



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_ EDWARD M. FUNK \_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_\_\_ 29Q033 \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ ERICH WAGNER \_\_\_\_\_ **EMAIL:** \_\_\_\_\_ EWAGNER2@SCHOOLS.NYC.GOV \_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ LENON MURRAY \_\_\_\_\_

**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 |
|-------------------------|--|-----------|
| Vincent Gatto           | *Principal or Designee   |           |
| Kristian Lisowski       | *UFT Chapter Leader or Designee  |           |
| Francesca Cruz-Gachette | *PA/PTA President or Designated Co-President   |           |
|                         | DC 37 Representative, if applicable  |           |
|                         | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                         | CBO Representative, if applicable  |           |
| Tracy Tanzer            | Member/Teacher   |           |
| Crispen Thielen         | Member/Teacher   |           |
| Joanne Paredes          | Member/Teacher   |           |
| Lucy Sow                | Member/Parent  |           |
| Michelle Hamm           | Member/Parent  |           |
| Richard Lacey           | Member/Parent  |           |
| Mahindra Bisram         | Member/Parent  |           |

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- By June 2012, the number of tested students will demonstrate progress towards state standards as measured by a 4% increase in those scoring at level 3 on the NYS Math assessment.

### **Comprehensive needs assessment**

- After a two year trend and constant inquiry work, the consensus was our students were not performing to the state standards in mathematics. A new math program was investigated and Envision Math program was selected. This program incorporates more specific skills needed in grades K-2, which set the foundation for the testing grades in 3-5.

### **Instructional strategies/activities**

- Teachers will continue to encourage students to use accountable talk and higher level thinking
- Teachers will continue to devote 75 minutes to mathematical instruction
- Media services and multimedia technology will continue to be used to support math instruction
- Teachers will use data from the Periodic Assessments and Envision assessments to provide instructional emphasis on student's strengths and weaknesses and to assist in the grouping of students
- Envision Math is aligned to the Common Core Standards - professional development will be given to all staff by contracted vendor and administrative staff
- The timeline for this goal will be September 2011 through May 2012

### **Strategies to increase parental involvement**

- Workshops, meetings and orientation sessions are held throughout the school year. The purpose is to involve parents and help in their development of skills for the Math curriculum and testing. Meetings will be scheduled in the morning, afternoon, evening, and weekends to permit the largest group possible to attend.
- The school will host a curriculum night and our PC has a parent resource library with instructional materials and guides.
- The Parent Coordinator, inquiry team members, and teachers will attend scheduled PTA meetings to share information with parents.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Mentors are assigned to support who are struggling and not tenured.
- The secretary will work closely with the network HR to insure that non-HQT will meet all required documentation.

### **Service and program coordination**

PS 33Q in collaboration with Learning Leaders will service classrooms and students where applicable.

**Budget and resources alignment**

- Tax Levy Fair Share Funding
- NYSTL Textbook / NYSTL Software
- Core Curriculum

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- By June 2012, the number of tested students will demonstrate progress towards state standards as measured by a 3% increase in those scoring at level 4 on the NYS ELA assessment.

**Comprehensive needs assessment**

- Performance on the 10-11 NYS ELA exam indicated only 2% of the students tested achieved a level 4. After reviewing the scale scores for all students tested, our inquiry teams determined a large percentage of children were close to the 694 cut-off needed to obtain a level 4. Further examination will identify specific strands most in need of improvement.

**Instructional strategies/activities**

- Utilize the goal setting templates and protocols in reading that includes: yearly goals, interim goals in accuracy, fluency, and comprehension three times during the year.
- Teachers will create attainable but rigorous goals based on analysis of Fountas and Pinnell benchmark assessments and CCLS.
- Teacher will focus on the six cognitive strategies to increase comprehension.
  - a) Understanding how phonemes (speech sounds) are connected to print-phonemic awareness;
  - b) Being able to decode unfamiliar words;
  - c) Being able to read fluently;
  - d) Attaining background knowledge and vocabulary to foster reading comprehension;
  - e) Developing appropriate active strategies to construct meaning from print-comprehension;
  - f) Developing and maintaining motivation to read
- The assistant principals will provide Professional Development workshops focusing on analyzing the Fountas and Pinnell assessments; setting individual focus goals; and providing instructional strategies for meeting those goals.
- The timeline for this goal will be September 2011 through May 2012

**Strategies to increase parental involvement**

- Workshops, meetings and orientation sessions are held throughout the school year. The purpose is to involve parents and help in their development of skills for the English language arts curriculum and testing. Meetings will be scheduled in the morning, afternoon, evening, and weekends to permit the largest group possible to attend.
- The school will host a curriculum night and our PC has a parent resource library with instructional materials and guides.
- The Parent Coordinator, inquiry team members, and teachers will attend scheduled PTA meetings to share information with parents.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Mentors are assigned to support who are struggling and not tenured.
- The secretary will work closely with the network HR to insure that non-HQT will meet all required documentation.

**Service and program coordination**

- The Reading Partners program services students who have been indentified in our lowest third population.
- PS 33Q in collaboration with Learning Leaders will service classrooms and students where applicable.

**Budget and resources alignment**

- Tax Levy Fair Share Funding
- NYSTL Library / Textbook
- Core Curriculum

### 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**

- By June 2012, the number of English Language Learners in grades K-5 achieving the Proficiency level on the NYSESLAT will increase by 3%.

#### **Comprehensive needs assessment**

- After analyzing our data, it was determined that although the number of students who achieved a proficient level has increased, the rate of increase has not balanced with those students achieving the advanced and intermediate levels.

