



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: C.S. 133 FRED R. MOORE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05 M 133

PRINCIPAL: SUSAN M. VAIRO **EMAIL:** SVAIRO@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

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
Susan M. Vairo	*Principal or Designee	
Joan B. Mitchell	Assistant Principal	
John Jackson	*UFT Chapter Leader or Designee	
Theresa Cochrane	*PA/PTA President or Designated Co-President	
Virginia Stith	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Doris Crichlow	Member/Chairperson	
Chiara Grenaway	Member/Teacher	
Jessica Posillico	Member/Teacher	
Sybil Thompkins	Member/Teacher	
Desiree Fulton	Member/Teacher	
Natasha Beyde Haye	Member/Parent	
Ann Nelson	Member/Parent	
Aisha Black	Member/Parent	
Jalissa Rios	Member/Parent	
David Alleyne	Member/Parent Coordinator	

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.

By June 2012, Grades K-5 students will demonstrate progress in ELA achievement as measured by an 5% increase in students moving three (3) Fountas & Pinnell (F&P) levels.

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.

After conducting a 3-year trend analysis of student performance data, it was determined there was a need for an uniform, school-wide ELA benchmark assessment in order to monitor students more often and provide teachers with more current data to inform instruction due to a decrease in ELA achievement.

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.

Activity #1

- **Professional development** will be given 1:1, grade level and whole-staff on the following topics:
 - Follow-up on the administration and utilization of F&P Benchmark Assessments
 - Inquiry work
- Teachers will continuously review student data (including ARIS and ACUITY), to ascertain how F&P data aligns with other student data and to better determine the needs of all students including ELL's and students with special needs.
- **Target Population:** Grades PreK-5
- **Responsible Staff Members/Consultants:** AUSSIE ELA Consultant, ELA Coach, Network ELA Consultant, school administrators (Principal and Assistant Principal.)
- **Implementation timeframe:** September 2011 through June 2012 with benchmarks at October 2011, December 2011, February 2012 and March 2012 and June 2012.

Activity #2

- **Administer Fountas and Pinnell Benchmark Assessments four times. Collect and analyze data to be used by teachers to inform instruction. (Increase over three F&P's in 2010-2011 and two F&P's in 2009-2010.)**
- **Target Population:** Grades K-5
- **Responsible Staff Members/Consultants:** Classroom teachers, Inquiry Team members, AUSSIE ELA Consultant, ELA Coach, Network ELA Coach
- **Implementation Timeframe:** September 2011 through June 2012

Activity #3

- Small group tutoring for Academic Intervention in ELA.
- Target Population: Students in Grades 4 and 5 who scored level 2 on the New York State ELA exam in Spring 2011. Students in Grade 3 who scored in Tier 2 on the November ELA ACUITY exam.
- Responsible Staff Members/Consultants: Per diem teachers will provide small group instruction.
- Implementation Timeframe: January 2012 – June 2012

Activity #4

- Data Specialist to provide teachers with professional development leading to greater analysis of student data for ELA. Compare State ELA exam data (Spring 2011), F&P Benchmark Assessments (Sept., Dec., Mar. and June), ARIS and ACUITY tests (Nov., January and March), Star Reading and Star Early Literacy.
- Teachers will continue to receive professional development in the use of ARIS and ACUITY data during common planning meetings, faculty conferences, and/or opportunities before and after school.
- Target Population: Classroom teachers
- Responsible Staff Member: Data Specialist
- Implementation Timeframe: Sept. 2011 – June 2012

Activity #5

- School program to include 30 minutes daily for independent reading. Teachers to utilize Carmel Hill's Accelerated Reader program during this time.
- Target Population: Grades K-5
- Responsible Staff Member: Classroom teachers
- Implementation Timeframe: Sept. 2011 – June 2012

Activity #6

- Literacy through the Arts Cluster Program – Art teacher to collaborate with classroom teachers for the purpose of supporting classroom instruction in ELA by using books as the starting point for art projects.
- Target Population: Grades K-5
- Responsible Staff Member: Art teacher
- Implementation Timeframe: Sept. 2011 – June 2012

Activity #7

- Saturday Academy to begin in November this year. This is earlier than last year whereby the program started in January.
- Target Population: Grades K-5
- Responsible SES Provider: Academic Advantage
- Implementation Timeframe: November 2011 – June 2012

Activity #8

- **Expand and enhance academics in After-School Programs**
 - **Harlem Children Zone's Academic Success Program to provide enhanced ELA instruction to students in addition to homework help.**
 - **Target Population: Grades K-5**
 - **Responsible Provider: Harlem Children Zone**
 - **Implementation Timeframe: Sept. 2011 – June 2012**
 - **Add new After-School program with 21st Century. CBO to provide academic intervention to students in addition to homework help.**
 - **Target Population: Grades K-5**
 - **Responsible Provider: 21st Century**
 - **Implementation Timeframe: Sept. 2011 – June 2012**
 - **Basketball League to support literacy with students writing short answers and essays as a regular part of the basketball program**
 - **Target Population: Grade 3, 4, 5 students**
 - **Responsible Provider: C.S. 133 Basketball Coach**
 - **Implementation Timeframe: October 2011 – June 2012**

Activity #9

- **Technology: Online programs/activities/websites presented via Promethean Board and/or classroom computers used to support ELA instruction (8 new Promethean Boards installed for 2011 – 2012 school year). Teachers to receive professional development on the use of the Promethean Board.**
- **Target Population: Grades K – 5**
- **Responsible Provider: Teachers**
- **Implementation Timeframe: Sept. 2011 – June 2012**

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.
- **Meet and Greet Night, Sept. 28, 2011**
- **"Update on School Progress Report" Parent Meeting, Oct. 19, 2011**
- **Title I meeting, Oct. 26, 2011**
- **Scholastic Book Fair to be held in December.**
- **Parent Literacy Night for Scholastic Book Fair.**
- **Open House for Parents on Tues. Dec. 6th and Thurs. Dec. 8th**
- **Also see Goal #5**

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.
- **All teachers presently highly qualified.**

- On-going PD provided for ELA and classroom management.
- Participation in Teacher Mentor Program for new teachers.
- Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified ELA 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.

We are coordinating our academic After-School programs between Harlem Children’s Zone and 21st Century such that students receive

- Coordination of academic After-School programs between Harlem Children’s Zone and 21st Century.
- School Wellness Council coordinated by NYAM-Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student Council and Grade-Level Representatives.
- Ongoing “Open Airways” Asthma workshops given by School Nurse for students in Grades 3, 4, 5.
- School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for teachers.
- School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for parents.
- Epi-pen training provided to teachers with students who are allergic to peanuts, fruits, eggs, milk, bee stings.
- Anti-Bullying Assembly program for all students on October 26, 2011. Scheduled to coordinate with Halloween activities.
- Anti-Bullying Parent Workshop to be held.
- School visits to be coordinated with local Head-Start/Nursery School programs for Spring 2012.

