and during 37 ½ minutes.
Science	Science cluster teacher co-teaches with identified classroom teachers to support the investigation process of science. She also reinforces nonfiction units of study. Science teacher runs an enrichment cluster that fosters science skills each Friday. Teachers providing AIS will integrate Science with Reading and Mathematics lessons using science related stories to answer comprehension questions and solve math problems.
Social Studies	Enrichment teacher pushes in to the classroom to support social studies in grades 3 and 5. He teachers the technology aspect of social studies and infuses keyboarding skills, creating power-point presentations, all through the content area of social studies
At-risk Services provided by the Guidance Counselor	Guidance counselor provides at risk services to students identified as in need of counseling. GC runs a Girls group.
At-risk Services provided by the School	none

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Jose Ruiz/Margarita Nell	District 13	Borough Brooklyn	School Number 133
School Name William A. Butler Elementary			

B. Language Allocation Policy Team Composition

Principal Heather Foster-Mann	Assistant Principal Deanne McGhie
Coach Sha Wonda Williams Credle	Coach type here
ESL Teacher Myra Lopez	Guidance Counselor K. Risley
Teacher/Subject Area Dalila Rabsatt	Parent Renee Burke
Teacher/Subject Area Vivian Quintero	Parent Coordinator Ahmed Dickerson
Related Service Provider Nikita Hunter	Other type here
Network Leader Margarita Nell	Other type here

C. 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	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	28
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	301	Total Number of ELLs	14	ELLs as share of total student population (%)	4.65%
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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. 

At the time of admission an informal oral interview is conducted by the ESL teacher who speaks Spanish or a member of the language team, Ms. Quintero or Ms. Rabsatt bilingual pedagogues to determine language dominance. For languages other than Spanish, i.e. French or Creole the pedagogues Mr. Goetz (DLP teacher) or Ms. Vil Noel (first grade teacher) who speaks either language respectively interfaces with the family member. ELLs who attend PS 133, are identified through the completion of HLIS (Home Language Identification Survey) which all parents or guardians are required to complete when registering their children in the school for the first time. The HLIS form is available in native languages. If the HLIS indicates that a child meets the criteria for testing, then the student is administered the LAB-R. The exam is administered by the fully certified ESL /Bilingual Spanish Common Branch licensed teacher. If the ESL teacher is not available one of the content area teachers named above conducts the initial screening and interview. They both hold Spanish bilingual licenses.

If the LAB-R results show that the student is an ELL and Spanish or French is spoken in the home, they must also take the LAB to determine native tongue dominance. The New York State English as a Second Language Test (NYSESLAT) is administered in the spring to measure the progress the ELLs have made. Kindergarten through Fifth grade are given the NYSESLAT exam which tests all four modalities of listening, speaking, reading and writing. The Principal and Assistant Principal reviews the results of the NYSESLAT to determine which ELLs are meeting the Standard and puts in place intervention for ELLs not meeting the Standard in each band.

P.S. 133 has a Free Standing ESL program as well as a new Dual Language program. holds an orientation for parents or guardians of newly enrolled LEP/ELLs to inform them about the different ELL programs that are available. This session is hosted by the ESL teacher. Materials are available at this meeting in parents home language. At this orientation materials are handed out explaining the available program choices at our school which are a Free Standing ESL program and a Dual Language French Class that requires a separate assessment for Francophone students and a lottery for Anglophone students. Spanish speaking parents view a video in their native language. The ESL teacher reviews the State Standards, assessments and what our school expects from the families. At the end of the orientation, the parents are given a survey and program selection form. Because there are no bilingual classes available at this school, parents are given the option of transferring their children to schools offering a bilingual program. 2011-2012 we have a Kindergarten Dual Language French class. Mr. Goetz holds a license in special education and is pursuing a bilingual extension certificate which he will complete in June 2013.