#### **Instructional strategies/activities**

- ELL teachers will prepare students for the NYSESLAT by providing small group instruction both during the school day and in extended Title III program.
- Writing assignments will be generated which are aligned to the writing component of the NYSESLAT along with the CCLS. These assignments will be incorporated into the writing units of study and used during after school instruction.
- The ELL department will provide Professional Development workshops focusing on the format of the NYSESLAT; strategies to target the different sections of the NYSESLAT; and implications for instruction.
- Students who are indentified in greater need than regular instruction will be offered extra assistance in the 37.5 minute tutorial by licensed personnel.
- The timeline for this goal will be September 2011 through May 2012

#### **Strategies to increase parental involvement**

- Workshops, meetings and orientation sessions are held throughout the school year. The purpose is to involve parents and help in their development of skills for the English Language Learners community. Meetings will be scheduled in the morning, afternoon, evening, and weekends to permit the largest group possible to attend. Involvement will include guided reading strategies as well as computer skills.
- The school will host a curriculum night and our PC has a parent resource library with instructional materials and guides.
- The Parent Coordinator, inquiry team members, and ELL teachers will attend scheduled PTA meetings to share information with parents.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Mentors are assigned to support who are struggling and not tenured.
- The secretary will work closely with the network HR to insure that non-HQT will meet all required documentation.

#### **Service and program coordination**

- The Reading Partners program services students who have been indentified in our lowest third population.
- PS 33Q in collaboration with Learning Leaders will service classrooms and students where applicable.
- The Title III program will service all ELL population where necessary.

**Budget and resources alignment**

- Tax Levy Fair Share Funding
- Core Curriculum
- Title III LEP / Title III Translation

### 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.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  | 9                                  | 8                                  | N/A                                | N/A                                | 8   | 0  | 0                                      | 0                                      |
| <b>1</b>  | 39                                 | 28                                 | N/A                                | N/A                                | 0   | 0  | 0                                      | 0                                      |
| <b>2</b>  | 36                                 | 18                                 | N/A                                | N/A                                | 1   | 0  | 0                                      | 0                                      |
| <b>3</b>  | 24                                 | 17                                 | N/A                                | N/A                                | 0   | 0  | 0                                      | 0                                      |
| <b>4</b>  | 36                                 | 20                                 | 11                                 | 14                                 | 0   | 0  | 0                                      | 0                                      |
| <b>5</b>  | 29                                 | 16                                 | 8                                  | 17                                 | 0   | 0  | 0                                      | 0                                      |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>10</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>11</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>12</b> |                                    |                                    |                                    |                                    |   |  |  |  |

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   |
|---|---|
| <b>ELA</b>  | Teachers develop core reading skills in phonemic awareness, phonics, fluency, vocabulary and comprehension. This service is provided by an AIS person, small group in a 1:8 ratio during the school day for 45 minutes. Wilson is a research based reading program that the teacher uses to assist the students decoding, encoding, and comprehension skills  |
| <b>Mathematics</b>  | Envision Math is a common core-based math curriculum based on several basic principles; students acquire knowledge, skills and understanding from their own experience, tapping into children’s prior mathematical knowledge and teacher’s ability to provide excellent instruction. In addition to the math block, struggling students receive AIS 4x a week for 37.5 minutes each session   |
| <b>Science</b>  | Science teachers provide age-appropriate experiences and lessons which allow children to expand their understanding of important science concepts. The students acquire problem-solving and critical thinking skills as well and participate in many hands-on experiences. These services are provided 2x a week for 45 minutes each.   |
| <b>Social Studies</b>                                       | Social Studies teachers teach students in-depth, inquiry-based units in social studies. Students will learn to read critically, evaluate information, and articulate thoughts. These services are provided 2x a week for 45 minutes each.   |
| <b>At-risk Services provided by the Guidance Counselor</b>  | School counselors will provide guidance and crisis Counseling services during the school day, one period a week individually or in small groups or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades K-5. The service is offered in English. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.   |
| <b>At-risk Services provided by the School Psychologist</b> | The school psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including student in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services. |
| <b>At-risk Services provided by the Social Worker</b>       | The school social worker will keep in contact with parents regarding in-house and outside resources for social and emotional issues. They will offer clinical services, social and personal services during the school day on an as needed basis to at risk students.   |

|  |   |
|--|---|
| <b>At-risk Health-related Services</b> | Health related services are offered during the school day, one period a week or as needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in grades 3-5. Students are assisted in learning how to cope with health related issues such as asthma. |
|--|---|



**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 <b>Joseph Blaize</b> | District <b>29</b> | Borough <b>Queens</b> | School Number <b>033</b> |
| School Name <b>Edward M. Funk</b>                  |                    |                       |                          |

### B. Language Allocation Policy Team Composition [?](#)

|  |   |
|--|---|
| Principal <b>Erich Wagner</b>                  | Assistant Principal <b>Vincent Gatto</b>      |
| Coach <b>N/A</b>                               | Coach <b>N/A</b>                              |
| ESL Teacher <b>Francisca Powers</b>            | Guidance Counselor <b>Bramanand Rambarakh</b> |
| Teacher/Subject Area <b>Hannah Shapiro/ESL</b> | Parent <b>Francisca Cruz-Gachett</b>          |
| Teacher/Subject Area <b>N/A</b>                | Parent Coordinator <b>Jessica Maldonado</b>   |
| Related Service Provider <b>Sandra Ray</b>     | Other <b>N/A</b>                              |
| Network Leader <b>Anadaye De La Cruz</b>       | Other <b>N/A</b>                              |

### 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   | <b>2</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |             |                      |            |   |               |
|------------------------------------|-------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>1054</b> | Total Number of ELLs | <b>137</b> | ELLs as share of total student population (%) | <b>13.00%</b> |
|------------------------------------|-------------|----------------------|------------|---|---------------|

## 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. 

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, and 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).