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.
- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated below:
 - Professional instructional materials to support curriculum development during the regular school day.
 - Consumable instructional materials for use during extended day programs.
 - Supervisor per session 5 days per week for After School.
 - Teacher per session (3 days per week for Harlem Children’s Zone and 4 days per week for 21st Century) for after school programs and differentiated professional development.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **Increase teacher effectiveness through more informative and useful classroom observations.**
- **Recommendations by administration are implemented and evidenced in subsequent observation reports, evident in lesson plans and/or student work.**
- **By February 2012, conduct three formal and/or informal observations per classroom teacher.**
- **By June 2012, conduct a minimum of six formal and/or informal observations per classroom teacher.**

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.

After conducting a needs analysis of student performance and teacher effectiveness, it was determined that teacher effectiveness could be better supported through more frequent classroom visits, walk-throughs, observations and feedback.

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.

Activity #1

- **Danielson Framework: Administrators to attend professional development for Danielson Framework in September 2011.**
- **Administrators to create a calendar for formal and informal observations.**
- **Danielson Framework introduced for teacher effectiveness:**
 - **1) Planning and preparation (designing coherent instruction), 2) Classroom Environment (establishing a culture for learning and managing student behavior), 3) Instruction (using questioning and discussion, engaging students in learning and using assessment in instruction) and 4) Professional Responsibilities (reflecting on teaching.)**
- **By February, conduct classroom observations/walk-throughs three (3) times for each teacher.**
- **Provide timely feedback to teacher using concepts in the Danielson rubric.**
- **Provide support to teachers who are in need and/or request help.**
- **Target Population: Teachers**
- **Responsible Staff Member: Principal, Assistant Principal**
- **Implementation timeframe: September 2011 – June 2012**

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.
- **Meet and Greet Night, Sept. 28, 2011**
- **"Update on School Progress Report" Parent Meeting, Oct. 19, 2011**
- **Title I meeting, Oct. 26, 2011**
- **Scholastic Book Fair to be held in December.**
- **Parent Literacy Night for Scholastic Book Fair.**
- **Open House for Parents on Tues. Dec. 6th and Thurs. Dec. 8th**
- **Also see Goal #5.**

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.
- **All teachers presently highly qualified.**
- **On-going PD provided for ELA and classroom management.**
- **Participation in Teacher Mentor Program for new teachers.**
- **Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified ELA 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.
- **Coordination of academic After-School programs between Harlem Children Zone and 21st Century.**
- **School Wellness Council coordinated by NYAM- Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student Council and Grade-Level Representatives.**
- **Ongoing "Open Airways" Asthma workshops given by School Nurse for students in Grades 3, 4, 5.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for teachers.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for parents.**
- **Epi-pen training provided to teachers with students who are allergic to peanuts, fruits, eggs, milk, bee stings.**
- **Anti-Bullying Assembly program for all students on October 26, 2011. Scheduled to coordinate with Halloween activities.**
- **Anti-Bullying Parent Workshop held.**
- **School visits to be coordinated with local Head-Start/Nursery School programs for Spring 2012.**

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.
- **As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated below:**
 - **Professional instructional materials to support curriculum development during the regular school day.**

ANNUAL GOAL #3 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 #3

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

Increase teacher effectiveness in the implementation of Common Core Standards through professional development.

- **By June 2012, 100% of classroom teachers to attend professional development for Common Core standards in ELA and in math.**

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.

After conducting a 2-year trend analysis, it was determined that teachers could best be supported by professional development for the implementation of Common Core Standards as it relates to academic achievement.

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.

Activity #1

- **Professional development will be given 1:1, grade level and whole-staff on the following topics: Implementation of Common Core Learning Standards, curriculum mapping to incorporate the Common Core into Reading Streets, data utilization, looking at student work, the writing process, ELA performance tasks, differentiated instruction and intervisitations to observe best practices in ELA.**
- **Target Population: Teachers of grades PreK-5.**
- **Responsible Staff Members/Consultant: ELA Coach, Reading Streets vendor**
- **Implementation timeframe: Sept. 2011 through June 2012; teachers to participate in monthly meetings from September through December.**

Activity #2

- **Professional development for continued implementation of Reading Streets ELA program (Year 2). Administer weekly and end-of-unit Reading Streets assessments. Introduction of Sidewalks program for Academic Intervention (Year 1.)**
- **Target Population: Teachers of grades PreK-5.**
- **Responsible Staff Members/Consultant: ELA Coach, Reading Streets vendor**
- **Implementation timeframe: Sept. 2011 through June 2012**

Activity #3

- Reinstate ELA Coach position to provide 1:1, grade level and whole staff professional development to teachers.
- Target Population: Teachers (classroom and out-of-classroom/cluster)
- Responsible Staff Member: ELA Coach
- Implementation Timeframe: Sept. 2011 – June 2012

Activity #4

- Creation of ELA Coach's Room to provide central location for Professional Development sessions, ELA resources such as Reading Streets, Sidewalks and the F&P Benchmark Assessment kits as well as some classroom library materials. In addition to conducting PD in the room, teachers will be able to view student data, meet for common planning and also meet for inquiry team.
- Target Population: Teachers (classroom and out-of-classroom/cluster)
- Responsible Staff Member: ELA Coach
- Implementation Timeframe: Sept. 2011 – June 2012

Activity #5

- Looking at Student Work: Beginning in September 2011, teachers will begin training for "Looking at Student Work." From September through November teachers will look at student work related to ELA and math performance tasks; Inquiry team will meet weekly to focus on ELA student work from mid-to-high Level 2 students.
- Teachers use protocol for "Looking at Student Work" in Common Planning teams.
- January – teachers to meet for a mid-year review of student progress.
- March – teachers to review student work in alignment with ACUITY and F&P results.
- June – teachers to review student work in alignment with ACUITY, F&P and preliminary state testing data for the purpose of summer school and/or fall placement.
- Target Population: Teachers of grades PreK-5.
- Responsible Staff Members/Consultant: ELA Coach, AUSSIE Consultant, Network ELA Coach
- Implementation timeframe: Sept. 2011 through June 2012

Activity #6

- Utilize online Common Core Library for Performance Tasks
- Target Population: Teachers of grades PreK-5.
- Responsible Staff Member: ELA Coach, Network Coach, AUSSIE consultant
- Implementation timeframe: Sept. 2011 through June 2012

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.
- **Meet and Greet Night, Sept. 28, 2011**
- **"Update on School Progress Report" Parent Meeting, Oct. 19, 2011**
- **Title I meeting, Oct. 26, 2011**
- **Scholastic Book Fair to be held in December.**

- **Parent Literacy Night for Scholastic Book Fair.**
- **Open House for Parents on Tues. Dec. 6th and Thurs. Dec. 8th**
- **Also see Goal #5**

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.
- **All teachers presently highly qualified.**
- **On-going PD provided for ELA and classroom management.**
- **Participation in Teacher Mentor Program for new teachers.**
- **Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified ELA 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.
- **Coordination of academic After-School programs between Harlem Children Zone and 21st Century.**
- **School Wellness Council coordinated by NYAM- Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student Council and Grade-Level Representatives.**
- **Ongoing “Open Airways” Asthma workshops given by School Nurse for students in Grades 3, 4, 5.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for teachers.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for parents.**
- **Epi-pen training provided to teachers with students who are allergic to peanuts, fruits, eggs, milk, bee stings.**
- **Anti-Bullying Assembly program for all students on October 26, 2011. Scheduled to coordinate with Halloween activities.**
- **Anti-Bullying Parent Workshop held.**
- **School visits to be coordinated with local Head-Start/Nursery School programs for Spring 2012.**

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.
- **As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated below:**
 - **Professional instructional materials to support curriculum development during the regular school day.**

ANNUAL GOAL #4 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 #4

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

Deepen and strengthen knowledge of the Common Core Learning Standards (CCLS) for teachers and students as reflected in the performance tasks.

