



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** TIMOTHY DWIGHT ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10x033

**PRINCIPAL:** MS. LYNETTE SANTOS **EMAIL:** LSANTOS4@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. SONIA MENENDEZ

**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
Lynette Santos	*Principal or Designee	
Paulette Patterson	*UFT Chapter Leader or Designee	
Ms. Maritza Reyes	*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	
Ms. Jessica Diaz	Member/UFT	
Ms. Antonia Rodriguez	Member/UFT	
Mr. Wednaud Ronelus	Member/UFT	
Ms. Doris Rodriguez	Member/Parent	
Ms. Carmen Ramirez	Member/Parent	
Ms. Reynalda Maceda	Member/Parent	
Ms. Christina Mercado	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 **students who are English Language Learners will** increase vocabulary, reading comprehension and writing skills. They will increase Reading Performance by 5 % for State Standards scoring at Levels 3 &4.

### **Comprehensive needs assessment:**

#### **Progress Report Improvement**

The faculty, staff, and administrators have been immersed in the day-to-day life of the school – teaching, advising students, Academic Intervention Service (AIS). At the same time, we are reflecting on school year 2010-2011 where we focused on needs assessment. The following were goals to meet our needs:

1. **To improve our New York City Progress Report Target score 89.9 for school year 2009-2010 by 5 points, maintain our “A” letter grade and maintain state expectations.**

### **Data Analysis:**

- We received a letter grade **“C”** for our New York City Progress Report 2010-2011 compared to 2009-2010 at a letter grade **“A”**
- Our school is greater than or equal to 38% of the City’s Elementary schools
- Our school’s overall Progress Report Score for 2010-2011 is 40.0 ( **we missed the score of a letter B by .6 index points**)
- We scored a letter **“C”** for **Student Progress** at 23.7 for 2010-2011 compared to 2009-2010 at 40.4.
- We scored a letter **“C”** for **Student Performance** at 5.9 for 2010-2011 compared to 2009-2010 at 6.6
- We scored a letter **“B”** for **School Environment** at 7.9 for 2010-2011 compared to 2009-2010 at 8.4
- **All of our Data Inquiry Students for 2010-2011 meet our goals-increased by 4 Fountas and Pinnel Reading Levels (at least a L-P)**
- **13 of our Data Inquiry Students for 2010-2011 Increased by 1 performance level in the NYS ELA**

**2011 NYS ELA & Math Performance Results:** School is Good Standing for Math and Science while School in Need of Improvement for ELA Year 1

1. **Meeting AYP for English Language Arts. Since our Students with Disabilities did not make AYP this year for 2010-2011 we will place extra focus on the rigor of the curriculum and pedagogy of staff. This will ensure that our Students with Disabilities will meet proficiencies and show progress.**
2. **Our English Language Learners\Limited English Proficiency are “at-risk” of not making AYP and did with Safe Harbor, however, our black students, Hispanic and economically disadvantaged are making AYP.**

### **ELA-2011**

Grade	L1	L2	L3	L4	L3& 4
3	41	88	32	1	<b>33</b>
4	26	70	69	1	<b>70</b>

5	17	74	43	1	44
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**Math 2011**

Grade	L1	L2	L3	L4	L3& 4
3	37	76	49	5	<b>54</b>
4	14	83	63	8	<b>71</b>
5	19	52	60	11	<b>71</b>

**1. The following are the Data Sources used for Reporting Needs Assessment Findings**

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

**Our Principal met with students in grades 3-5, where they discussed their 2010 & 2011 NYS ELA and Math results. The students had a wonderful experience, especially because they were able to identify short and long term goals for the upcoming year 2011-2012 with their own school principal.**

**During the month of November 2011, December 2011, and January 2012 each student, scheduled a follow-up meeting to reflect on their accomplishments, next steps and indicators for success. The cycle continued each month to give each student efficient amount of time to evaluate their goals; identify next steps and monitor progress. In Addition, during the months of May and June 2012, we will look at our NYS ELA and NYS Math results to discuss the successes of the student's June Goals in 2011. This goal process then, in turn will give the opportunity to collaborate and confirm new goals with students for school year 2011-2012 utilizing the results of their 2011 NYS ELA, Math and Science. We intend to use our findings to provide quality feedback and professional development to our teachers. Teachers will be able to turn-key new strategies learned to better instruct our second language learners. We are confident that the NYS ELA will increase by 5% by consistently utilizing out 'school wide "*Thinking Maps-A Language for Learning*" implementation for increased critical thinking. Also, various interventions such as I-Ready, G.O.A.L.S, and Explode the Code will be utilized to support our Level 1 students who are not meeting grade level expectations. In addition, AIS, both pull-out and PM, which focuses on word study and vocabulary development will enable us to track and monitor progress, analyze our students Independent Reading Level Progress Charts Quarterly Data, and in turn facilitate our students to acquire the skills and strategies to become better Independent readers, writers and thinkers.**

**P.S.33 has adopted a protocol for our common planning time. Over the last three years, Cambridge Consultant, David Jacobson provided**

**professional development for our teachers on collaborative lesson planning, peer review of the lesson planning, data talk, and looking at students' work products in reading, writing and math. The Professional Learning Community Initiative-Cambridge "Common Priorities Design Cycle Toolbox" has given us priceless teacher feedback reflecting on our planning time in 2010-2011. For school year 2011-2012 we are implementing this protocol for teacher team collaborations with limited consultant support. This process utilized teachers' suggestions which helped plan workshops to meet their needs. With the support of the Literacy Team, Math Team, Common Core Pilot Grade Lead Team Professional Development Team, Curriculum and Administrative Team, we have designated model classrooms and conducted inter-grade/class visitations.**

We will utilize our CFN # 407 feedback for planning and our inter-school visitations to improve our classroom practices. Our school took a risk this year to utilize and modify the City's Common Core Replacement Units of Study for both English Language Arts and Mathematics Prek-5. Teachers at their Grade Level, Thursday's week one and two for Fifty Minutes Curriculum Audit and Planning Time are supported in this Initiative by their *Common Core Grade Leaders*.

Staff will be provided two periods (90 minutes) once a week for common planning with their grade level while utilizing Cambridge "Common Priorities Cycle Toolbox". Teachers also participate in a two day journey which consists of planning a lesson in a group, implementing the lesson and then giving critical feedback. Special attention is given to looking at the evidence of students' learning. Essential Questions and Topical Questions are the ongoing foci for the month, reflecting the school wide foci on Reading Comprehension Strategies and Skills for the month. Students are assessed bi-weekly on Friday school wide on the specific skills and strategies posted for the two weeks. All data is recorded to further analyze and modify best teaching practices to meet the needs of every child.

**In addition to our Common Planning time, we are providing professional development on Assessments Revisions and implementations for students' learning. We are also piloting our Common Core Labsite Pilot for both English Language Arts and Mathematics (year 2 expectations) by Anthony Plunket and Ms. Nancy Birson. We are also implementing CFN 407 Thinking Maps Initiative school wide to address our students' Critical Thinking learning gaps.**

### **Literacy**

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

**Our Needs Assessment includes a review of the following indicators:**

- ECLAS2.
- State and City Assessment results.
- P.S. 33 Bi-Weekly Assessments and Cumulative Assessments.
- Semester Independent Reading Progress Chart
- Bi-Monthly Progress Report and Goal Setting with Parents.
- Annual School Report Card.