Parent who chooses to opt out of putting their child in a Bilingual program and elects an ESL program are given a placement letter explaining that their child will be given an exam in the spring to measure their progress. If a child has tested out on the LAB the parents receive a non entitlement letter. Continued entitlement letters are given to parents whose child still need ESL services. A non entitlement / transition letter is given to parents whose child no longer needs ESL services because they have earned a proficient score. The ESL teacher maintains records to ensure that entitlement letters, parent surveys and program selection forms are returned. The ESL teacher gives the parents original letters where there is a space where they sign that they have received and read. They return it to the teacher and she has a checklist that allows her to see at a glance who has not returned forms. If a letter is not returned, a phone call is made, and a letter is sent following. If there is no response, a letter will be placed in the student's file indicating that the form was not returned. Parents are notified that there is no TBE program available at our school. Otherwise they will be placed in an ESL program in

the school. (As per the CR Part 154) Identified students are placed in bilingual or ESL instructional programs based on the following criteria and procedures: Parents complete the HLIS (Home Language Identification) Survey. Based on the responses given when registering their children the first time, they are administered the Language Assessment Battery-Revised (LAB-R). The assessment will determine their level of proficiency. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is rejecting transfers and opting out of bilingual programs. This school year two of three parents at the Kindergarten grade levels opt to have their children in a freestanding. The other parent opted to have their child placed in the New Dual French Language class.

Program models offered at our school align with parent requests. In order to meet the linguistic needs of our ELLs as well as comply with parental choice and CR Part 154, P.S. 133 has a free-standing English as a Second Language Program (ESL) and a Dual Language French and English class.

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*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): French

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In														0
Total	1	0	0	0	0	0	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	1	0	0	0	0	0	0	0	0	1
ESL	9	0	4	4	0	8	0	0	0	13
Total	10	0	4	4	0	8	0	0	0	14

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	1	0	1	0																

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 5

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 3

Asian: 0

Hispanic/Latino: 3

Native American: 0

White (Non-Hispanic/Latino): 14

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	2	3	3	1	1									10
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic					1	1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	4	3	1	2	1	0	13						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The 2011 /2012 school year will serve children from 7 monolingual classes, 4 of which are CTT (Co-Team Teaching) classes and 1 self-contained class. The ESL program at PS 133 is a freestanding pull out / push in program. The students receive all instruction in English. Three hundred sixty (360) minutes of ESL instruction is provided to all beginning and intermediate level students. Advanced-level students receive 180 minutes per week of ESL instruction and 180 minutes of ELA per week as per the CR Part 154. The ESL program incorporates content areas using ESL methodology. Guided Reading, Shared Reading, Independent Reading, Shared Writing, Independent Writing and Word Study will be used to make content areas comprehensible. All lessons for ELLs are aligned with New York City, State, and Common Core Learning Standards. To provide students with support in areas of assessments there is continuous reinforcement of English Language Arts and Mathematics skills. There is an emphasis on the four modalities: reading, writing, speaking and listening. In the classrooms they use various graphic organizers, such as semantic webs, bubble maps, Venn diagrams, K-W-L charts which help the students with their reading comprehension and writing process. The Balanced Literacy Approach and Workshop Model are used in lessons. The ESL teacher uses whole language approach, Scaffolding, Intensive vocabulary instruction, Total Physical Response (TPR), Cooperative Learning and Cognitive Academic Language Learning Approach (CALLA). There are leveled libraries that reflect various genre, themes, and author studies. Writing by students in their native language is acceptable. They are encouraged to use their native language skills to assist them in learning English. When the ESL teacher analyzes the periodic assessments she shares the results with classroom teachers. Together they work on increasing levels of proficiency.

Although we do not have any Students with Interrupted Formal Education (SIFE) PS 133 will take into account that we will be prepared to meet their needs. Just as we differentiate our lessons for our ELLs these students will need additional support in all areas. They will be given more time than other ELLs and will work with them one on one during the extra time given to them.

Newcomers with less than three years will also be receiving extra support and time. These students will be exposed to oral English and practice using oral English, they will work on phonemic awareness, and activities using TPR (Total Physical Response).

Students in the program for 4 to 6 years will be using the CALLA methods to help them in the content areas and prepare them for the state exams that are given and increase their scores. Students that are long term ELLs will work as the others and also using the Language Experience Approach and students will academically and linguistically improve on their assessments.

Instructional strategies and grade-level materials that teachers of ELL-SWDs use that both provide access to academic content areas and

A. Programming and Scheduling Information

accelerate English Language development are the use of appropriate use of manipulatives, The SIOP model utilized with students, and the use of computer websites specializing specifically with students with disabilities.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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 Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

Targeted interventions for our ELLs are AIS, Inquiry groups, after school, Art / Social Studies, Setts. The ESL curriculum also includes a Math word wall and an intervention program during school hours. The after school program provides extra instruction for targeted students in Math and Literacy. The 37 ½ minutes added on to the school day is used for reinforcement for these students as well.