- *By June 2012, all students will engage in one CCLS performance task for ELA and one for CCLS performance task for math.*

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.

After conducting a trend analysis last year, it was determined that teachers would benefit from professional development pertaining to the administration and implementation of the Common Core Learning Standards as included in the ELA and Math performance tasks.

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.

Activity #1

- *Performance Task: Building Administrators to participate in professional development for CCLS Performance Tasks.*
- *ELA Coach to participate in professional development for ELA CCLS Performance Task.*
- *Teachers to participate in professional development for ELA and math CCLS Performance tasks with ELA AUSSIE Consultant, ELA Coach, Network ELA Coach.*
- *Teachers to Implement practice Performance Task in the fall semester and actual Performance Task in Spring 21012*
- **Target Population:** Teachers of grades K-5.
- **Responsible Staff Members/Consultant:** ELA Coach, ELA AUSSIE Consultant, Network ELA Consultant
- **Implementation timeframe:** Sept. 2011 through June 2012

Activity #2

- *Practice Performance Task: Students to receive a preliminary task. Students in grades K-5 to complete one practice CCLS performance task for math and ELA.*
- **Target Population:** Students in grades K-5.
- **Responsible Staff Members/Consultant:** Classroom teachers
- **Implementation timeframe:** Sept. 2011 through June 2012

Activity #3

- Performance Task: Students to perform performance task. Students in grades K-5 to complete one CCLS performance task for math and ELA.
- Target Population: Students in grades K-5
- Responsible Staff Members/Consultant: Classroom teachers
- Implementation timeframe: Sept. 2011 through June 2012

Activity #4

- Technology: Online programs/activities/websites presented via Promethean Board and/or classroom computers used to support ELA instruction (8 new Promethean Boards installed for 2011 – 2012 school year).
- Target Population: Teachers of grades K-5.
- Responsible Staff Members/Consultant: ELA Coach, ELA AUSSIE Consultant, Network ELA Consultant
- Implementation timeframe: Sept. 2011 through June 2012

Activity #5

- Looking at Student Work: Beginning in September 2011, teachers will begin training for “Looking at Student Work.” From September through November teachers will look at student work related to ELA and math performance tasks; Inquiry team will meet weekly to focus on ELA student work from mid-to-high Level 2 students.
 - Teachers use protocol for “Looking at Student Work” in Common Planning teams.
 - January – teachers to meet for a mid-year review of student progress.
 - March – teachers to review student work in alignment with ACUITY and F&P results.
 - June – teachers to review student work in alignment with ACUITY, F&P and preliminary state testing data for the purpose of summer school and/or fall placement.
 - Target Population: Teachers of grades PreK-5.
 - Responsible Staff Members/Consultant: ELA Coach, AUSSIE Consultant, Network ELA Coach
 - Implementation timeframe: Sept. 2011 through June 2012

Activity #6

- Library Center: Reorganize and enhance Library Center particularly in the area of non-fiction books. Books to be arranged by fiction/non-fiction, numerically ordered by Accelerated Reader/F&P levels and according to genre.
- Target Population: Teachers and students from grades PreK-5.
- Responsible Staff Member: School Aides
- Implementation timeframe: Sept. 2011 through June 2012

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.
- **Meet and Greet Night, Sept. 28, 2011**
- **“Update on School Progress Report” Parent Meeting, Oct. 19, 2011**
- **Title I meeting, Oct. 26, 2011**
- **Scholastic Book Fair to be held in December.**
- **Parent Literacy Night for Scholastic Book Fair.**

- **Open House for Parents on Tues. Dec. 6th and Thurs. Dec. 8th**
- **Parent Workshop entitled “Parent Introduction to the Common Core Learning Standards and the Performance Tasks”**
- **Also see Goal #5**

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.
- **All teachers presently highly qualified.**
- **On-going PD provided for ELA and classroom management.**
- **Participation in Teacher Mentor Program for new teachers.**
- **Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified ELA 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.
- **School Wellness Council coordinated by NYAM- Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student Council and Grade-Level Representatives.**
- **Ongoing “Open Airways” Asthma workshops given by School Nurse for students in Grades 3, 4, 5.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for teachers.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for parents.**
- **Epi-pen training provided to teachers with students who are allergic to peanuts, fruits, eggs, milk, bee stings.**
- **Anti-Bullying Assembly program for all students on October 26, 2011. Scheduled to coordinate with Halloween activities.**
- **Anti-Bullying Parent Workshop held on November 17, 2011.**
- **School visits to be coordinated with local Head-Start/Nursery School programs for Spring 2012.**

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.
- **As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated below:**
 - **Professional instructional materials to support curriculum development during the regular school day.**

ANNUAL GOAL #5 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 #5

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

Strengthen school learning environment and increase parent involvement.

- ***Increase parent involvement through committees, activities, workshops and/or events.***
- ***Rating for School Environment to improve on Spring 2012 Learning Environment Survey in the area of Communication concerning question 7: The school keeps me informed about my child's academic progress.***
- ***By June 2012, increase parent involvement in school-wide activities, fundraisers, events, training and/or workshops.***

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.

Following a two-year trend analysis, it was determined that the School Learning Environment showed a decline (Year 1 for teachers and Year 2 for teachers and parents.)

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.

Activity #1 – PBIS

- **Greater implementation of Positive Behavior Intervention and Supports (PBIS.)**
- **PBIS committee to meet weekly.**
- **Implementation of character-building curriculum with monthly themes for character traits**
- **Schoolwide Assemblies/events/celebrations to motivate and encourage students to earn Bulldog Points.**
- **Monthly PBIS awards and PBIS t-shirts for student participation**
- **Monthly PBIS awards for staff participation**
- **Introduction of Bulldog Points awarded by cluster teachers**
- **Introduction of Bulldog Points to be awarded by School Aides**
- **Introduction of Parent Bulldog Points for attending workshops/events.**
- **Character building traits for PBIS to coincide with School Pledge and personal codes.**
- **Parents earn Bulldog Points for their children for attending Parent Events/Workshops.**
- **Students shop at School Store 2x per month this year. (Increase from last year when students shopped only one time per month.)**

Activity #2

- Introduction of Pep Squad to lead cheers for PBIS Assemblies and Award Assemblies.

Activity #3 – Monthly Feedback

- Monthly feedback from teachers on current status of the Learning Environment Survey.
- Professional Development Workshops regarding Learning Environment Survey on November 8 Election Day.
- Introduction of SWIS (Schoolwide Information System) for PBIS Committee to track behavior patterns and trends.

Activity #4

- **INCREASED COMMUNICATION:** From Sept. 2011 to June 2012, five Progress Reports to be sent home to parents. Four will be sent following F&P assessments to apprise parents of reading levels, one will be sent in January containing more detailed information about ELA and math. Parents to sign and return. (This is an increase from last year whereby only one Progress Report was sent home in January.)