When parents enroll their children at P.S. 33, as new admits to the NYC school system, during the academic school year within 10 days, pupil personnel secretaries alert appropriate pedagogical staff members so that an informal oral interview in English may be conducted, and to ensure that the Home Language Identification Survey is completed appropriately. Bilingual staff members are called upon as necessary to conduct an interview with parents in their native language. If a speaker of the home language is not available, a call is placed to the NYCDOE Translation Unit to conduct an oral interview by telephone. Based on the findings of the oral interview(s), and the completion of the Home Language Identification Survey, ESL teaching personnel administer the LAB-R or Spanish LAB when necessary.

At the beginning of the academic school year, ESL teachers run appropriate ATS reports (RLAT, RLER, RNMR, etc.) in order to discover the results of the previous year's NYSESLAT. Once students are identified as entitled or non-entitled ELLs, appropriate next steps are taken to inform parents of their status. The running of ATS reports also alerts ESL teachers to the presence of ELLs new to our building who have transferred from other NYC schools.

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

Upon identification of new ELLs in the building based on LAB-R hand scores, ESL teachers send a language-specific communication from the EPIC toolkit home to parents (including the Parent Brochure), and invite them to come and view the multilingual DVD explaining program choices. Parents are invited and encouraged to come to the building as soon as ELLs are identified so that they may understand their choices via the EPIC multilingual DVD and/or face-to-face explanations from bilingual staff. Parents have 10 days to decide which program they favor. For the convenience of working parents, and for parents who enrolled their children during the summer months, a multilingual evening workshop is scheduled within the allotted identification time frame, and the DVD is viewed and discussed. Bilingual staff members are always on hand at the evening workshop so that questions and concerns may be addressed in the native language. Parents are then able to make fully-informed choices for their ELL child(ren).

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 is Transitional Bilingual Education as per CR Part 154.)

As soon as LAB-R hand scores are available, ESL teachers send language-specific entitlement letters and Parent Brochures from the EPIC toolkit home, inviting parents to come to school to view the multilingual DVD explaining program choices, and to make their selection via the Parent Survey and Program Selection form. ESL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 33, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of working parents, we hold day- and night-time workshops with bilingual staff on hand where parents can view the DVD and complete the survey. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD and completing the survey on behalf of their child(ren). If no response is forthcoming, a second round of these letters is sent home including a survey. Our third action is to attempt telephone contact with the parents to make sure they received our letters, and to stress the importance of returning the survey. We achieved a 100% response on Program Selection Forms for the school year 2011-2012, as we did in 2010-2011. All letters are kept with ELL student records.

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.

At P.S. 33, LAB-R hand scores and NYSESLAT proficiency levels are the criteria used to identify and place Limited English Proficient students in the school's English as a Second Language instructional program. Parent notification letters in the home language are distributed to all English language learners, whether newly identified, continuing or transitional. All correspondence from parents are kept with ELL student records.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, what is the trend in the program choices that parents have requested? (Please provide numbers.)

The results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 33. Numbers of non-ESL choices within the top home languages vary from year to year, but have not approached a number appropriate or required for a Transitional Bilingual or Dual Language class.

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 offerings? Describe specific steps underway.

The majority of P.S. 33 parents request our school's ESL program. Numbers of parents requesting alternative programs are small. For parents who want to pursue Transitional Bilingual or Dual Language placement, information about alternative programs in the district is shared by ESL teachers and other bilingual staff. Once parents have visited our school, met with teachers, and become part of the P.S. 33 community, they are reluctant to leave in pursuit of alternative language programs. We will continue to monitor parent choice on a yearly basis to make sure that we are in alignment with parent preferences.

## 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● | No* | If yes, indicate language(s): |
| Dual language program                    | Yes● | No* | 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 # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |   |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>  | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0       |
| <b>Push-In</b>   | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0       |
| <b>Total</b>   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                               |    |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs                    | 137 | Newcomers (ELLs receiving service 0-3 years) | 125 | Special Education             | 15 |
| SIFE                        | 11  | ELLs receiving service 4-6 years             | 11  | Long-Term (completed 6 years) | 1  |

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

|               | ELLs by Subgroups |           |                   |                  |          |                   |                                    |          |                   | Total      |
|---------------|-------------------|-----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
|               | ELLs (0-3 years)  |           |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |            |
|               | All               | SIFE      | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |            |
| TBE           |                   |           |                   |                  |          |                   |                                    |          |                   | 0          |
| Dual Language |                   |           |                   |                  |          |                   |                                    |          |                   | 0          |
| ESL           | 125               | 11        | 12                | 11               |          | 3                 | 1                                  |          | 0                 | 137        |
| <b>Total</b>  | <b>125</b>        | <b>11</b> | <b>12</b>         | <b>11</b>        | <b>0</b> | <b>3</b>          | <b>1</b>                           | <b>0</b> | <b>0</b>          | <b>137</b> |

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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<br>L  | EP       |
| Spanish      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| Spanish      |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese      |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian      |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean       |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian      |          |          |          |          |          |          |          |          | 0        | 0        |
| French       |          |          |          |          |          |          |          |          | 0        | 0        |
| Other        |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |
|   | Hispanic/Latino: ____              |
|   | Other: ____                        |