- Students Portfolios.
- Teacher Developed tests and projects.

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

#### Analyzing our 4<sup>th</sup> grade results for 2011:

- Considering the raised NYS benchmarks our ELA scores (L3 & L4 @ 42.2 %) we showed an increase by 5.4%. Compared to 2010, our noticing is: our ELA scores (L 3 & L4 @ 36.8 %).
- In 2011 there were a total of 166 students who were tested of which 70 are levels 3 & 4. While 90 students were at levels 1 & 2 (26 students at level 1), compared to 2010 when there was a total of 144 students who were tested (53 are levels 3 and 4). 91 students were at levels 1 and 2 (20 students at level 1).
- Our **ELA Average Progress** indicates the following: School Median Growth Percentile at 61.0 %
- Our **ELA % Median Growth Percentile for lowest third** indicates the following: 71.0 %

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

- The morning AIS, which included "at-risk" students, about ten, to work one on one with their teacher for 37.5 minutes (Monday-Thursday) This school year our AIS is Tuesday and Wednesday for 50 mins.
- Extended Day, Afternoon AIS, and Vacation AIS that serviced our level 1 - 4 students.
- We maximized our resources by utilizing our "out of classroom" teachers to push-in and provide intense interventions for all students.
- Grade Level Facilitators and 3 highly experienced f-status developers supported the development of students to all staff on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade.

**It is quite evident that these interventions have had positive effects. Students feel an increased confidence, and more connected with staff in common planning/scheduling. Due to budget reduction, we are not able to provide these intensive interventions for school year 2011-2012. We will make certain to focus on moving the 91 students who did not receive a level 3 to meeting and exceeding the standards this year. We will utilize the rigorous push-in intervention program by our F-Status Staff Developers to target student's needs and move them by proficiency levels.**

#### Mathematics:

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

The following are used for Reporting Needs Assessment Findings:

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

- **Considering the raised NYS benchmarks Our Math scores showed a decrease in spring 2010 by 39.9%. There was a total of 477 students who were tested of which, 196 are levels 3 and 4. While 281 students were at levels 1 and 2 (70 students at level 1).**

**Analyzing our 4<sup>th</sup> grade results for 2011:**

- L3 & L4 @ 42.3 % showed a decrease by 7.7 %. While 57.7% students were at levels 1 and 2 (8.3% students @ level 1).
- Our **Math Average Progress** indicates the following: School Growth Percentile 58.0%
- Our **Math % 1-Year Progress** indicates the following: Median Growth Percentile for School's Lowest Thirds 69.0 %

**The many contributing factors that led to our success were:**

- We focused on moving students to meeting and exceeding standards this year by utilizing a rigorous push-in interventions program to target students with disabilities.
- Morning AIS, Extended Day AIS and Holiday AIS that serviced our level 1 and level 2 students.

**Science**

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

**The following are used for Reporting Needs Assessment Findings:**

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

**Meeting the expectations of our School Quality Review:**

- Our school received a *Well Developed* for school year 2007-2008 compared to school year 2006-2007 *Proficient Rating*
- The principal, well supported by assistant principals, exhibits compelling leadership and a clear vision of moving the school forward
- The school's recording and use of data are at a high level and used well to guide instruction
- Well differentiated professional development is an integral part of the school's program to enhance teacher's skills
- The school provides exceptional support for those students most in need and enrichment opportunities for higher achieving students.
- Extremely effective partnerships provide the school with a high level of support in designing and implementing effective programs
- Staff works in a very collaborative manner sharing in the vision that contributes to a focus on instruction and a nurturing atmosphere of the school.
- The school, staff, and students, each set and regularly review and revise goals to improve outcomes.
- The school's use of resources is data-driven and effectively supports the educational goals of the school.
- Parents have many opportunities to learn about school programs.
- The inquiry team provides excellent support to the school's use of data to guide instruction for English language Learners.

**What the school needs to improve:**

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

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

<b>1-Below Level</b>	<b>Grade</b>	<b>2-Approaching Level</b>	<b>Grade</b>	<b>3-Meeting Level</b>	<b>Grade</b>	<b>4-Exceeding Level</b>	<b>Grade</b>
<b>-Mastery of performance indicators</b>	<b>0-64%</b>	<b>-Mastery of performance indicators</b>	<b>65% or more</b>	<b>-Mastery of performance indicators</b>	<b>80% or more</b>	<b>-Mastery of performance indicators</b>	<b>95%</b>

P.S.33 builds on parent connections and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and**

**Goal Setting Meetings.** During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our **Bi-monthly Bring a Family**

**Member or Friend to Lunch & Open Classroom Initiative**, which invites our parents to receive current information, ideas and strategies to better support their child at home. Our Open Classrooms also give parents an opportunity to visit their child’s classroom and learn more about their child’s many accomplishments.

It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents’ ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

**ART**

To further refine the data collection systems and to better monitor student progress, within and across years, we have developed a consistent Data Analysis and Talk Protocol. Students’ Bi-monthly Progress Reports are kept on file to better enable staff to track and monitor growth as they progressed throughout the school year. Addressing our students diverse learning needs we also focus on the ARTS:

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

The following are used to **Report Needs Assessment Findings:**

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

Our certified visual arts teacher will service our students by cycles. We have continued our 8<sup>th</sup> year with Dreamyards. However, Due to budget reduction, we decreased our Dreamyards arts Program by 100% from 110%, 10 classes are team teaching with Dreamyards artists and funded by The Leonore Annenberg Fund for Children Grant. 25 % of the classes’ team teaches for two consecutive years. During this time teachers gain various professional development opportunities to integrate arts into their curriculum. We have also been collaborating with Ballet Tech, a non-profit music program, which comes to our school in the spring. We are excited to have “Music and the Brain” Keyboard Program for grades K-2 Students for the second year. The students have been working with the keyboard while integrating math and literacy. It has proven to be a success and a wonderful new way to allow students to express themselves. We intend to collaborate with many more non-profit organizations to bring arts to our classrooms. We value the involvement of our Dreamyards after school funded by Council Member, Fernando Cabrera’s Office.

**Technology / Library / Media**

**Needs Assessment Findings:**

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

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

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

### **Physical Education/Health Education**

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

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

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

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:  
The strategies/activities that encompass the needs of our English Language Learners are support our children with their language acquisition. Therefore, deepening our focus on our ELL’s this year is our number one priority. It was our goal to make sure that our students meet proficiency in English by their 3<sup>rd</sup> year in the Bilingual Class and mainstreamed into a Monolingual class. To guarantee that students meet proficiency in the English Language we will continue to implemented the language allocation policy for our Bilingual Classes and ESL instruction teachers co-

taught and planned together to improve instruction. We rehired our six ESL teachers and replenished our Hampton Brown, Avenues Program, maintained the SMARTboards for our classrooms that addressed the diverse learning styles. Teachers, support staff, and administrators utilized the NYSELAT data to assess students' strengths and needs. Considering the success we have had with our ELL's we have revised our ESL program by scheduling a self-contained class on each grade level; four of these self-contained ESL classes are serviced by a full time certified ESL classroom teacher while the remaining two self-contained classes are serviced by two ESL push-in certified teachers. We also will continue our Data Inquiry Team Initiative for our ELL's to help us to improve the learning and achievement of our ELL's, taking into account that we have 88% of second language learners in each classroom.