Activity #5

- Strengthen and continue Ramapo PD for classroom management for teachers.

Activity #6

- Informal, impromptu monthly meetings with students to discuss student work, learning, learning expectations.

Activity #7 – Student Council

- Election of Student Council on Nov. 7, 2011 to align with Election Day. Students wrote campaign speeches and conducted campaigns during October. Monthly meetings with the Principal.
- Election of Class Representatives (2 per class) in grades 2-5. Class Reps to meet with Student Council reps monthly in preparation of Student Council meeting with Principal.
- PBIS t-shirts for Student Council and Class Reps.

Activity #8– Parent Workshops

- Conduct academic workshops for parents: Understanding my Child's Progress Report, Homework Help, Preparing My Child for the NYS ELA Exam, Preparing My Child for the NYS Math Exam.

Activity #9

- Conduct Fall and Spring Open House for Parents to visit classrooms during instructional time to better understand academic expectations.

Activity #10

- Monthly informal meetings with parents at “Coffee with the Principal” to discuss learning environment and any other parent concerns. Daytime and evening sessions scheduled to accommodate working and stay-at-home parents.

Activity #11

- Host school-wide Scholastic Book Fair fundraiser for the school including Family Literacy Night and book sales for parents.

Activity #12

- Multiplication Challenge Assembly for students in grade 3-5 and parents to practice multiplication facts.

Activity #13

- Math Bowl Challenge Assembly for students in grade 3-5 and parents to practice solving word problems.

Activity #14

- Enter agreement with 21st Century for ENACT Parent Workshops to empower parents to communicate better with teachers and school administrators. Workshops are conducted monthly.

Activity #15

- Conduct Sylvan workshops pertaining to help parents prepare children for ELA and math testing.

Activity #16

- Parent Grant Writing Workshop to assist parents who expressed an interest in learning how to write grants for the school.

Activity #17

- Utilize online Common Core Library for Performance Tasks (ELA and math)
- Parent Workshop scheduled for January 18, 2012 regarding Introduction to the Common Core Standards
- Target population: Parents
- Responsible Staff Member: Parent Coordinator
- Implementation timeframe: Sept. 2011 through April 2012

Activity #18

- Meet and Greet Night, Sept. 28, 2011
- “Update on School Progress Report” Parent Meeting, Oct. 19, 2011
- Title I meeting, Oct. 26, 2011
- Scholastic Book Fair to be held in December.
- Parent Literacy Night for Scholastic Book Fair.
- Open House for Parents on Tues. Dec. 6th and Thurs. Dec. 8th
- Parent Workshop entitled “Parent Introduction to the Common Core Learning Standards and the Performance Tasks”
- Also see Goal #5

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.

(See above.)

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.
- **All teachers presently highly qualified.**
- **On-going PD provided for ELA and classroom management.**
- **Participation in Teacher Mentor Program for new teachers.**
- **Administrative staff regularly attend hiring fairs to identify and recruit highly-qualified ELA 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.
- **School Wellness Council coordinated by NYAM- Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student Council and Grade-Level Representatives.**
- **Ongoing “Open Airways” Asthma workshops given by School Nurse for students in Grades 3, 4, 5.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for teachers.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for parents.**
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- **Anti-Bullying Parent Workshop held on November 17, 2011.**
- **School visits to be coordinated with local Head-Start/Nursery School programs for Spring 2012.**

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.
- **As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated below:**
 - **Title I Set Aside to be dedicated to building/strengthening parent/child relations with the school.**

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	43	43	N/A	N/A	25	10	30	10
1	45	45	N/A	N/A				
2	51	51	N/A	N/A				
3	52	52	N/A	N/A				
4	47	47	47	47				
5	38	38	38	38				
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	<ul style="list-style-type: none"> • Wilson reading program – Focus on decoding and fluency. Students receive small group and one-to-one instruction during the school day. • Reading Streets - Sidewalks Program. Students are grouped according to abilities determined by Reading Streets baseline assessments and Fountas & Pinnell Assessments. Small group and one-to-one instruction is provided. • Based upon the results of the New York State ELA exam and ACUITY exams, students grouped according to data and AIS administered during Extended Day/Small Group Instruction program in Grades 2-5. • Based upon teacher survey conducted in previous school year, we contracted AUSSIE services to provide teachers with one-to-one and grade level professional development in the administration of Fountas and Pinnell benchmark assessments, implementation of Reading Streets program and AIS. • Regular data-collection via teacher-made assessments, weekly and end-of-unit Reading Streets assessments, student work, Study Island computer program and Accelerated Reader program to group and regroup students to receive AIS so as to capture students in need who may not have been previously receiving services. • Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.
Mathematics	<ul style="list-style-type: none"> • Based upon the results of the 2010 New York State Math exam, ACUITY tests and baseline and unit assessments for Everyday Math, students grouped according to data and AIS administered during Extended Day/Small Group Instruction program in Grades 2-5. • Based upon teacher survey conducted in previous school year, we contracted AUSSIE services to provide teachers with one-to-one and grade level professional development in math that conforms to the Common Core standards, implementation of Everyday Math program and AIS. • Regular data-collection via teacher-made assessments, end-of-unit Everyday Math assessments, student work and Study Island computer program to group and regroup students to receive AIS so as to capture students in need who may not have been previously receiving services. <p>Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.</p>

Science	<ul style="list-style-type: none"> • 4th grade students receive small group AIS instruction in preparation for the New York State Science exam. • AIS administered in conjunction with Reading Streets literacy program. <p>Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.</p>
Social Studies	<ul style="list-style-type: none"> • Students receive small group AIS instruction. • AIS administered in conjunction with Reading Streets literacy program. <p>Further small group instruction is provided using predominantly a push-in model for students receiving SETSS.</p>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Works with individuals, groups of students and parents. • Provides programs on topics such as problem solving, development of self-esteem and coping with strategies, social skills training and conflict management. • Assist parents in making use of community resources. • Offer training and information to parents and teachers. • Work with the articulation process to Middle School. • Provides crisis intervention for children faced with stressful events such as abuse, suicide, death, family breakdown, peer pressure etc. • Consult with school staff to assist students.
At-risk Services provided by the School Psychologist	<p>After assessments, the students are phased-out once they have the ability to use the learned social skills independently.</p>
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Groups or one-to one counseling to focus on social skills established as at-risk students have been identified by the school's Pupil Personnel Team. • Works with individual, groups of students and parents. • Assist parents in making use of community resources. • Provides conflict resolution strategies to students and teachers. • Participates on Pupil Personnel Team (PPT). Consults with school staff to assist students, • Participates in the suspension process where appropriate. • Provides support for student government and other student activities. • Provides counseling and other opportunities for students in career awareness. • Provides crisis intervention for children faced with stressful events such as abuse, suicide, death, family breakdown, peer pressure, etc.
At-risk Health-related Services	<ul style="list-style-type: none"> • School nurse confers with Dept. of Health to provide health services and workshops such as Asthma Workshops, Vision screenings, dental services and medical check-ups. These services are provided during the day on a one-to-one basis. Workshops are conducted in the day in a small group setting. • Works together with Parent Coordinator to ensure that accurate health information is provided to parents and families (health insurance, etc.)