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

|              | K         | 1         | 2         | 3         | 4         | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
|--------------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish      | 7         | 5         | 5         | 8         | 12        | 4        |          |          |          |          |          |          |          | 41         |
| Chinese      | 1         | 2         | 1         | 1         | 0         | 0        |          |          |          |          |          |          |          | 5          |
| Russian      | 0         | 0         | 0         | 0         | 0         | 0        |          |          |          |          |          |          |          | 0          |
| Bengali      | 3         | 2         | 6         | 3         | 2         | 1        |          |          |          |          |          |          |          | 17         |
| Urdu         | 1         | 5         | 3         | 4         | 2         | 0        |          |          |          |          |          |          |          | 15         |
| Arabic       | 0         | 0         | 0         | 1         | 0         | 0        |          |          |          |          |          |          |          | 1          |
| Haitian      | 0         | 2         | 2         | 0         | 0         | 0        |          |          |          |          |          |          |          | 4          |
| French       | 0         | 0         | 0         | 0         | 0         | 0        |          |          |          |          |          |          |          | 0          |
| Korean       | 0         | 0         | 0         | 0         | 0         | 0        |          |          |          |          |          |          |          | 0          |
| Punjabi      | 9         | 8         | 5         | 5         | 3         | 3        |          |          |          |          |          |          |          | 33         |
| Polish       | 0         | 0         | 0         | 0         | 0         | 0        |          |          |          |          |          |          |          | 0          |
| Albanian     | 0         | 0         | 0         | 0         | 0         | 0        |          |          |          |          |          |          |          | 0          |
| Other        | 4         | 4         | 9         | 0         | 3         | 1        |          |          |          |          |          |          |          | 21         |
| <b>TOTAL</b> | <b>25</b> | <b>28</b> | <b>31</b> | <b>22</b> | <b>22</b> | <b>9</b> | <b>0</b> | <b>137</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) At P.S. 33, ESL instruction is delivered via pull-out and push-in organizational models. Non-English speaking Beginners are pulled out in age/grade-appropriate groupings for the mandated 360 minutes per week of instruction. Advanced ELLs are pulled out in age/grade-appropriate groupings for the mandated 180 minutes per week of instruction. ESL and classroom teachers meet on a regular basis in order to align curriculum and instruction to maintain school-wide consistency of focus. The push-in model is implemented where possible in

## A. Programming and Scheduling Information

classrooms that are conducive to such with high concentrations of ELLs. We recognize that push-in has become the primary model within New York City, and we continue our efforts to implement the model into more of our classrooms. In fact, P.S. 33 has continued a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by the ESL teachers pushing in daily. This program is in its second year of implementation, and has resulted in an increase of ELLs scoring at proficiency on NYSESLAT and a decrease in referrals to Special Education (none in two years).

The basic program model at P.S. 33 tends to be homogeneous since we group our students according to grade and proficiency level. However, during push-in instruction, by nature, we deal with heterogeneous groups as the student population in any given classroom tends to be mixed.

2) ESL instruction is delivered by certified ESL teachers in the pull-out and push-in models. Small groups of ELLs arranged homogeneously receive instruction in the four modalities based on the mandated number of instructional minutes required by CR Part 154. In fact, ESL instruction schedules are created solely based on the mandated number of instructional minutes in order to comply with Federal, State and Local requirements.

ESL instruction is delivered in our school's English as a Second Language program according to mandated instructional minutes for each proficiency level. ELA instruction is delivered by certified Elementary Education classroom teachers who schedule Reader's and Writer's Workshop periods daily. Mandated minutes of ELA instruction for ELLs are exceeded by classroom teachers on a weekly basis. Our program model does not include NLA instruction.

3) ESL teachers access monthly grade-level curriculum mapping in order to align ESL instruction with general curriculum. ESL and classroom teachers confer on a regular basis to ensure alignment of content area instruction in order to maintain school-wide consistency of focus to support ELLs throughout the school. ESL methodologies, such as scaffolding, text deconstruction, and other strategies learned during professional development, are employed in order to promote and support learning in the content areas while enriching language development at the same time.

4) After Ell students are indentified the PPT and SBST teams forward the request for proper language evaluations

5) Once a SIFE is identified, P.S. 33 protocol is to make available all existing support structures that might benefit the student such as Extended Day, Resource Room, Speech and/or Tutorial Periods. Especially for upper-grade SIFEs, ESL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels.

All ELLs receive mandated ESL instruction as per CR Part 154 regulations. Newcomers who arrive in grades 3-5 are encouraged to take advantage of P.S. 33's Title III Morning Program which provides additional support for our ELLs as they prepare to participate in NYS assessments (i.e. ELA, Math and Science). Some test-taking techniques and strategies are included in the overall instructional delivery of our program, however, since test-taking is not a generic part of language acquisition, our program does not focus unduly on it. At P.S. 33, a buddy system is in place in order to provide newly-arrived ELLs with more English-proficient fellow native speakers as buddies. This helps lower the affective filter for language acquisition. In addition, bilingual picture dictionaries and dual language glossaries are in place to help support new learning.

A very small number of P.S. 33's ELLs are receiving services beyond four years. Of these, half are students receiving Academic Intervention Services. Our plan for these students includes mandated Extended Day and Related Services as required by their individual academic needs and IEPs where applicable.

At P.S. 33 there are no students who have completed 6 years of ESL instruction. We continue to monitor our population and plan for their distinct needs as individual situations arise.