There aren't any programs that will be discontinued. ELLs are given the same opportunity to participate in any program available whether academic or enrichment ELLs are afforded equal accomodation to the rest of the schools program.

Programs provided to all English Language Learners (In English) are:

- Physical Education, Science, Music, Social Studies Through the Arts
- Studio-In-The-School
- Junior Great Books
- Computer Enrichment
- Enrichment Club Fridays
- Cookshop For Kids
- 37 ½ minute extended day for reinforcement

After School

- University Settlement

Programs

- Conflict Resolution
- AIS
- Speech
- Guidance Counseling
- SETTS
- Learning Buddies

Spanish

Instructional materials used to support the ELLs include the Teachers College Reading and

Writing project, Scott Foresman ESL, Big Books for Shared reading, Words Their Way activity books. Some technology programs are funbrain, IXL for math, Math Blaster, Brainpop, and softschool. Native language support is provided through our multicultural library. There are bilingual glossaries that are available for classroom use. There are also picture dictionaries, Jazz Chants, and Everyday Math books.

Native language in the ESL is supported by the ESL teacher since she is able to translate into spanish whenever necessary. The students use the buddy system to support eachother. In the Dual Language classes in the morning are taught in French and in the afternoon content area is taught in English

Grade appropriate or substitutions are used to work with to support correspond to ELLs grade levels as differentiation.

At the beginning of the school year PS 133 holds a Parent Orientation for the parents to meet the Parent Coordinator, teachers, nurse and other staff. that will be working with their students. At this meeting we inform the parents of our expectations. There are also an Open House and tour of the school. During this meeting parents along with their children are given information about services are available to them.

Language electives that are offered to ELLs are French afterschool for Kindergarten.

B. Programming and Scheduling Information--Continued

8. 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.
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After School

- University Settlement

Programs

- Conflict Resolution
- AIS
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Spanish

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Native language in the ESL is supported by the ESL teacher since she is able to translate into spanish whenever necessary. The students use the buddy system to support eachother. In the Dual Language classes in the morning are taught in French and in the afternoon content area is taught in English

Grade appropriate or substitutions are used to work with to support correspond to ELLs grade levels as differentiation.

At the beginning of the school year PS 133 holds a Parent Orientation for the parents to meet the Parent Coordinator, teachers, nurse and other staff. that will be working with their students. At this meeting we inform the parents of our expectations. There are also an Open House and tour of the school. During this meeting parents along with their children are given information about services are available to them.

Language electives that are offered to ELLs are French afterschool for Kindergarten.

B. Programming and Scheduling Information--Continued

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

Targeted interventions for our ELLs are AIS, Inquiry groups, after school, Art / Social Studies, Setts. The ESL curriculum also includes a Math word wall and an intervention program during school hours. The after school program provides extra instruction for targeted students in Math and Literacy. The 37 ½ minutes added on to the school day is used for reinforcement for these students as well.

There aren't any programs that will be discontinued. ELLs are given the same opportunity to participate in any program available whether academic or enrichment ELLs are afforded equal accomodation to the rest of the schools program.

Programs provided to all English Language Learners (In English) are:

- Physical Education, Science, Music, Social Studies Through the Arts
- Studio-In-The-School
- Junior Great Books
- Computer Enrichment
- Enrichment Club Fridays
- Cookshop For Kids
- 37 ½ minute extended day for reinforcement

After School

- University Settlement

Programs

- Conflict Resolution
- AIS
- Speech
- Guidance Counseling
- SETTS
- Learning Buddies

Spanish

Instructional materials used to support the ELLs include the Teachers College Reading and

Writing project, Scott Foresman ESL, Big Books for Shared reading, Words Their Way activity books. Some technology programs are funbrain, IXL for math, Math Blaster, Brainpop, and softschool. Native language support is provided through our multicultural library. There are bilingual glossaries that are available for classroom use. There are also picture dictionaries, Jazz Chants, and Everyday Math books.