	<ul style="list-style-type: none"> • Health room has a sink and is adequately stocked with medical supplies. • There is an effective working relationship between the school-based health clinic and school staff. • Participates on school safety committee. • Students who become ill are not sent home alone a parent or legal guardian picks up the child at school and sign the student out in the attendance office. • Works together with parents and school staff concerning immunization. • Works together with parents and school staff concerning health concerns of students, asthma, medical conditions, allergies, etc. • Provides training for school staff, as appropriate, to best meet health needs of students.
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Additionally, our full-time speech-language pathologist provides small group instruction to both general and special education students in need, servicing their speech - language deficits, as well as enhancing their reading comprehension, sequencing skills, classification abilities, and meta-linguistic awareness. Students that receive speech therapy are taught strategies, in these areas, which will prepare them for the New York State Exams in ELA, Math and Science.

The full-time occupational therapist provides small group instruction to students in need, in both the general and special education populations. Students are taught a variety of skills and strategies designed to increase their ability to work independent and efficiently, while fostering academic progress in all areas. The foci of these strategies and skills include, but are not limited to, visual perception, eye/hand coordination, sequencing and problem-solving.

The collaboration of service providers, teachers, administration and parents cultivates the academic growth of each student receiving these services.

**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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 05m133

School Name: C.S. 133 – Fred R. Moore Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Based upon the findings outlined in the ESCA study, it was determined students need time in the school day for independent reading, teachers need to create more process charts for students and practice the gradual release of responsibility method during instruction. There also needs to be more systematic word study.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We will continue the use of the Tutoring Program because our results last year were very successful in that we met our AYP's, with 2 Safe Harbors, in all subgroups for ELA. It is our goal to increase the performance of students identified and meeting the Affective Measurable Objective as opposed to the Safe Harbors. Tutors will provide word study as well as guide students using process charts including How to Pick a Just-Right Book as well as helping students to select the correct strategy and applied to their own reading.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Teachers will receive professional development focusing on the gradual release of responsibility of instruction, the development of Process Charts including "How to Pick a Just-Right Book." Teachers will continue to receive professional development for the collection and analysis of data in order to better inform instruction and identify appropriate reading materials for Classroom libraries as well as student engagement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

ELA Coach position created for 2011-12 to support professional development for teachers on a 1:1, grade level and whole-group basis. In addition the Coach will work with the Master teachers to help delegate some of the coaching responsibilities. ELA AUSSIE consultant will continue to work with teachers so as to provide greater insight into the specific needs of those teachers as well as more individualized professional development. Moreover, ELA AUSSIE will also contribute to the professional development of internal ELA Coach.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

SINI Letter backpacked to parents. Parent meeting scheduled to be held on Thurs. Dec. 15th.

**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 Fordham/CFN 551	District 05	Borough Manhattan	School Number 133
School Name C.S 133			

B. Language Allocation Policy Team Composition

Principal Susan Vairo	Assistant Principal Joan B. Mitchell
Coach type here	Coach type here
ESL Teacher Literacy Coach - Alexa Briro	Guidance Counselor Mr.De La Cruz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. David Alleyne
Related Service Provider type here	Other type here
Network Leader Margaret Struk	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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	288	Total Number of ELLs	25	ELLs as share of total student population (%)	8.68%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

At registration parents are given a Language Preference Form and a Home Language Survey (HLIS) in both English and the home language to identify the child's language proficiency by a pedagogue proficient in the parents'/child's home language to aid the parent in understanding the HLIS form. If the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a trained pedagogue and the Language Battery Assessment (LAB-R) is immediately given at registration to identify the child as an English Language Learner or English Proficient. If according to the Lab-R the child is eligible for language services an entitlement letter is provided to parents to inform them about the child's identification. The next step is for the parents to view a CD describing the three language support programs that are available in the NYC public schools and a parent survey and program selection is given to the parents in both English and the home language and explained by a trained pedagogue. Parents may opt from three educational programs: Transitional bilingual education, Dual language and Freestanding ESL. While Transitional Bilingual and Dual language programs are not offered at C.S.133 because of the size of our ELL population they are available and a list of schools where these programs are available is provided for parents. The presentation of the three program options is unbiased and based on research and not opinion or convenience. Every effort is made to give parents an unbiased presentation and parent choices are honored and facilitated at C.S.133 and that their child is enrolled in the appropriate program within ten days. If the parent speaks a language for which we do not have a translator the NYCDOE translation unit is called and the parent is informed of their rights and program options over the telephone. We have several pedagogues trained in the process besides our ELL teacher and our bilingual guidance counselor is also a licensed pedagogue. Our Pupil Personnel Secretary is also fluent in French to further aid French speaking parents at registration. Our Literacy coach and our SETSS teacher are both Spanish speakers also trained and available to facilitate and supervise the ELL intake process from presentation and explanation of Home Language Survey, the language preference sheet, Lab-R testing, and if eligible entitlement letter or non-entitlement letter if the child is language proficient and presentation of the language program option CD and provide the parent survey and program choices along with the Placement letter based on parent choice if the child is eligible for service. Our Parent Coordinator is present at Parent Orientation to explain the services offered to ELLs and their parents.

If at registration an ELL student is identified as a re-admit, our ESL teacher runs the following ATS reports: Biographical information (BIOS), a test history(HIST), their BESIS information (HIBE), an admission history (HIAD), an RLAT and a modality report (RMNR). The child's needs are assessed and the student is placed at the appropriate level within our Freestanding ESL Program.

All ESL instruction is aligned with NYS standards in order to facilitate students' acquisition of fluency in listening, speaking, reading

and writing. Students are expected by the NYCDOE to achieve language proficiency within three years as measured by the NYSESLAT test administered in the spring that measures Listening, Speaking, Reading, and Writing Skills. Students that score below proficiency (i.e., beginning, intermediate, or advanced level) continue to receive services. Conversely, if a student scores at or above proficiency the student is not an ELL and the student enters the general education program. Parents are informed of student achievement on the NYSESLAT by letter. Non-proficient students receive Continued Entitlement letters informing them of their child's progress and placement. ELL parents of proficient students receive a non-entitlement letter informing them of placement in general education.

2. Because C.S. 133 is a small school it is possible at registration, to inform ELL parents of their options of the choice one of three language following program options that are available, Transition Bilingual, Dual Language, or Freestanding ESL by a licensed trained pedagogue in a language of the parents' choice. Currently we have pedagogues fluent in Spanish and French. If the parental language is other than Spanish, French or English the NYCDOE language translation service is contacted and the interview is conducted over the phone as the parent is informed of program options in their native language. At registration, the parents view the NYCDOE video **This school serves the following grades (includes ELLs and EPs)** in their native language or English if they prefer. While the parent views this video, the child **Check all that apply** Spanish Lab-R for Spanish speakers. If the child scores below proficiency, the parents are given a Survey and Program selection Letter in both English and the preferred parent language and after LAB-R testing a Placement letter or a Non-entitlement letter for proficient students. Parent choice is always honored and facilitated. An unbiased presentation of all three programs is given based on the latest NYCDOE research on program models. Because of size of our ELL population, C.S. 133 only offers a Freestanding ESL Program. If parents request a Transitional Bilingual or Dual language program, lists of schools where these services are offered are made available and a transfer is facilitated by C.S. 133. Giving the parent orientation and LAB-R immediately at registration insures that all ELLs at C.S. 133 are tested and placed well in advance of the ten day timeline.