P.S. 33 students with special needs (e.g., cognitive and physical special needs, medically fragile students, etc.) who are identified as ELLs are included in the mainstream ESL program based on collaborative judgment between ESL teachers and our school's Health Coordinator. ESL strategies and instructional methods are utilized in order to maximize the educational benefit to these children based on their individual learning needs.

### Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100%                          | 100%                                   |
| 75%                           | 75%                                    |
| 50%                           | 50%                                    |
| 25%                           | 25%                                    |
| 0%                            | 0%                                     |

## A. Programming and Scheduling Information

restricted environment. Staffing and budget are taken into consideration before any consensus is reached.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
  9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
  10. What new programs or improvements will be considered for the upcoming school year?
  11. What programs/services for ELLs will be discontinued and why?
  12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
  13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
  14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
  15. Do required services support, and resources correspond to ELLs' ages and grade levels?
  16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
  17. What language electives are offered to ELLs?
- 8) P.S. 33's Title III Morning program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Saturday program where they work in small groups with ESL teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs. Identified students in greater need are given intervention from our reading teacher.
- 9) Starting in September 2008, the NYS Education Department extended testing accommodations for transitional ELLs. P.S. 33 is fully compliant with these mandated accommodations. Further transitional support is available through the Extended Day program for former ELLs. The Title III Morning Program structure invites transitional ELLs to participate in order to support them as they prepare for NYS assessments.
- 10) P.S. 33 will conduct a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence
- 11) No programs/services have been discontinued.
- 12) At P.S. 33, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc. A Title III program will be offered to ELL students to participate on a pre-fixed amount of Saturdays for academic intervention.
- 13) Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books in English and native languages; and leveled readers. Imagine Learning software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as [www.esl-kids.com](http://www.esl-kids.com), [www.everythingESL.net](http://www.everythingESL.net), [www.starfall.com](http://www.starfall.com), and other appropriate educational websites previewed by ESL teachers.
- 14) Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.
- 15) Required supports and resources correspond to students in the ELL program in regards to their appropriate age and grade level.
- 16) Parents and students are encouraged to visit the school prior to the September school year. The building and program supervisor are available through the summer.

## B. Programming and Scheduling Information--Continued

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

8) P.S. 33's Title III Morning program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Saturday program where they work in small groups with ESL teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs. Identified students in greater need are given intervention from our reading teacher.

9) Starting in September 2008, the NYS Education Department extended testing accommodations for transitional ELLs. P.S. 33 is fully compliant with these mandated accommodations. Further transitional support is available through the Extended Day program for former ELLs. The Title III Morning Program structure invites transitional ELLs to participate in order to support them as they prepare for NYS assessments.

10) P.S. 33 will conduct a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence

11) No programs/services have been discontinued.

12) At P.S. 33, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc. A Title III program will be offered to ELL students to participate on a pre-fixed amount of Saturdays for academic intervention.

13) Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books in English and native languages; and leveled readers. Imagine Learning software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as [www.esl-kids.com](http://www.esl-kids.com), [www.everythingESL.net](http://www.everythingESL.net), [www.starfall.com](http://www.starfall.com), and other appropriate educational websites previewed by ESL teachers.

14) Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.

15) Required supports and resources correspond to students in the ELL program in regards to their appropriate age and grade level.

16) Parents and students are encouraged to visit the school prior to the September school year. The building and program supervisor are available through the summer.

17) We do not offer language electives at this point.

## B. Programming and Scheduling Information--Continued

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

8) P.S. 33's Title III Morning program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Saturday program where they work in small groups with ESL teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs. Identified students in greater need are given intervention from our reading teacher.

9) Starting in September 2008, the NYS Education Department extended testing accommodations for transitional ELLs. P.S. 33 is fully compliant with these mandated accommodations. Further transitional support is available through the Extended Day program for former ELLs. The Title III Morning Program structure invites transitional ELLs to participate in order to support them as they prepare for NYS assessments.

10) P.S. 33 will conduct a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence

11) No programs/services have been discontinued.

12) At P.S. 33, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc. A Title III program will be offered to ELL students to participate on a pre-fixed amount of Saturdays for academic intervention.

13) Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books in English and native languages; and leveled readers. Imagine Learning software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as [www.esl-kids.com](http://www.esl-kids.com), [www.everythingESL.net](http://www.everythingESL.net), [www.starfall.com](http://www.starfall.com), and other appropriate educational websites previewed by ESL teachers.

14) Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.

15) Required supports and resources correspond to students in the ELL program in regards to their appropriate age and grade level.

16) Parents and students are encouraged to visit the school prior to the September school year. The building and program supervisor are available through the summer.

17) We do not offer language electives at this point.

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

N/A

|          |   |  |   |   |
|----------|---|--|---|---|
| Science: | 0 |  | 0 | 0 |
|----------|---|--|---|---|

### 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.

1) ESL teachers at P.S. 33 will attend professional development workshops provided by our CFN. During the 2011-2012 school year, ESL teachers will provide support and PD to staff members. ESL teachers meet informally with classroom teachers to discuss strategies to use with ELLs throughout the day. ESL teachers will plan, model, and co-teach lessons with teachers. Our ELL Network Support Specialist will continue to share strategies and support the teacher of this class. The language acquisition classroom teacher will attend workshops, when available, over the course of the year, September, 2011 - June 2012. The principal and the ESL teachers participated in a year-long study group supporting ELL instruction and language acquisition last year to support our school-wide commitment to supporting ELLs and the staff members providing services for them. This instructional support will continue for the 2011-2012 school year.