**Objective # 1:** 15% of our new arrivals, beginner ELL students will be able to communicate effectively in English and Oral Language. Students will be able to speak and feel confident speaking in English in and outside of school.

20-65% of our intermediate 2<sup>nd</sup> and 3<sup>rd</sup> year students will be able to speak and feel confident speaking in the English Language in their day to day life. 95-100% of our advanced students' 4<sup>th</sup> and 5<sup>th</sup> year ELLs will be actively and effectively engaged in extended discussions within their day to day life.

**Objective # 2:**

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

**Objective # 3:**

Given 15% of our new arrivals, beginner ELL students will be able to recognize the cultural diversity at P.S.33. We realize the importance for ELLs to use English effectively in a variety of social and cultural settings:

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

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

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

***Bilingual Teacher Training*** – Our Bilingual teachers are fully certified and have been trained to educate students that are English learners.

***Community Based English Tutoring*** – Adult English instruction for adults who wish to learn or sharpen their speaking, reading, and/or writing skills.

***English Language and Intensive Literacy*** – Improved classroom libraries to improve language proficiency in our bilingual classes and help them meet content standards required by The NYC Dept. of Education.

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

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

- Our school holds high expectations for learning and personal development of our LEP students.
- The curriculum will continue to integrate across content areas as well as prior knowledge related to student experiences.
- LEP students become independent learners who can take responsibility for their own learning.
- Cooperative learning is used extensively.
- P.S.33 is “parent friendly” and we have many bilingual staff members.

**Our English Language Learners have acquired the ability to speak, read and write in English in addition to their native languages. Most importantly – our children have preserved their native language and culture.**

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

- In April-June 2011 all teachers of English Language Learners with Learner Centered Initiative Consultant, Ms. Birjioli, were engaged in planning their Units of Study for school year 2011-2012 addressing the Common Core Standards. During the August– December 2011, teachers made revisions to their developed task bundles for their Units of Study to better support their instructional practices and students' learning. Our school is very fortunate to have our teachers dedicate their Summer and free time assisting us with revising and creating our Curriculum Calendars and Assessment Initiative.

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

-***P.S.33 will utilize a variety of contributing interventions that led to the students' increased successes, which in turn has given them a sense of empowerment in their own learning and successes. These activities will support our students and ensure that NCLB requirements are met. The interventions that have taken place include:*** The PM AIS, which included "at-risk" students, about ten, to work one on one with their teacher for 37.5 minutes(100 minutes total, Tuesday & Wednesday). Extended Day After School for ELL's Tuesday & Wednesday 3:15-5:00 PM, Bilingual/ESL Enrichment After School Programs Tuesday & Wednesday from 3:15-5:00 PM, Gifted and Talented After School Program Mondays & Fridays from 2:20 PM-4:20 PM, Soccer For Success Mondays & Fridays from 2:30 PM-4:00 PM and Tuesdays from 3:15 PM-4:45 PM, Visual Arts After School program on Wednesdays & Fridays from 2:25 PM-4:25 PM, Dreamyards After School Arts Company Program Tuesdays, Wednesdays & Thursdays 2:15 PM-3:45 PM, Basketball After School Program Tuesdays & Wednesdays from 3:15 PM-5:00 PM, and Vacation AIS that serviced our levels 1 - 4 students.

**It is quite evident that these interventions have had positive effects. Students feel an increased confidence, and more connected with staff in common planning/scheduling. Due to budget reduction, we are not able to provide these intensive interventions for school year 2011-2012. We will make certain to focus on moving the 192 students who did not receive a level 3 to meeting and exceeding the standards this year. We will utilize the rigorous push-in intervention program by our F-Status Staff Developers to target student's needs and move them by proficiency levels. Therefore, we are focusing on our LEP or "at-risk" by supporting them with offering additional interventions with our two English as a Second Language push-in teachers' and our four all day English as Second Language Classrooms.**

-Grade Level Facilitators, Common Core Grade Leads , Staff Developers, the Math Coach and the Math Clusters will support teachers with refining mathematical tasks using Institute For Learning cognitive demands criteria for mathematical problem solving

-Administration to provide Professional Development to all staff on the NYS Math Test( 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students)

-Common Core Replacement Unit Tasks bundles will be implemented

- Math strategies that are cognitively demanding woven into everyday lesson plans.
- Inter-classroom visitation and lab sites to demonstrate effective problem solving skills, developing short responses and extended responses for Mathematical Solutions, developing rubrics that are standards based and using math games regularly.

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

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

### **Children's First Intensive: Data Inquiry Focus to address the needs of our ELLS and Special Needs Students**

#### **1. Selecting target population & diagnosing their challenges:**

Our AYP drove our choice of target population, in order to comply with city and state accountability standards. Our ELA scores for our ELL and special needs populations caused us to become a SINI Year One school, and so these students were found to be most at risk. We have a large ELL population (84%), so we also knew that for the short term *and* the long term, focusing on these students was of the utmost importance. Our special needs population and our bottom third, are also a group where focusing on them will be very important for the short and long term. We filtered students- again, based on our AYP- for fourth graders (this way they had a measurable test history) who were ELLs, and/or had an individualized educational plan, and who were economically disadvantaged (98% of our students). This gave us a list of 34 students. We then took several criteria into consideration for filtering further down to 30 students: student motivation, attendance and parental involvement.

#### **2. The essential question was: *Why are our 4<sup>th</sup> grade ELLs and special needs populations having so much trouble decoding?***

Even our general education classes have up to 20 ELLs and 2 students with individualized educational plans on their rosters, so, in essence, all of our teachers are ELL and special needs teachers. But we're teaching reading strategies and skills for comprehension to students who cannot read. We knew that remedial work was needed, phonics and fluency intervention, to build the base of knowledge needed before comprehension strategies are meaningful. In other words, these students needed to learn to read before they could read to learn.

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

We will use several measurements for progress, but the only scientific methods we have to measure change from September through April are the DRAs and Acuity predictive assessments. Our goal is to have our Inquiry students gain an average of three DRA reading levels from September to April, with three data points: September, January and April and to gain an average of one level according to the Acuity predictive assessments given in November, January and March.