3. C.S. 133 ensures the timely return of Entitlement letters and Parent Survey and Program Selection forms by distributing them at the initial registration by a licensed trained pedagogue who explains in a language of the parents' choice the parents rights and program choices and further explains by having the parents see the NYCDOE video on parent choice so that the parents can make an informed choice at registration and to insure that all appropriate paperwork is completed at registration.

4. The main criteria to place new admits is student performance on the LAB-R. Before the LAB-R is given to a student, the ELL parents is given a Language Preference Sheet and a HLIS form by a licensed trained pedagogue in the language of the parents' choosing. If a child is eligible according to the LAB-R parents are informed of their choices and make a written choice as indicated by their responses to the Parent survey and Program Selection Form. Parents are informed by letter in English and their native language; any questions they may have about their program choices are addressed in an unbiased manner so as to honor the parents' choice of programs. ELL parents seeking Transitional bilingual or Dual language options have the opportunity to transfer their child to a school that can accommodate parental choice. Parents opting for our Freestanding ESL program have their children placed at registration according to proficiency level and grade.

If the ELL student is a readmit, their status is determined through the following ATS reports, Biographical information (BIOS), test history (HIST), Admission History (HIAD) NYSESLAT and LAB-R test history (RLAT). Parents are given a Continued Entitlement letter and informed about the child's proficiency level and placement. Parents of readmitted ELLs are invited to a parent orientation to explain the Freestanding ESL Program and their rights as parents of ELLs.

5. C.S. 133 is a neighborhood school with a small ELL population. After reviewing the Parent Survey and Program Selection forms for the last few years it is apparent that most parents prefer the choice of the only program available at C.S.133, Freestanding ESL. At registration parents are informed that C.S.133 does not currently offer Transitional Bilingual or Dual language programs. One of the main reasons that parents choose C.S. 133 is because of the desire to have their elementary aged children close to home in a school with an excellent academic reputation rather than the extended travel to a school offering a greater range of options. At registration parents are informed of their transfer option and provide a list of the closest Transitional Bilingual and Dual Language programs. In the last two years we have had two parents that have transferred their children to Transitional Bilingual programs and none have opted for a Dual language program. This year no parents have opted to transfer to a school with either a Transitional Bilingual or Dual Language program.

6. C.S. 133 honors and facilitates parent choice of language programs. The current program model of Freestanding ESL is aligned to parent requests as indicated in the Parent Survey and Program Selection forms. Because we lack enough ELL students on two contiguous grades that have the same Native Language C.S. 133 cannot support a Transitional Bilingual Program model. Because of the diversity of languages spoken by our ELLs, a Dual Language Program model lacks the number of students necessary for such a program. If at some time in the future there is an increase in the number of ELLs, and parent support C.S. 133 would seek to implement a full range of program models within our school.

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 checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	7	2	3	4	4	5								25
Push-In														0
Total	7	2	3	4	4	5	0	0	0	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	2	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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	20	0	2	5	0	1	0	0	0	25
Total	20	0	2	5	0	1	0	0	0	25

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	2	3	3	4								18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3		1	1	1	1								7
TOTAL	7	2	3	4	4	5	0	0	0	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

Part IV: ELL Programming

1 C.S. 133 has a staff of thirty qualified teachers and support personnel. Our ESL teacher Mr. John Jackson is a fully certified ESL teacher with twenty plus years of teaching experience. Our ESL teacher articulates on a regular basis with our classroom and cluster teachers.

a. ELL instruction uses a Freestanding ESL Program with a Pull-Out model of organization.

b. C.S.133 employs heterogeneous model of mixed proficiency. In order to provide the mandated minutes of service our Ells are divided into three groups based on grade, K-1, 2-3, and 4-5. In our Freestanding ESL component we have 26 students, from K-5 grades. They range from zero level newcomers to Intermediate and Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL services. Our teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and classroom teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Meta-cognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

A. Programming and Scheduling Information

- Classroom and the Ell program devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Classroom and ELL teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

2. C.S. 133 only offers a Freestanding ESL program that ensures that our ELLs receive the services as mandated by law.

Beginners and intermediate students receive 360 minutes of weekly service and our advanced ELLs receive 180 minutes of service a week.

Period Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:45-10:30	2/3	2/3	K/1	K/1	2/3
10:30-11:20	2/3	2/3	K/1	K/1	2/3
12:15-1:05	K/1	K/1			
1:10-1:55	K/1	K/1	2/3 (4/5)	4/5 & 4/5A	
2:00-2:45	4/5	4/5A(2/3)	4/5 & 4/5A	2/3	

3. In our Freestanding ESL program English is the target language of instruction. Bilingual dictionaries are available in class as well as native language reading materials in French and Spanish.

The Freestanding ESL program uses a variety of grammar infused reading and writing texts aligned to NY State performance standards. Our school wide Accelerated Reading program (part of the Welcome to Renaissance kiosk of computer software) is mirrored in our Ell instructional model. The AR program is well supported by an extensive collection of leveled AR texts as well as computers to allow students to take comprehension and vocabulary tests that provide assessment feedback for further instructional considerations. As well as traditional texts, student acquisition of vocabulary is enhanced through the use of a Rosseta Stone style vocabulary program included in Welcome to Renaissance called English in a Flash (EIF) that instructs and assesses student progress in language acquisition through quizzes that let the student and teacher have printouts with icons of words the student has mastered and words that they need to work on. Like Rosseta Stone, EIF starts with single words and images and develops into phrases, sentences and conversations to model correct usage. The combined use of AR and EIF allows the majority of our ELLs not only to reach proficiency within three years, it also encourages the students to read 25 plus books required a year of elementary grade students. The ELL instructional model reflects the Balanced literacy program with an emphasis on the steps in the writing process. ELLs need more grammar support and editing conferences than mainstream students and this is facilitated through small class instruction that draws on our ELL teacher's background as a professional editor for the Adele Leone Writer's Agency and twenty years of teaching remedial and ESL writing to both adults and children. As in Balanced literacy, reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly than reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. To this end, a writing sample based on responding to literature or factual research is collected on a daily basis. To target the writing skills needed on the NYSESLAT, C.S. 133 uses Attanasio and Associates Getting Ready for the New NYSESLAT. Best Practices in Reading grade based readers from Option publishers pair fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running: Exploring Idioms in English from Options publishing as well as the Language Handbook series from Steck Vaughn Publishers provide structure for our students to achieve writing proficiency. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that lets students develop phonics based reading and writing skills. Starfall is self correcting and lets students hear any word they don't understand with the push of a button. Other internet sites such as Enchanted Learning, PBS Kids, Brain Pop and Internet4classrooms, that aid literacy and math skills are successfully employed.

4 Students are not evaluated in their own language except for certain Special needs students who receive a bilingual language assessment on an individual level if they need to be x coded.