During faculty conferences, grade team conferences and Inquiry Team meetings, ESL teachers cover a variety of issues, such as identification of ELLs, the ESL program, compliance with Federal, State and Local requirements, and strategies and techniques that work with ELLs in the acquisition of English and the learning of content area material.

2) ESL teachers provide information to teachers who are creating articulation cards for graduating ELL students. Such information may include years of service, proficiency levels and personal teacher observations of the student. ESL teachers are also available to share information with middle school personnel who make inquiries about P.S. 33 graduates coming to their schools.

3) ELL training for classroom and cluster teachers is provided through faculty conferences presented by certified ESL teachers. This is in addition to any ELL training teachers have received as part of their teacher education or continuing education programs. The principal maintains all documents presented to staff.

### 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?

1. The P.S. 33 school community enjoys a high level of parent involvement. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contributes their time and energy to many projects that benefit our school and school community. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. Some of the workshops held at P.S. 33 Open Doors ELL (parents & children workshops), Bullying Prevention, Organizing your Child, Movie Night, and Parent ESL classes for beginners and advanced learners. In particular, ELL parents participate in school activities because P.S. 33 does not let language act as a barrier to a full and representative community. Parent notices go home in the home language and bilingual staff are available throughout the day as well as at night-time workshops to assist ELL families. At P.S. 33, communication between school and all parents is full, open and ongoing. Our staff and parents keep in touch in many ways: appointments, conferences, email, telephone meetings, classroom newsletters and the monthly school bulletin Guidepost.

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2. We partner with the public library and various local museums to create opportunities for student and family involvement in our P.S. 33 school community. We coordinate with these partnerships as to our specific concerns, especially dealing with language. Accommodations are made whenever possible.

3. We listen to our parents via the learning environment survey, conversations with staff, email correspondence, and through home language evaluation/reflection forms which parents are required to fill out at the end of each workshop. Based on workshop evaluation responses, our parent coordinator tailors future workshops to best suit our families' interests and needs. We also supply a translation service by phone so that non-English speaking parents can call with their requests, questions or concerns, and they receive responses within 24-48 hours. Parents may also leave phone messages in their native language for translation on a daily basis, if needed. Whenever a staff member is alerted to a situation wherein a family needs support, guidance or referrals, they alert other appropriate staff, and situations are addressed and resolved in a very timely manner.

4. Parents of the P.S. 33 school community want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Of parents who responded, 92% were satisfied or very satisfied with their opportunities to be involved in their child's education, and 93% were satisfied or very satisfied with how well our school communicates with them. Based on this data, we conclude that our parental involvement activities address the needs of our parents. Surveys are conducted to assess various needs and concerns of our ELL population.

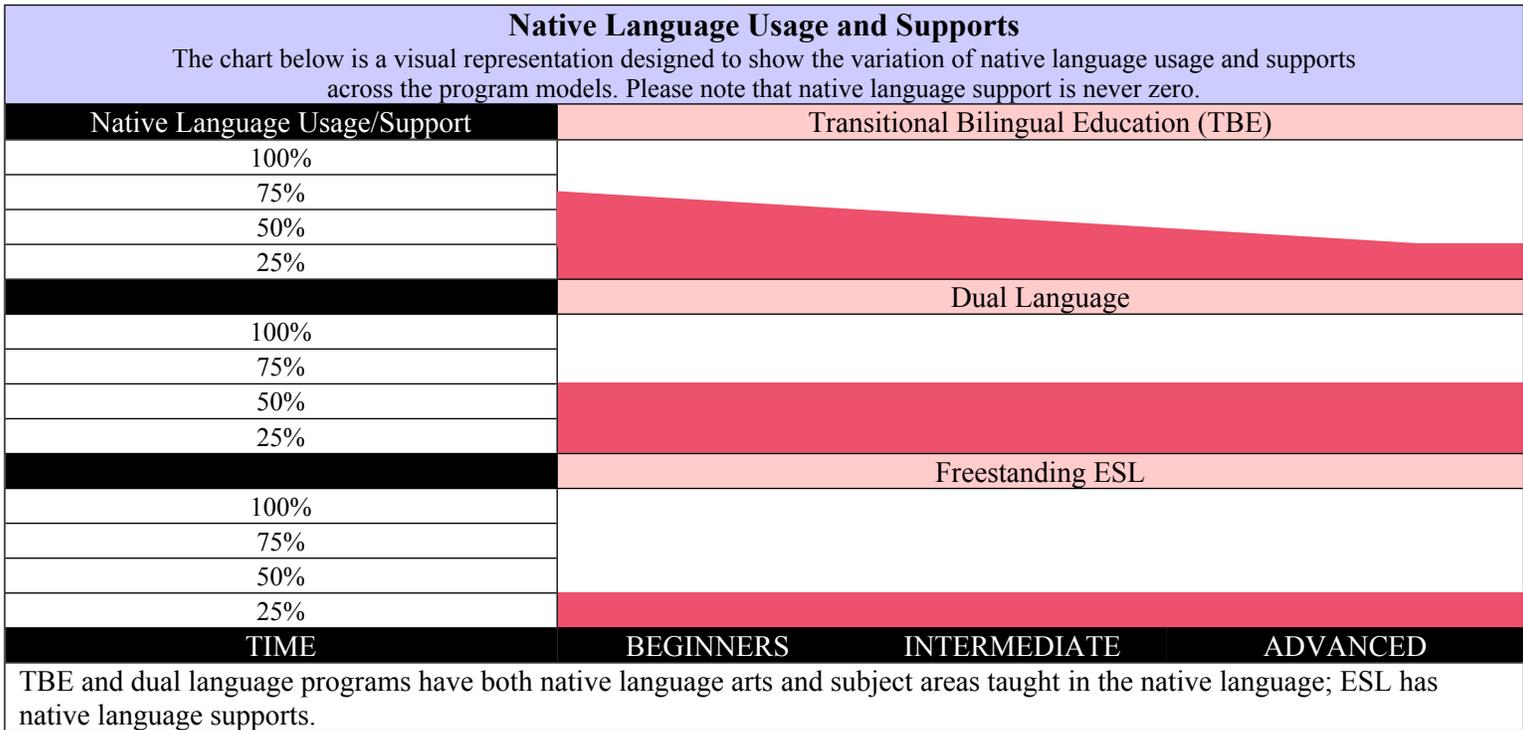
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |