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

We use the I-Ready computer-based reading program every morning during silent sustained reading time and Foundations and Wilsons phonics workbooks during our Tuesday and Wednesday afternoon AIS program for our Inquiry student interventions. *I-Ready is a program that provides a diagnostic that pinpoints where a student is in foundational skills, vocabulary, and comprehension of informational text and literature. The program then provides individualized instruction to the student. The inquiry team members are also provided with lessons to accommodate the instructional action plan for each student. The Foundations and Wilsons workbooks are popular with teachers as well as students, and these consumables provide excellent supplemental work in blending, segmenting, fluency and comprehension.* **Between the two programs, we find that students are highly engaged and motivated.**

#### **5. Changes in school culture:**

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

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

- a. We develop learning stations to address students' learning styles and also challenged their learning through the scaffolding of the performance indicators.
- b. We use the computer-based program I-Ready, Foundations and Wilsons phonics books, Targeted Reading Intervention reading comprehension program for those who graduated out of Foundations, Wilsons and literature circles for our advanced Inquiry students.
- c. We use syllable clapping, blending and segmenting
- d. We are building a strong foundation for reading with our Inquiry students. Most meet our goals, and some have already mastered them, so we move them into comprehension-based interventions (Targeted Reading Intervention, literature circles).

#### **7. How is Inquiry work influencing planning for this year?**

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

#### **8. What will we do differently this year 2011-2012?**

- We will improve our connection to parents.
- Monthly faculty workshops on Data Inquiry Stations bi-monthly lab sites
- Expand our Data Inquiry team by 90% -thus we will use representative from each grade, Special Needs, Bilingual and ESL Programs to implement and turn-key findings of our revised action research at their grade level planning meetings through our Grade Level Facilitators.

- More organized communication between teams and teachers.
- Continue to have all team members be teachers of Inquiry students.
- Continuum: K-1 will focus on letter recognition and sounds based on LAB-R and ECLAS results, 2-3 will concentrate on bridging decoding to comprehension, and will use ECLAS, NYSESLAT and test results, and Continue with 4-5 will concentrate on improving reading comprehension and writing skills.
- ELL specialists, Special Needs educators and Reading intervention teachers will be included as permanent team members.
- Develop meaningful and scientific benchmarks for tracking progress starting at the beginning of the year.

**Future Quantitative data:**

- 30 students in Inquiry.
- 30 out of 30 students will improve ELA State Test scores.
- 30 students out of the 30 will move up a performance level.
- DRA scores will move up an average of three levels between Fall and Spring. 30 of 30 students met or exceeded goals.

**Future Qualitative data:**

- **Confidence.**
- **Stamina.**
- **Engagement**
- **Motivation.**

<p>School <b>PS 33</b></p>	<p>Inquiry Team:</p>		<p>Inquiry Team Leader: <b>Crystal Scales</b></p>	<p>Date <b>11/30/11</b></p>
<p><b>School Self Assessment and Goal Setting</b></p> <p>X Looked at Last Year's Inquiry Work X Engaged in different school assessments X Quality Review X Progress Report X Survey Results</p>	<p><b>Principal's Launch of Multiple Teams</b></p> <p>X Reflect on last year's Inquiry Team X Share school goals X Identify connections to school data and discuss areas in which improvement is needed X Share vision of</p>	<p><b>Inquiry Team Formation /Building and Deepening Team Collaboration\</b></p> <p>X Identification of the inquiry team(s) and facilitator(s) X Teams should be formed/identified so that, wherever possible.</p>	<p><b>Looking at Student Work/Data</b></p> <p>X Develop skills in using protocols and data tools to look at student work/data X Examine qualitative and quantitative data to</p>	<p><b>Looking at Teacher Work</b></p> <p>X Teachers use structured protocols and share assignments, lesson plans, curriculum units and resulting student work with colleagues</p>

	needs/areas of interest		X Where appropriate, share the team's work with broader school community	student learning needs X Team examines existing classroom, periodic and summative assessments for alignment with curriculum, Common Core standards and school's standards
<p align="center"><b>What's Working</b></p> <p>Inquiry Team turn keying at grade-level meetings; literacy stations serving target students weekly; great team of staff. Developing lessons, strategies and resources- based on our data collection &amp; analysis- that can be used by teachers in classrooms from K-5- that will help with decoding, fluency, vocabulary development and reading comprehension. Great familiarity with the protocols of data analysis. School-wide memos are also a great way to communicate.</p>		<p align="center"><b>Current-Focus/Current Challenges</b></p> <p>Prefixes are our current focus. We found that students, especially our ELLs and Special Needs, are struggling with segmenting words. By understanding a relatively small number of prefixes and their meanings, students are better able to decode thousands of words and understand their meanings. Time and scheduling are always challenges, and we are working all the time to align and adjust to assure that we realize our short and long-term goals.</p>		
<p align="center"><b>Inquiry Team's/Collaborative Team's Next Steps</b></p> <p>Next steps are to further refine the processes we've developed in terms of pre-assessment, application of strategies and post-assessment. Also to communicate even more often with</p>		<p align="center"><b>School's Next Steps</b></p> <p>Our school's next steps include the intention to set up a systematic monitoring plan for our Inquiry teachers to not only turnkey their findings with classroom teachers on their grades, but to have monthly evidence brought to the Inquiry team of proof that they've implemented their findings in</p>		

teachers on our findings and get materials and resources out to them in a more timely fashion. We also liked the idea we saw at a CFI meeting of developing specific grade-level sub-goals this year, to be overseen by teachers on the grade.

their classrooms, reflected in the fact that most of them have 80% second-language learners.

**ESO/CFI Inquiry Process**

\*Changing the culture of the school community

\*Connection between early grades and upper grades.

- b) The staff and other resources used to implement these strategies/activities are: we maximized our resources by utilizing our two English as a Second Language Teachers to push-in and provide intense interventions for students.
- Grade Level Facilitators K-5 and 3 highly experienced f-status developers supported the development of students to all staff on K-Grade 5
  - Grade Level Common Core Leaders K-5 supporting staff with un-packing Text Complexity using Gradient Chart for their Replacement Units of Study resources
  - Grade Level Common Core Leaders K-5 supporting staff with identifying the cognitive demands in Mathematical Tasks using Institute for Learning Indicators
  - Grade Level Common Core Grade Leaders K-5, F-status staff developer, coaches and PBIS Coach supporting teachers with Common Core Replacement Units Curriculum Calendars' task bundles and audits
  - Thinking Maps Grade Level Trainers K-5 supporting teachers with thinking maps implementations and training for Units of study usage
  - Utilize Title 3 ELL Grant for our English Language After School Program Tuesday and Wednesday 3:15 PM-5:00 PM
  - Utilize Title 1 SWP funds to fund P.S. 33 Honors Enrichment After School Program Monday and Friday 2: 25 PM-4: 25 PM

- Dreamyards Afterschool Program Tuesday, Wednesday and Thursday 2:15-3:45 PM funded by Council Member Cabrera's Office
- Saturday English Language Learners Parents and Child ESL and Art Classes 9:30 AM-12:00 PM funded by Title 1 SWP funds
- P.S. 33 Visual Arts After School Program with Mr. Wayne Wednesday and Fridays 2:25 PM-4:15 PM funded by Title 1 SWP funds
- Utilize 4 administrative interns as needed for planning and facilitation of various school initiatives