Native language in the ESL is supported by the ESL teacher since she is able to translate into spanish whenever necessary. The students use the buddy system to support eachother. In the Dual Language classes in the morning are taught in French and in the afternoon content area is taught in English

Grade appropriate or substitutions are used to work with to support correspond to ELLs grade levels as differentiation.

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Language electives that are offered to ELLs are French afterschool for Kindergarten.

Parents are given a needs assessment at the beginning of the school year to find out. This will help to know what our parents want to know, how they can support the school and what expectations they have of our school. They all have access to ARIS parent link so they are able to contact their children's teachers. There are also a number of other services available to parents.

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?

In our school parents are encouraged to visit and spend time in their child's classroom. Our teachers invite parents to Parent Teas welcoming them to the school and to the classroom. Parents are encouraged to attend writing celebrations and assemblies, and to work with the class on First Fridays. Parents also have coffee chats with the principal on these First Fridays. Our PTA president keeps Teachers and Parents informed of Activities taken place in the school via P.S. 133 PTA Email. The ESL teacher and Parent Coordinator will help parents with all issues. They will be given the opportunity to attend classes which will teach them to assist their child with school work, test preparation and such throughout the school year. Translations will be available as needed. ARIS is a computer based evaluation system that is available to all our parents as well. It is available in the parent's native language. Our parents are very involved in our school community through volunteering, the Parent-Teacher Association, and the School Leadership Team (SLT) The PTA and the School Leadership team meet once a month. During these meetings all parents are invited to attend and that includes parents of ELLs. Parents are given a needs assessment at the beginning of the school year to fill out. This will help to know what our parents want to know, how they can support the school and what expectations they have of our school. They all have access to ARIS parent link so they are able to track their childrens' progress themselves. They are able to access the link in their home language. Parents at PS 133 have volunteered and do participate in various activities sponsored by the school such as Hispanic Heritage assembly, Parents as reading partners, Parents as math partners, Cook shop for parents (helps them prepare healthy foods for their children) Thanksgiving Celebration, Multicultural celebrations. The parents needs are also met by teachers who are in contact with them. They are given the opportunity to attend workshops that inform them about Test Prep, Choosing Middle schools, promotional policies,

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)?

The EPs and Ells are intergrated all day except goup. The Dual language model used in the school s selfcontained. The emergent literacy taught is sequential. In the morning lessons are taught in French and in the afternoon Math is done in English.

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.

The ESL teacher participates in professional development workshops offered by the department of Educations Office of English Language Learners. These workshops support the ESL teacher in ways she can develop strategies she will be able to turnkey to classroom teachers that work with ELLs. Classroom teachers are offered professional development from Teacher's College. The School Guidance Counselor Ms. Risely, Mr. Dickerson the parent coordinator, speech therapist, occupational and physical therapist are involved in the professional development that help to guide our ELL through the transition from elementary school to middle school. The ESL teacher translates materials into students home language or if needed makes sure there are translations available.

Monolingual teachers will receive ongoing professional development informing them of preparations for the NYSESLAT. Teachers will be given information for ESL new teacher credits, ESL strategies and NYS standards for ESL. Regular teachers receive 7.5 hours of instruction on ESL methodologies and Special Education teachers receive 10 hours. In the ESL classroom, the ESL teacher maintains a professional resource library for teachers. Children First Network (CFN) will provide training, and staff will attend available workshops to meet required hours. There are agendas and attendance maintained when hours are given. A letter is placed in their professional files when hours are completed.

Various workshops through out the year that are available to all Educators who work with ELLs.

October 5, 2011 - New York City Assessment for ELLs

October 20, 2011 - Navigation Informational Test Instruction for the New York State P12 Content Area Learning Standards

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.)
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Various workshops through out the year that are available to all Educators who work with ELLs.

October 5, 2011 - New York City Assessment for ELLs

October 30, 2011 - Navigating Informational Text: Implementing the New York State P12 Common Core Learning Standards

December 4, 2011 - Shifting to Informational Text: Zeroing In On Academic Language.

December 11, 2011 - Common Core Learning Standards Through the Arts: Arts Intergration Across the Curriculum Through Rich Content & Cultural Parntership.

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?

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Parents are given a needs assessment at the beginning of the school year to fill out. This will help to know what our parents want to know, how they can support the school and what expectations they have of our school. They all have access to ARIS parent link so they are able to track their childrens' progress themselves. They are able to access the link in their home language.