|  |                    |                    |                    |
|--|--------------------|--------------------|--------------------|
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |
|--|--------------------|--------------------|--------------------|



### B. Programming and Scheduling Information--Continued

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

8) P.S. 33's Title III Morning program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Saturday program where they work in small groups with ESL teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs. Identified students in greater need are given intervention from our reading teacher.

9) Starting in September 2008, the NYS Education Department extended testing accommodations for transitional ELLs. P.S. 33 is fully compliant with these mandated accommodations. Further transitional support is available through the Extended Day program for former ELLs. The Title III Morning Program structure invites transitional ELLs to participate in order to support them as they prepare for NYS assessments.

10) P.S. 33 will conduct a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong

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11) No programs/services have been discontinued.

12) At P.S. 33, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc. A Title III program will be offered to ELL students to participate on a pre-fixed amount of Saturdays for academic intervention.

13) Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books in English and native languages; and leveled readers. Imagine Learning software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as [www.esl-kids.com](http://www.esl-kids.com), [www.everythingESL.net](http://www.everythingESL.net), [www.starfall.com](http://www.starfall.com), and other appropriate educational websites previewed by ESL teachers.

14) Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.

15) Required supports and resources correspond to students in the ELL program in regards to their appropriate age and grade level.

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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)   | 5 | 21 | 5  | 10 | 7 | 4 |   |   |   |   |    |    |    | 52    |
| Intermediate(I)   | 4 | 4  | 12 | 8  | 4 | 3 |   |   |   |   |    |    |    | 35    |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|   | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Advanced (A)  | 16 | 5  | 13 | 3  | 10 | 3  |   |   |   |   |    |    |    | 50    |
| Total   | 25 | 30 | 30 | 21 | 21 | 10 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 137   |

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

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      | 1       | 0       | 0       | 0       | 1     |
| 4                      | 3       | 7       | 2       | 0       | 12    |
| 5                      | 5       | 3       | 0       | 0       | 8     |
| 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                      |         |    | 2       |    |         |    |         |    | 2     |
| 4                      | 1       |    | 9       |    | 5       |    | 0       |    | 15    |
| 5                      | 3       |    | 5       |    | 2       |    | 0       |    | 10    |
| 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 |       |
|             |         |    |         |    |         |    |         |    |       |

| NYS Science                  |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            |         |    | 4       |    | 5       |    | 1       |    | 10    |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>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<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |  |
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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:

## 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:** Edward M. Funk

**School DBN:** 29Q033

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

| Name (PRINT)           | Title                | Signature | Date (mm/dd/yy) |
|------------------------|----------------------|-----------|-----------------|
| Erich Wagner           | Principal            |           | 12/1/11         |
| Vincent Gatto          | Assistant Principal  |           | 12/1/11         |
| Jessica Maldonado      | Parent Coordinator   |           | 12/1/11         |
| Francisca Powers/ESL   | ESL Teacher          |           | 12/1/11         |
| Francisca Cruz-Gachett | Parent               |           | 12/1/11         |
| Hannah Shapiro/ESL     | Teacher/Subject Area |           | 12/1/11         |
| Sandra Ray             | Teacher/Subject Area |           | 12/1/11         |
|                        | Coach                |           |                 |
|                        | Coach                |           |                 |
| Bramanand Rambarakh    | Guidance Counselor   |           | 12/1/11         |
| Joseph Blaize          | Network Leader       |           | 12/1/11         |
|                        | Other                |           |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 29Q033      **School Name:** Edward M. Funk

**Cluster:** 531      **Network:** CEI-PEA

**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**

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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.

Within the 30 days of a student's enrollment at P.S. 33, we will determine what the primary language is spoken by the parent and if such is not English, whether the parent requires assistance in order to communicate effectively with the school or Department of Education. The ATS Home Language Report is used to assist our school in determining the language and interpretation needs of our students and their parents. The emergency blue cards that are filled out by every parent in the school has an area in which parents can indicate what language they prefer to communicate in and receive school information. In the lobby of our school are posted notifications in the languages that are indicated in the Home Language Report. These notifications provide parents with information that meet their translation and interpretation needs. During Parent/Teacher conferences twice a year, notifications are sent out to parents in which they can request an oral interpreter to assist during their parent/teacher conferences.

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.

Based on the report of the ATS Home Language, emergency blue cards and parent request for language and interpretation services, the written translation and oral interpretation needs that were most indicated were Spanish, Bengali, Hindi, Malayalam, Tagalog, Punjabi and Urdu. P.S. 33 will continue to provide notifications and information in the languages needed via backpack with students, on the parent resource table in the school lobby, our school website and information will also be posted on designated areas of the school where there is a high parent volume.