5. Differentiation of instruction for ELL subgroups.

a. Plan for SIFE

The SIFE population has decreased to zero in SY 10/11; our contingency plan calls for:

- Making an individualized student needs assessment

A. Programming and Scheduling Information

- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Use of technology such as computer programs such as English in a Flash, Starfall, AR reading, and various other programs to support acquisition of English and Math skills.

b. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition

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)	Dual Language	Freestanding ESL
• Encourage student to participate in the after school activities provided by the Harlem Children's zone.	100%	75%	50%
• An informal assessment is provided to identify possible Academic Intervention programs.	75%	50%	25%
• Home school communication.	50%	25%	0%
• Introduce the parents and students to the Social Workers at the Children of the World Community Program.	25%	0%	0%
c. Plan for receiving service for 4 to 6 years ELLs	100%	75%	50%
• An analysis of these students' scores on the NYSESLAT ELA and Math components that show a low level of reading and writing. Our action plan for this group involves.	75%	50%	25%
• A daily writing sample is collected from long term ELLs.	50%	25%	0%
d. Although currently there are no long term ELLs in CG 100+1, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000	25%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

- Differentiation of instruction in all areas.
- Use of technology such as computer programs such as English in a Flash, Starfall, AR reading, and other various programs to support the acquisition of English and math skills.

B. Programming and Scheduling Information--Continued

- 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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- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 8-17 here

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9. Every effort is made to actively encourage the participation by our ELLs in all school programs. In particular our sports teams and athletics give our ELLs the opportunity to develop their basic interpersonal communication skills and sense of community. All our ELLs have equal access to our afterschool and Saturday academic support programs. A strong guidance system is provided by our Bilingual Guidance Counselor, Mr. Felix De La Cruz. He provides both guidance and family support activities to our ELLs in Spanish and English. Our social worker also provides guidance and family support services to our ELLs.. This enables us to be certain that parents and children are fully informed about our programs and supplemental services.

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Courses Taught in Languages Other than 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.

Paste response to questions 1-3 here

D. Professional Development and Support for School Staff

1. All teachers at C.S. 133 are involved in instructing ELLs. All staff at C.S.133 are given the opportunity every year to fulfill the 7.5 hours of professional development that teachers of ELLs are required to have in their career to meet NYCDOE requirements. Our ESL teacher, Mr John Jackson attends monthly ELL professional development meetings given by our ESL liaison, Ms. Elie Sotto. These professional developments provide our ESL teacher with the latest research on learning techniques and both current and new regulations and mandates concerning ESL.
2. Our Bilingual Guidance Counselor, Mr. Felix De La Cruz and our Social Worker Ms. Coulibaly provide assistance to our ELLs in choosing Middle Schools based on academic needs and goals. Every ELL student is provided with a list of available Middle schools and is informed of the programs they offer. Mr. De la Cruz and Ms. Coulibaly provide a parent workshop for ELLs and their parents to enlighten, inform and facilitate their choice of Middle school.
3. As per Jose P. a minimum of 7.5 hours of professional development is offered yearly at C.S.133. The topics of these professional developments include:
 1. Identification, Testing and Placement of Ell Students. This is open to all faculty but it is mandatory for all pedagogues involved in the intake process at registration. This professional development reviews how to contact the translation services, conducting the HLIS interview as well as interviewing potential ELL students and giving the LAB-R and Spanish LAB-R Pedagogues are trained to present and explain program options to ELL parents and inform them of the intake and testing procedures. Participants view parent language option video and become familiar with parent letters and program options and procedures.
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Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
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E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement:

Parental Involvement

1. The English Language Learner's (ELL's) parent involvement at C.S. 133-Fred R. Moore Academy is an extension of our Parent Compact piece for parent involvement of the Comprehensive Education Plan (CEP) for the school. All parents are encouraged to be involved at the school. We pull from many segments of the school community to outreach and support parents and our ELL's families, including the School Based Support Team, the School Based Clinic, the Guidance Counselor, and the ESL teacher, the Parent Association (PA), the School Leadership Team (SLT), the Principal/ Vice Principal and the Parent Coordinator. Our goal is to support and service all the families that make up our wonderful school community.
2. During the school registration process Mr. Alleyne gives to all new parents whose children are being enrolled his contact information. All parents are made to feel welcomed and to become part of the school community. He makes his business card available again during the school's annual Meet & Greet night. It is also here that we find out what some of the needs our parents are. Additionally, a parent survey, goes out at the beginning of the school year from the Parent Coordinator along with the Parent Association in order to further hone in on the needs of the parents, including ELL's parents and based upon their response to the survey we bring in programs, conduct workshops, provide classes and hold meeting to address those needs. A school calendar is sent home monthly with the children giving an overview of all the activities and events that are available for parents to participate in during that month. For instances, continuing this school year from last year we will be offering our parents free computer classes; also as a result of the survey we will be offering our parents in January of 2011 job readiness classes as well. Another way parents' needs are accessed is at the General Membership Meeting of the PA. Their questions and concerns are taken very seriously during meeting and are brought up at SLT meeting. Also when children at the school are identified needing english Mr. Alleyne calls those parents to come in for a video presentation of the three programs being offered by the DOE regarding its language arts program; Free ESL, Dual Language and Transitional Bilingual. Attendance is taken and the video is shown. Mr. John Jackson the ESL teacher gives the parent the paper work to fill out and after going over the options with them they make their choice of what program they would like their child to participate in. There is a monthly parents focus group that is well attended and all parents are welcome to attend. Another outlet that parents have to address issues of concerns is during the monthly Coffee with the Principal.
3. Through Mr. Alleyne's long term relationship with Harlem Hospital's Community outreach and many medical insurance programs, Parent JobNet and a host of other CBO's both in and outside the school, we continue to give to our parents' awareness workshop that will help them stay healthy and make health care assessable to all, and as aforementioned provided Job preparedness class and free computer classes to parents. The Parent's Room (Rm. 142A) a room where there are computers, a conference table with chairs and a long lounge chair and refrigerator is the primary room where the parents frequent; they can comfortably lounge when waiting for an appointment, hold meeting or just congregate and socialize. The SLT is constantly assessing the needs of the students of the school and how we can help parents help their children. Information is always critical and language is sometimes a barrier so to help us to accommodate the needs of our parent our social worker on the SBST helps us to communicate with our parents. Mr. De-La-Cruz the school's Guidance Counselor helps us communicate with or Spanish speaking parents. If we need a letter, flyer, brochure or newsletter to send home with a student and there's a family that doesn't speak the English language we use the Dept. of Education translation unit to word the form in the primary language of the family. Also when necessary we utilize their service for an interpreter at parent meeting when necessary.
4. Parents at C.S.133-Fred R. Moore Academy can feel welcome at the child's school. They can also feel that the school is not only here to give their child the best education possible, but, also, that we are here for them. We are addressing the needs of our parents by offering parents services, holding awareness workshops, increasing their skill base by providing computer class, helping parents in need get prepared for the job market through a job readiness classes.

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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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?

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The Freestanding ESL program uses a variety of grammar infused reading and writing texts aligned to NY State performance standards. Our school wide Accelerated Reading program (part of the Welcome to Renaissance kiosk of computer software) is mirrored in our ELL instructional model. The AR program is well supported by an extensive collection of leveled AR texts as well as computers to allow students to take comprehension and vocabulary tests that provide assessment feedback for further instructional considerations. As well as traditional texts, student acquisition of vocabulary is enhanced through the use of a Rosseta Stone style vocabulary program included in

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9. Every effort is made to actively encourage the participation by our ELLs in all school programs. In particular our sports teams and athletics give our ELLs the opportunity to develop their basic interpersonal communication skills and sense of community. All our ELLs have equal access to our afterschool and Saturday academic support programs. A strong guidance system is provided by our Bilingual Guidance Counselor, Mr. Felix De La Cruz. He provides both guidance and family support activities to our ELLs in Spanish and English. Our social worker also provides guidance and family support services to our ELLs.. This enables us to be certain that parents and children are fully informed about our programs and supplemental services.