Parents at PS 133 have volunteered and do participate in various activities sponsored by the school such as Hispanic Heritage assembly, Parents as reading partners, Parents as math partners, Cook shop for parents (helps them prepare healthy foods for their children) Thanksgiving Celebration, Multicultural celebrations. The parents needs are also met by teachers who are in contact with them. They are given the opportunity to attend workshops that inform them about Test Prep, Choosing Middle schools, promotional policies,

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)	2	1	2	0	0	0	0	0	0	0	0	0	0	5
Intermediate(I)	0	2	1	1	1	1	0	0	0	0	0	0	0	6
Advanced (A)	1	1	0	0	1	0	0	0	0	0	0	0	0	3
Total	3	4	3	1	2	1	0	0	0	0	0	0	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4		1			1

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.

Assessment tools our school uses to assess the early literacy skills of our ELLs include ECLAS-2, Fountas and Pinell reading levels, DRA assessments, and TCRWP assessments. The data that is derived from these assessments are used to plan and drive instruction.

Differentiated instruction takes place in reading, writing and math in order to support and enrich all of our students.

The NYSESLAT scores have shown that there has been an increase in the listening and speaking strands, but students are having difficulty with reading and writing. We need to focus on these two strands emphasizing on vocabulary, word fluency, and comprehension. During

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
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?
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 - 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.

Assessment tools our school uses to assess the early literacy skills of our ELLs include ECLAS-2, Fountas and Pinell reading levels, DRA assessments, and TCRWP assessments. The data that is derived from these assessments are used to plan and drive instruction.

Differentiated instruction takes place in reading, writing and math in order to support and enrich all of our students.

The NYSESLAT scores have shown that there has been an increase in the listening and speaking strands, but students are having difficulty with reading and writing. We need to focus on these two strands emphasizing on vocabulary, word fluency, and comprehension. During inquiry students are grouped appropriately. Writing activities are differentiated in small groups. The ELL Periodic assessment that was administered in the fall gives a snapshot of what the teachers can support them on. Scores are shared by the ES:1 teacher to the classroom teachers so interventions can be put in place.

Depending on the patterns across modalities, instructional activities are created to address deficiencies. There are no native tests administered, but bilingual glossaries are available to assist students on content-area exams.

Professional development is coordinated by the Principal, along with the Literacy Coach who work together to combine ideas on effective planning for teachers on various ways to assess learning. They develop materials for instruction, and strategies on adapting lessons for the English Language Learners. Teachers work together with the ESL teacher to strengthen their knowledge base in the acquisition of language for the ELL students.

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

School Name: <u>William A. Butler Elementary</u>		School DBN: <u>13K133</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Heather Foster-Mann	Principal		
Deanne McGhie	Assistant Principal		
Ahmed Dickerson	Parent Coordinator		
Myra Lopez	ESL Teacher		
Renee Burke	Parent		
Dalila Rabsatt	Teacher/Subject Area		
Vivian Quintero	Teacher/Subject Area		
Sha Wonda Williams	Coach		
	Coach		
K. Risely	Guidance Counselor		
Margarita Nell	Network Leader		
Nikita Hunter	Other <u>Service Provider</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K133 **School Name:** William A. Butler

Cluster: 612 **Network:** CFN 306

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.

Parents are given a Home Language Survey at the onset of school to determine their native tongue and their preferred mode of communication.
Blue emergency cards are completed by each family which also asks them to denote their preferred language of communication.

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.

4% of our students speak another language other than English. These findings are reported at School Leadership Team meetings and through the PTA general meeting.

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.

All documents and written materials are sent home to families in both english and spanish. These documents and materials are translated in Spanish by a pedagogoue
Additional Staff members are employed during Parent teacher Conferences to support parents translation needs
Studens whose first language is spanish receive a report card and narrative report in their dominant langauge.

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.

Staff members are assigned during all parent meeting on a as need basis. Translators are provided for parents during all parent teacher meeting including parent/teacher conferneces, IEP meetings and all other meetings held on school site.
parent volunteers and staff members also serve as translators at PTA meetings.

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>.

All families who required translation services are provided documents and interpreters as needed via staff members or pedagogue.