- c) The steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities are: Ongoing follow up collaborations with administrative team at feedback sessions of both formal and informal observations utilizing the Charlotte Danielson's Framework for Teaching
- Week One Grade Level 90 minutes Common Planning Time Looking at samples of students' task Level 1-4 to identify Current Students' Thinking and 3 Desired Students' Thinking for Collaborative Lesson design and Peer Review of Lesson Demo facilitated by Grade Level Facilitator.
  - Week Two Grade Level 90 minutes Common Planning Time to Collaborative Lesson Design addressing the 3 Desired Students' Thinking to improve teachers' practices, effectiveness and students' learning facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.
  - Week Three Grade Level 90 minutes Common Planning Time Demonstration and Peer Review of the Collaborative Lesson Design facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.
  - Week Four Grade Level 90 minutes Thinking Maps training for next month's Replacement Unit of Study facilitated by Grade Level Thinking Maps Trainers
  - Thursday fifty minutes (2:20-3:10 PM) faculty data talk and actions plans: Week 1-ELA Common Core Curriculum Replacement Unit Audit and modifications facilitated by grade Level Data Inquiry Team Members. Week 2-Math Common Core Curriculum Replacement Unit Audit and modifications facilitated by Common Core Grade Leaders. Week 3- Data Inquiry Grade Level Leads turkey findings and strategies to their grade level colleagues on their action research what works best for English Language Learners who has and Individualized Educational Plan. Week 4-Data Talk Grade Level Analysis of bi-weekly and cumulative assessments to adjust instruction, curriculum maps, address learning needs through AIS, Afterschool ELL's Program, utilize bi-weekly and cumulative to assess programs and initiative effectiveness facilitated by Grade Level Facilitators.

d) September 2011-June 2012

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The strategies and activities we have planned are the following: To continue seeking parental input and support by increasing positive interaction between home, school, and communication. We will continue implementing and encouraging an atmosphere where parents and educators work together towards student improvement.

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

<b>1-Below Level</b>	<b>Grade</b>	<b>2-Approaching Level</b>	<b>Grade</b>	<b>3-Meeting Level</b>	<b>Grade</b>	<b>4-Exceeding Level</b>	<b>Grade</b>
<b>-Mastery of performance indicators</b>	<b>0-64%</b>	<b>-Mastery of performance indicators</b>	<b>65% or more</b>	<b>-Mastery of performance indicators</b>	<b>80% or more</b>	<b>-Mastery of performance indicators</b>	<b>95%</b>

P.S.33 builds on parent connections

and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and Goal Setting Meetings**. During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our **Bi-monthly Bring a Family Member or Friend to Lunch & Open Classroom Initiative**, which invites our parents to receive current information, ideas and strategies to better support their child at home. Our Open Classrooms also give parents an opportunity to visit their child's classroom and learn more about their child's many accomplishments.

It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents' ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

- Parent representative on our School Leadership Team will give feedback and offer our school suggestions/recommendations on how to better support our English Language Learners at our Monthly School Leadership Team meetings. This will better enable us to modify our school's Comprehensive educational Plan for increased students' success.
- Saturday English as Second Language Parent Classes 9:00 AM- 12:30 PM
- Saturday Parent and Child Art Classes 9:30-12:00 PM
- Honors assemblies, awards assemblies, Grandparents Day-Read to Your Grand Child's Class, Thanksgiving Holiday Show, December Holiday Show, December Holiday Dinner and Take a Picture with Santa, Dr. Martin Luther King Luncheon and Poetry Jam, Valentine's Day Show, Spring Arts Festival, Mother's Day Show, Father and Son Basketball Day, Annual Health Fair, Bi-monthly Progress Report and Goal Setting with Parents, Bi-monthly Bring a Family Member/Friend to Lunch & Open Classroom, etc.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. **Professional development is a priority commitment at P.S. 33.** This year we are utilizing the Charlotte Danielson Framework for Teaching to address teacher effectiveness. Teachers were given a hard copy of Charlotte Danielson Framework with an overview by the Principal at our opening day conference in September 2011. Teachers were encouraged to use the framework and self-assess themselves in each domain. After their self-assessments they were encouraged to identify 3 areas that they would like to develop and include these in their professional development goals with action plans on how they were going to accomplish their goals. The administrative team use a competency bi-weekly for informal observation focus and professional development foci. Teachers are scheduled for follow up feedback. At these follow up feedback sessions, both administrative team teacher engage in conversation that exemplify effective teaching practices and *Instructions for Improvement through a collaborative manner*. Both administrative team and teacher establish a follow up date to measure progress on the instructions for improvement with an additional cycle of follow up conversations and new focus.

These follow up conversations give both teacher and administrative team data on possible professional development for individual teacher/grade level/schoolwide. Teachers also will be invited to after school professional development activities on the Charlotte Danielson Framework for Teaching facilitated by Principal and 2 Fordham University Administrative Interns. Part of our hiring process is to involve NYC Recruitment Fairs to support with possible candidates. Resumes are reviewed and rated, followed by interviews and candidate conducting a demo for final rating. A successful hiring process leads to hiring the most qualified staff to fill the vacancy. Each new teacher receives 1:1 mentoring by Network staff and school based staff. Our focus this year is on teacher effectiveness and development. Therefore, staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading.

Some of our Professional Development Initiatives/topics are:

- Common Core Labsite Pilot ELA & Math
- Thinking Maps-A Language of Learning
- Charlotte Danielson Framework for Teaching
- Text Complexity
- Cognitive Demands in Math Tasks
- Institute For Learning's Looking at Students' Work Protocols: Current Students' Thinking vs. Desired Students' Thinking
- Collaborative Lesson Design
- Demonstration and Peer Review of Collaborative Lesson Design
- Understanding Differentiated Instruction
- CFN 407 Value Added Leadership
- CFN 407 ESL Methodologies for Math with Lucy West
- Data Talk/Analysis/Data Binder
- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics.
- Integrated Science and Social Studies into ELA.
- Cambridge-Common Priorities Design Cycle.
- CFN 407 Common Core State Standards Labsite Pilot
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).
- English as a Second Language
- Mock School Quality Review Team
- Ongoing SESIS Training
- ARIS and NYSTART, ACUITY

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

- Expanded Data Inquire Team
- Administrative Mentors
- Four Bank Street teacher leaders
- Ongoing Labsites utilized to develop teachers best craft.
- Literacy and mathematics coaches to help teachers develop their craft through cycles of coaching, mentoring, ect.
- Various learning opportunities for our teachers to attend workshops: QTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
- Mentor/mentee program, for first and second year teachers.
- Principal Coach, Teacher's Coach
- Workshops on Differentiated Instruction & Questioning Techniques
- PB IS

- Lunch and Learns
- Retreats with Leadership Academy-Planning
- CFN # 407 PD's
- Outside Workshops

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards and strategies to attract high-quality highly qualified teachers to high-need schools. P.S.33 is determined to continue to deliver the utmost comprehensive professional development plan for teachers who strive for high standards in their professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

Teachers are engaging in planning their Common Core Replacement Units Tasks bundles. This Initiative is engaging teachers with interpreting Common Core Standards, deepening understandings of Unit of Study, crafting effective lesson for task bundles, learning about text complexity, learning about cognitive demands of mathematical tasks, deepening understandings of data analysis and implications for instruction, differentiated instruction, questioning techniques, depth of knowledge, response to interventions, etc. We will use a variety of resources in the classroom that will integrate content areas on a daily basis especially in our guided reading block. We have found that lesson plans that immerse students into multi-content areas have proven to be a major factor resulting in higher academic achievement.