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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.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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1. All teachers at C.S. 133 are involved in instructing ELLs. All staff at C.S.133 are given the opportunity every year to fulfill the 7.5 hours of professional development that teachers of ELLs are required to have in their career to meet NYCDOE requirements. Our ESL teacher, Mr John Jackson attends monthly ELL professional development meetings given by our ESL liaison, Ms. Elie Sotto. These professional developments provide our ESL teacher with the latest research on learning techniques and both current and new regulations and mandates concerning ESL.
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3. As per Jose P. a minimum of 7.5 hours of professional development is offered yearly at C.S.133. The topics of these professional developments include:
 1. Identification, Testing and Placement of Ell Students. This is open to all faculty but it is mandatory for all pedagogues involved in the intake process at registration. This professional development reviews how to contact the translation services, conducting the HLIS interview as well as interviewing potential ELL students and giving the LAB-R and Spanish LAB-R Pedagogues are trained to present and explain program options to ELL parents and inform them of the intake and testing procedures. Participants view parent language option video and become familiar with parent letters and program options and procedures.
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Professional development is provided by school staff, community learning support personnel organization.

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- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - o Scaffolding in the content areas
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2. During the school registration process Mr. Alleyne gives to all new parents whose children are being enrolled his contact information. All parents are made to feel welcomed and to become part of the school community. He makes his business card available again during the school's annual Meet & Greet night. It is also here that we find out what some of the needs our parents are. Additionally, a parent survey, goes out at the beginning of the school year from the Parent Coordinator along with the Parent Association in order to further hone in on the needs of the parents, including ELL's parents and based upon their response to the survey we bring in programs, conduct workshops, provide classes and hold meeting to address those needs. A school calendar is sent home monthly with the children giving an overview of all the activities and events that are available for parents to participate in during that month. For instances, continuing this school year from last year we will be offering our parents free computer classes; also as a result of the survey we will be offering our parents in January of 2011 job readiness classes as well. Another way parents' needs are accessed is at the General Membership Meeting of the PA. Their questions and concerns are taken very seriously during meeting and are brought up at SLT meeting. Also when children at the school are identified needing english Mr. Alleyne calls those parents to come in for a video presentation of the three programs being offered by the DOE regarding its language arts program; Free ESL, Dual Language and Transitional Bilingual. Attendance is taken and the video is shown. Mr. John Jackson the ESL teacher gives the parent the paper work to fill out and after going over the options with them they make their choice of what program they would like their child to participate in. There is a monthly parents focus group that is well attended and all parents are welcome to attend. Another outlet that parents have to address issues of concerns is during the monthly Coffee with the Principal.
3. Through Mr. Alleyne's long term relationship with Harlem Hospital's Community outreach and many medical insurance programs, Parent JobNet and a host of other CBO's both in and outside the school, we continue to give to our parents' awareness workshop that will help them stay healthy and make health care assessable to all, and as aforementioned provided Job preparedness class and free computer classes to parents. The Parent's Room (Rm. 142A) a room where there are computers, a conference table with chairs and a long lounge chair and refrigerator is the primary room where the parents frequent; they can comfortably lounge when waiting for an appointment, hold meeting or just congregate and socialize. The SLT is constantly assessing the needs of the students of the school and how we can help parents help their children. Information is always critical and language is sometimes a barrier so to help us to accommodate the needs of our parent our social worker on the SBST helps us to communicate with our parents. Mr. De-La-Cruz the school's Guidance Counselor helps us communicate with or Spanish speaking parents. If we need a letter, flyer, brochure or newsletter to send home with a student and there's a family that doesn't speak the English language we use the Dept. of Education translation unit to word the form in the primary language of the family. Also when necessary we utilize their service for an interpreter at parent meeting when necessary.
4. Parents at C.S.133-Fred R. Moore Academy can feel welcome at the child's school. They can also feel that the school is not only here to give their child the best education possible, but, also, that we are here for them. We are addressing the needs of our parents by offering parents services, holding awareness workshops, increasing their skill base by providing computer class, helping parents in need get prepared for the job market through a job readiness classes.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement:

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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	4	2	0	1	1								10
Intermediate(I)	1	1	1	4	2	2								11
Advanced (A)	2	0	0	0	2	0								4
Total	5	5	3	4	5	3	0	0	0	0	0	0	0	25

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			3		1				4
4	1	0	2						3

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		3				4
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 Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

PART V Assessment Analysis

Assessment Analysis

- C.s. 133 uses Fountas and Pintell Reading Street Benchmark Assessment to assess the early literacy skills for ELLs and Acuity for the upper grades.

Insights: The results of the assessments indicate that the students are showing progress. NYSESLAT results show steady regression and the ELLs have made AMAO1 and AMAO 2 in addition to meeting AYP.

The information helps to inform our instructional plan by helping us to target those students who need additional assistance in order for them to meet their target in the upper grades.

Data: CS 133 has a small ELL population. An analysis of the NYSESLAT indicates that they are making progress. In Reading Street assessments the data indicates that the students are showing progress as they transition from grade to grade. Acuity also provides us with information to provide our students with targeted academic interventions.

Reading Street Assessment

Grade/Test Level	Pre-A	A	B	C	D	E	F	G	H	I
K	33%	33%	33%							
1			66%	33%						
2					25%	25%		25%	25%	

Acuity

Grade	Level 1	Level 2	Level 3	Level 4
3	16%	50%	33%	
4		33%	33%	33%
5	33%	66%		

- NYSESLAT/LAB-R

The Lab-R scores are often quite low but after a year's service most students develop good listening and speaking skills or what is termed BIC skills. The NYSESLAT data shows that ELLs in K-3 are making incremental gains on the assessment by moving to the next proficiency level until they become language proficient. ELLs who are in the beginning level are mostly new comers.

After review the NYSESLAT data the patterns revealed were:

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan M. Vairo	Principal		
Joan B. Mitchell	Assistant Principal		
David Alleyne	Parent Coordinator		
John Jackson	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Alexa Brito	Coach		
	Coach		
Felix De La Cruz	Guidance Counselor		
Margaret Struk	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M133 **School Name:** Fred R. Moore Academy

Cluster: 5 **Network:** 551

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.

We reviewed the HLIS and Language preference forms submitted at registration in the school to assess the needs of our families.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our findings indicate that Spanish, Haitian Creole, and French are spoken in addition to other various African languages. However, our findings have shown that some parents have requested that school information to be sent home in Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We will send home official documents in English and the language of the home as the Parent Page of the OELL website offers many documents in a variety of languages.

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.

Our school employs a bilingual paraprofessional who serves as interpreter as needed when parents come to the school and need assistance. Our secretary speak French as well.

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>.

As needed we will make use of the translation and interpretation services of the DOE. All official documents will be sent home in the parents' language of preference.