## Part B: Strategies and Activities

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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.

P.S. 33 will provide written translation services that will meet the language needs that are indicated in Part A. Notices, letters, flyers, consent forms that will need to be translated will be forwarded to the Department of Education's Translation and Interpretation Unit at least three weeks prior to distribution to parents by the Administrative staff. We will provide timely translation and distribution of critical communications into the covered languages as stipulated by the Department of Education, including, but not limited to, the following areas:

Registration and selection;  
Standards and performance;  
Conduct and discipline;  
Safety and health;

Placement in any special education, English Language Learner or non-standard academic program; and  
Transfers and discharges.

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request a translation or interpretation of such document will be made available.

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.

P.S. 33 will provide the oral interpretation services that will meet the language needs that are identified in Part A. There are staff members, teachers and parent volunteers that are accessible when these services are needed during regular business hours. We also enlist the On-Site or Over-the Phone Interpretation services provided by the Translation and Interpretation Unit.

Prior to our Parent/Teacher Conferences held twice a year, our Parent Coordinator enlists and coordinates the services of Legal Interpreting Services to assist us in providing oral interpretation services for parents during their conferences

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>.

In accordance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, P.S. 33 provides the following:  
Posted in the school lobby and in the main office are notifications in the language needs identified, informing parents of the availability of translation and interpretation services.  
Each parent whose primary language is a covered language as stipulated by the Department of Education, and who requires language assistance services is provided with a copy of the Bill of Parent Rights and Responsibilities; which includes their rights regarding translation and interpretation services.  
Our school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information   |                               |
|--|-------------------------------|
| Name of School: Edward M Funk  | DBN: 29Q033                   |
| Cluster Leader: CEI-PEA  | Network Leader: Joseph Blaize |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below)<br><input type="radio"/> NOT conceptually consolidated (must complete part E below) |                               |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):<br><input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:   |
| Total # of ELLs to be served:<br>Grades to be served by this program (check all that apply):<br><input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5<br><input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 |
| Total # of teachers in this program: 5<br># of certified ESL/Bilingual teachers: 0<br># of content area teachers: 0   |

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: P.S. 33's Title III program provides English Language Learning with supplemental instruction in an After-School program. The instructional program will service 50-60 ELLs in grades 1-5 who scored at beginning, intermediate and advanced levels on the NYSESLAT. Our rationale for this program is so that the students will receive additional instruction and strategies to excel

The After-School program specifically addresses instruction in English to improve literacy and math performance. It will meet for a total of 3.5 hours a week. This program will meet for approximately 11 sessions beginning in January 2012 and concluding in April 2012. (This program will service approximately 10-15 students in five classes with three fully certified teachers, two certified ELL teachers, and one supervisor. The two certified ELL teachers will rotate into the CB classrooms to help them with best teaching strategies. Instruction will be provided in English to help students meet the standards in ELA and Mathematics. Instruction will focus on literacy using ESL strategies and methodologies to help students achieve higher scores on the NYSESLAT and State Assessments.

Teachers will use ongoing assessment such as one-to-one conferences, and small group instruction to gauge the student progress. Supplementary materials will be provided to augment a variety of instruction. Among those are Reading Keys, Connecting Vocabulary and Getting Ready for the NYSESLAT. General instructional supplies such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program. In addition, one secretary will be paid per-session to enter the pay roll for the Title III staff (4 hours).

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: P.S. 33's Title III professional development program will focus on providing staff with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning standards in ELA and Math and to achieve higher scores on all state assessments. A fully certified ELL teacher will facilitate three professional development sessions. This rigorous professional development activity will enable the participating teachers to infuse ELL methodologies in the delivery of instruction to develop the academic language and vocabulary necessary for the ELLs to succeed. Once a month for three months, the activity will focus on planning lesson plans that will differentiate instruction for the ELLs in the Saturday program.

### Part C: Professional Development

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S.33's Title III program will provide ELL parents/guardians with the opportunity to attend workshops, so that they can better assist in the education and learning of their children at home. Three two-hour sessions will be held on various topics (time and dates to be announced) to accommodate different schedules. Parent workshops will be facilitated by two fully certified ESL teachers and the Parent Coordinator during school hours. General supplies such as folders, photocopy paper, notepads, overhead transparencies, pencils and books for home use will be purchased to support the parent workshops. Food and refreshments will be offered. These activities will be conducted during the day and are at no cost to Title III funds.

Three workshops will address the following:

1. One two-hour session in which parents will become familiar with NYS ELL standards and NYSESLAT assessment. They will receive an individual profile of NYSESLAT scores and information regarding class reorganization.
2. One two-hour session in which parents will become familiar with the NYSESLAT assessment. The parents attending will receive a packet of materials to help prepare their children at home.
3. One two-hour session in which parents will become familiar with the Periodic Assessments and content area state tests. They will receive materials to supplement home support

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$14912

| Budget Category   | Budgeted Amount              | Explanation of expenditures in this category as it relates to the program narrative for this title.                  |
|---|------------------------------|--|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       | 9636.55<br>2305.16<br>123.40 | 5 Teacher salaries<br>1 Supervisor salary<br>4 hours clerical  |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                              |  |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> | 2846.89                      | General instructional supplies for afterschool program.<br>Reading Keys researched-based program for ELL instruction |
| Educational Software (Object Code 199)  | NA                           | NA   |
| Travel  | NA                           | NA   |
| Other   | NA                           | NA   |
| <b>TOTAL</b>  | 14912.00                     |  |