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

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

#### **Service Program: Teen Tutor Reading Partner Program with Middle School 363x**

Our school is currently engaged with a collaborative service project with Literacy Inc. Teen Tutor Reading Partner program and Middle School 363x. This program matches our students with middle school teens for weekly one-on-one reading time and literacy activities. The program is designed to benefit both teens and our elementary students contributing to a more enhanced literacy curriculum that is risk free. Our students focus on the reading and writing skills they need to work on with their one-to-one-teen tutor. These opportunities give our students an opportunity to be confident about their needs, express their needs and work on their needs with a one-to-one teen tutor. Also, it helps our students to connect with a positive role model who is directly from their community, such as their zoned Middle School Peers. This opportunity will enable our students to also transition smoothly to Middle School 363x.

#### **Health**

We will continue coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2011 – 2012 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a school nurse and a Physician who comes at different interval during the school year. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization. Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and

has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services. Our school holds its annual health fair in the Spring organized by our SAPIS Family Worker and is supported by various city, government and private agencies.

### Prevention

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

### Other major prevention initiatives are summarized below:

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

1. Provide parent trainings on ARIS to access their child's data
2. Provide AIS services for students during 37.5 minutes in PM Tues & Weds 2:20-3:10 PM
3. Provide AIS push in and pull out services for all students at risk.
4. Collaborate with CBO's to provide various resources for our students such as Boys' Scouts, New York Cares, Literacy Inc., Monroe University, etc.
5. Provide students support services such as regular visits by family worker to homes of students whose attendance are not 92.5%, counseling by out Guidance Counselor, School Psychologist and Social Worker.
6. Our Guidance Counselor and Family Worker conduct an **Attendance Improvement Program**. The goal of the program is to enable our school to provide intensive services to students and families with regard to school attendance and academic improvement. This program continues to be a school-wide project, and all students are eligible to receive program services.
7. The Substance Abuse Prevention Program uses numerous activities to support the kind of safe and drug free school and environment children need to excel academically. SAPIS use literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs, as well as how to get in touch with their own feelings. Classroom lesson in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self-esteem to thwart the peer pressure that might lead to drug experimentation. Both group and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future. Parenting workshops enable parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, and poster/essay contests, thus helping to eliminate some of the negative elements in the community.
8. Provide various extra-curricular activities to improve attendance and academic performance such as, Multi-cultural Dance Festival, After School Basketball, After School Soccer, Boys' Scouts, Science Club, Chorus, Art Club.

### Students in Temporary Housing

We currently have 25 students in Temporary Housing. **We have an attendance committee, who meets weekly and discuss the attendance patterns of these students. We also have copies of the McKinney-Vento Homeless Assistance Act Poster in our school. This poster can be seen at main entrance of our school, in the main office, the parent coordinator's office and the parent information board. The following are**

**in place for the students:**

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

**Early Interventions**

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

We know that early childhood programs such as pre-school/ Universal Pre-Kindergarten is the foundation for our early childhood education. Therefore, we have developed Summer School Pre- Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we added 2 all day Pre-Kindergarten class to our learning community. Teachers, Para-professionals and parents will receive various professionals' development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing Understanding by Design strategies for careful lesson planning of lessons that align with standards which reflects Depth of Knowledge and academic rigor in the thinking curriculum. They will learn how to formulate Essential questions and Topical Questions.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
Title 1 SWP, Title 1 Translation SWP, Title 11A Supplemental, Title 111 LEP, Title 1v Drug Free, TL Fair Student funding, TL NYSTL Textbooks, TL NYSTL Software, TL NYSTL Hardware, City Council Grants (Member Cabrera),IDEA IEP Para, etc.

**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: 25% of students will be in the least restrictive environment, and to maximize special education students' performance outcome in literacy by increasing on our NYS ELA by 5%.**

**Comprehensive needs assessment**

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

Our vision for **Students with Disabilities** is to improve the performance of our low performing students in order to reach the Academic level of children in General Education by at least 5%. For school year 2010-2011 our school participated in the New York City Phase 1 Reform of Special

Education, as part of our CFN Network 407 Initiative. We have had many great learning opportunities and many challenges. Our last Progress Report 2010—2011 indicated the following for **English Language Arts**: We received 0 points for *closing the achievement gap* with students in self-contained class (n=32) at 3.1%. Our SETTS (n=32) students did not earn any additional points for *closing the achievement gap*. There were only 3.1% who met NYS Expectations. While we had 38.1% at the 75<sup>th</sup> Growth Percentile or Higher. **Mathematics**: We received 1 point for closing the achievement gap with students in self-contained class (n=32) at 32.3%. Our SETTS (n=32) students did not earn any additional points for *closing the achievement gap*. There were only 15.6 % who met NYS Expectations. While we had 46.5% at the 75<sup>th</sup> Growth Percentile or Higher and gained 0.5 points for *closing the achievement gap*. In addition, the movement of students with disabilities to least restrictive environment (n=64) indicated 0.23 meeting grade level expectations and gained 0.5 points for *closing the achievement gap*.

In order to achieve our goal we will continue inclusion of 12:1 students to all school activities. We view these students within the General Ed. Framework rather than as a separate parallel system. We will mainstream Special Ed. Students whenever improvement is demonstrated. We need to continue Special Education Teacher Staff Development in Special Ed. Methodologies. We will continue the inclusion of 12:1:1 student into all Early Childhood School Programs. We also need to continue to train our educational assistants to work collaboratively with the teacher and students as instructional support for direct services to the children for increased success. We needed to replenish our “Everyday Mathematics supplemented by Math Steps for our 12:1 classes. We have put a special group of Professional Staff Members to form a Response To Interventions Team. There are 7 members on this Response To Interventions and therefore, have enabled us to decreased our referral by 47%.

Our Response to Interventions Team consists of the following: **Chairperson, Administrator , U.F.T.Representative, Bilingual Special Education Teacher, Special Education Supervisor, Special Education Teacher, Staff Developer, Bilingual Special Education Teacher**. This team is comprised to support bilingual inclusion and collaborative co-teaching. It has been set up to support the idea of reduced class size and encourage Professional Development.

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

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

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

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: strategies/activities that encompass the needs of identified student subgroups, The research-based instructional strategies and activities to be used are the following:

**-Our plan is to focus and improve our instructional practices for students with Special Needs. We implemented the Wilson program in all of our Special Needs classes. Five of our teachers are trained in the Wilson program and worked with this program during Summer School. In addition, we utilized our 2 SETTS teachers, 2 speech teachers and 2 additional ESL teachers to provide a rigorous academic intervention service for our students with IEP’s. Providing support for these children is of high priority for P.S.**

**33. It is our goal to mainstream these children into our general education classes. We have also provided an additional resource intervention teacher who will provide additional services for general education students with IEPs and who are ELL's in groups of 1:5 for PM AIS. This year we are implementing a Special Needs Data Inquiry Team that meets monthly to look at each child's needs and success. This initiative will help us to meet our goals for each child. In addition, we will continue our Study group facilitated by the Supervisor in-charge and our CFN Instructional Specialist, Ms. Marzan to help us to acquire effective teaching practices for increased student achievement. We are focusing on our "at risk" students (Level 1 and 2), with targeted emphasis on Students with Disabilities. This sub-group is mandated to attend our 37.5 minutes PM AIS (Tuesday & Wednesday from 2:20-3:10 PM) with exception to students with IEP modifications with specific circumstances beyond the school's control.**

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

-We will continue supporting the implementation of our *thinking maps in* both ELA and Mathematics curriculum by building the capacity of the Professional Staff. To accomplish this goal, we continue working with the School Leadership Team to identify and train a cadre of P.S. 33 teachers as well as providing nationally validated materials and our program: **An intensive school day reading program, consisting of an approved intervention model utilizing our, Math Navigator Interventions for Grades 3-5 students and Math Attack for Grades K-2; Options; Continental Press, Kaplan Momentum Math, Kaplan Math Advantage, etc.**

- We are providing professional development on the Common Core Standards and Replacement Units and Task bundles.
- We are providing professional development on how to use *thinking maps* in mathematics as a language of learning.
- We are providing Professional Development focused on the N.Y.S. ELA & Math Standards.
- We continue providing support through modeling, coaching, monthly Lab sites and school visits.
- We will continue monthly student services interventions at all grade level meetings.
- **We will ensure that students are decertified from Special Education and supported in their transition to General Education.**
- We will promote Participation in the Least Restrictive Environment Initiatives Classes and Utilize "Safety Nets" developed by Instructional Support Teams.
- We will provide on-going professional development to all staff on the implementation of the newly formatted IEP, this remarkable learning opportunity is facilitated by our CFN # 407 Network.
- Teachers have received additional support from 2 school based Turnaround for Children Coach implementing the initiative.
- There will be additional support, once a week, with our RTI Team.

Both Guidance Counselors and Administrators are constantly working together and creating improvement plans for the ultimate educational experience for each child at P.S. 33. **AIS**

**Enrichment Activities/ Special Programs:**

*Month by Month Phonics, Words Their Way, Foundations* is just part of a larger reading program that includes multiple components. Our Teachers use the phonics piece as a supplement to other planned instruction in reading and writing and using classroom libraries. Even though *Month by Month Phonics, Words Their Way, and Foundations* were implemented over the last 2 yrs, we strongly feel that it is well aligned with the literacy standards and requirements in *The No Child Left Behind Program*. We have found that our early grade students have had much success in learning

to read and write. Self-Selected Reading is part of a balanced literacy program during which children get to choose what they want to read and to what parts of their reading they want to respond developing into independent readers. Opportunities are provided for children to share and respond to what is read in the reading workshop. Teachers hold individual conferences with children about their books.

**-PM AIS 37.5 minutes Tuesday & Wednesday:**

We will continue our PM 37.5 minutes AIS Tuesday & Wednesday for 50 minutes. This Framework -- presents our ideas about how students learn basic phonics skills and reading comprehension skills, math concepts, applications and provide a set of guidelines and effective teaching strategies designed to improve the instructional capacity of classrooms and enhance the instruction currently offered in this area.

- We have strengthened our Literacy Program by using the Common Core Standards and the Replacement Units as our Guide.
- We have also integrated both “Everyday Mathematics Program and Math Steps”
- Time is always used innovatively with extended days, time for teacher collaboration.

b)staff and other resources used to implement these strategies/activities:

- Response to Interventions Team
- SAT Team
- Self-Contained, ICT Team Teachers and General Education Teachers
- Involve parents in the decision making process.
- Least Restrictive Environment (LRE) Team
- Data Inquiry Team facilitated by Supervisor
- Study Group facilitated by Supervisor on various research based methodologies
- SETTS
- PM AIS
- Educational Assistants & Crisis paras
- Increase the collaboration between General Education & Special Education teachers in order to assess the individual needs of each student.
- We have implemented a Comprehensive Guidance Program (CGP) with two Guidance Counselors.

C) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Ongoing follow up collaborations with administrative team at feedback sessions of both formal and informal observations utilizing the Charlotte Danielson’s Framework for Teaching

-Week One Grade Level 90 minutes Common Planning Time Looking at samples of students’ task Level 1-4 to identify Current Students’ Thinking and 3 Desired Students’ Thinking for Collaborative Lesson design and Peer Review of Lesson Demo facilitated by Grade Level Facilitator.

-Week Two Grade Level 90 minutes Common Planning Time to Collaborative Lesson Design addressing the 3 Desired Students’ Thinking to improve teachers’ practices, effectiveness and students’ learning facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.

-Week Three Grade Level 90 minutes Common Planning Time Demonstration and Peer Review of the Collaborative Lesson Design facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.

-Week Four Grade Level 90 minutes Thinking Maps training for next month’s Replacement Unit of Study facilitated by Grade Level Thinking Maps Trainers

-Thursday fifty minutes (2:20-3:10 PM) faculty data talk and actions plans: Week 1-ELA Common Core Curriculum Replacement Unit Audit and modifications facilitated by grade Level Data Inquiry Team Members. Week 2-Math Common Core Curriculum Replacement Unit Audit and modifications

facilitated by Common Core Grade Leaders. Week 3- Data Inquiry Grade Level Leads turkey findings and strategies to their grade level colleagues on their action research what works best for English Language Learners who has and Individualized Educational Plan. Week 4-Data Talk Grade Level Analysis of bi-weekly and cumulative assessments to adjust instruction, curriculum maps, address learning needs through AIS, Afterschool ELL's Program, utilize bi-weekly and cumulative to assess programs and initiative effectiveness facilitated by Grade Level Facilitators.

d) September 2011-June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent meetings will be set up to discuss implementation of The New Continuum. Workshops will be conducted on collaboration and these will include related service providers. A wide variety of instructional materials will be provided. We will also order supplementary math texts to reinforce Everyday Mathematics concepts for extra practice for our special needs students, and make sure that we order appropriate levels for all students.

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

<b>1-Below Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>0-64%</b>	<b>2-Approaching Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>65% or more</b>	<b>3-Meeting Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>80% or more</b>	<b>4-Exceeding Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>95%</b>
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P.S.33 builds on parent connections and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and**

**Goal Setting Meetings.** During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our **Bi-monthly Bring a Family Member or Friend to Lunch & Open Classroom Initiative**, which invites our parents to receive current information, ideas and strategies to better support their child at home. Our Open Classrooms also give parents an opportunity to visit their child's classroom and learn more about their child's many accomplishments.

It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents' ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

- Parent representative on our School Leadership Team will give feedback and offer our school suggestions/recommendations on how to better support our English Language Learners at our Monthly School Leadership Team meetings. This will better enable us to modify our school's Comprehensive Educational Plan for increased students' success.
- Saturday English as Second Language Parent Classes 9:00 AM- 12:30 PM
- Saturday Parent and Child Art Classes 9:30-12:00 PM

- Honors assemblies, awards assemblies, Grandparents Day-Read to Your Grand Child's Class, Thanksgiving Holiday Show, December Holiday Show, December Holiday Dinner and Take a Picture with Santa, Dr. Martin Luther King Luncheon and Poetry Jam, Valentine's Day Show, Spring Arts Festival, Mother's Day Show, Father and Son Basketball Day, Annual Health Fair, Bi-monthly Progress Report and Goal Setting with Parents, Bring a Family Member/Friend to Lunch & Open Classroom, etc.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. **Our goals for the School Based Support Team include:**
  - Utilization of SESIS initiative for IEPs
  - Timely placement of students into the program.
  - Focus on productivity of SBST members.

Professional development for teachers has encompassed storytelling and lesson planning to enhance language skills. **Professional development is a priority commitment at P.S. 33.** This year we are utilizing the Charlotte Danielson Framework for Teaching to address teacher effectiveness. Teachers were given a hard copy of Charlotte Danielson Framework with an overview by the Principal at our opening day conference in September. Teachers were encouraged to use the framework and self-assess themselves in each domain. After their self-assessments they were encouraged to identify 3 areas that they would like to develop and include these in their professional development goals with action plans on how they were going to accomplish their goals. The administrative team use a competency bi-weekly for informal observation focus and professional development foci. Teachers are scheduled for follow up feedback. At these follow up feedback sessions, both administrative team teacher engage in conversation that exemplify effective teaching practices and *Instructions for Improvement through a collaborative manner*. Both administrative team and teacher establish a follow up date to measure progress on the instructions for improvement with an additional cycle of follow up conversations and new focus.

These follow up conversations give both teacher and administrative team data on possible professional development for individual teacher/grade level/schoolwide. Teachers also will be invited to after school professional development activities on the Charlotte Danielson Framework for Teaching facilitated by Principal and 2 Fordham University Administrative Interns. Part of our hiring process is to involve NYC Recruitment fairs to support with possible candidates. Resumes are reviewed and rated, followed by interviews and candidate conducting a demo for final rating. A successful hiring process leads to hiring the most qualified staff to fill the vacancy. Each year 1 teacher receives 1:1 mentoring by Network staff and school based staff. Our focus this year is on teacher effectiveness and development. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading.

Some of our Professional Development Initiatives/topics are:

- Common Core Labsite Pilot ELA & Math
- Thinking Maps-A Language of Learning
- Charlotte Danielson Framework for Teaching
- Text Complexity
- Cognitive Demands in Math Tasks
- IFL Looking at Students Work Protocols: Current Students' Thinking vs Desired Students' Thinking
- Collaborative lesson Design

- Demonstration and Peer Review of Collaborative Lesson Design
- Understanding Differentiated Instruction
- CFN 407 Value Added Leadership
- CFN 407 ESL Methodologies for Math with Lucy West
- Data Talk/Analysis/Data Binder
- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics.
- Integrated Science and Social Studies into ELA.
- Cambridge-Common Priorities Design Cycle.
- CFN 407 Common Core State Standards Labsite Pilot
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).
- English as a Second Language
- Mock School Quality Review Team
- Ongoing SESIS Training
- ARIS and NYSTART, ACUITY

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

- Staff development was provided to our SETTS teachers on how assessment is used to drive instruction. The expectation is to see improved student outcomes for all students participating in resource room. *At risk* students will also be included in resource room whenever possible.
- Special Education teachers received professional development in the areas of standards and literacy development.
- Staff development is provided for all special education teachers, School-Based Support Team members, parents and paraprofessionals in schools that participate in the Least Restrictive Environment Initiative.
- Reductions in initial referrals to special education have been decreased due to constant monitoring of referral sources, ongoing professional development, and communication with administrators. We continue careful monitoring of initial referrals.
  - a) We believe that teachers should be provided with high quality professional development. We will continue to utilize our funding sources to provide appropriate workshops, Labsites, coaching and mentoring for our teachers, family worker, guidance counselor, parent coordinator, etc.
    - Expanded Data Inquire Team facilitated by Supervisor
    - Administrative Mentors
    - Four Bank Street teacher leaders
    - Ongoing open door Labsites utilized to develop teachers best craft.
    - Literacy and mathematics coaches to help teachers develop their craft through cycles of coaching, mentoring, ect.
    - Various learning opportunities for our teachers to attend workshops: QTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
    - Mentor/mentee program, for first and second year teachers.
    - Principal Leadership Coach, Teacher's Coach

- Workshops on Differentiated Instruction & Questioning Techniques
- PB IS
- Lunch and Learns
- Retreats with Leadership Academy-Planning
- CFN # 407 PD's
- Outside Workshops

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards and strategies to attract high-quality highly qualified teachers to high-need schools. P.S.33 is determined to continue to deliver the utmost comprehensive professional development plan for teachers who strive for high standards in their professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

All Special Needs classroom teachers are engaging in planning their Common Core Replacement Units Tasks bundles. This Initiative is engaging teachers with interpreting Common Core Standards, deepening understandings of Unit of Study, crafting effective lesson for task bundles, learning about text complexity, learning about cognitive demands of mathematical tasks, deepening understandings of data analysis and implications for instruction, differentiated instruction, questioning techniques, depth of knowledge, response to interventions, etc. We will use a variety of resources in the classroom that will integrate content areas on a daily basis especially in our guided reading block. We have found that lesson plans that immerse students into multi-content areas have proven to be a major factor resulting in higher academic achievement.

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

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

#### **Services**

Our goal is to support students in achievement of the learning standards in both English Language Arts and Mathematics (K – 5), Social Studies, Science, and Technology in all grades. The first part is “additional instruction” that supplements the curriculum. Additional instruction is defined as “extra time for focused instruction and/or increased student teacher instructional contact time designed to help students achieve the learning standard”. Second support services to overcome obstacles to achieving higher performance. These obstacles can include problems in the areas of: attendance, discipline, family and health. Support services may include: school guidance and counseling, attendance services, coordination of services provided by outside agencies and study skills. We hope to hire an additional certified special needs teacher to supplement interventions for our grades 3-5 levels 1 & 2 students. This is contingent upon our budget.

#### **Health**

Similar to all goals we will ensure that we are coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2011 – 2012 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a school nurse and a Physician who comes at different interval during the school year. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization. Our Health Coordinator communicates regularly with the NYC

Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services. Our school holds its annual health fair in the Spring organized by our SAPIS Family Worker and is supported by various city, government and private agencies.

### **Prevention**

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

### **Other major prevention initiatives are summarized below:**

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

1. Provide parent trainings on ARIS to access their child's data
2. Provide AIS services for students during 37.5 minutes in PM Tues & Weds 2:20-3:10 PM
3. Provide AIS push in and pull out services for all students at risk.
4. Collaborate with CBO's to provide various resources for our students such as Boys' Scouts, New York Cares, Literacy Inc., Monroe University, etc.
5. Provide students support services such as regular visits by family worker to homes of students whose attendance are not 92.5%, counseling by out Guidance Counselor, School Psychologist and Social Worker.
6. Our Guidance Counselor and Family Worker conduct an **Attendance Improvement Program**. The goal of the program is to enable our school to provide intensive services to students and families with regard to school attendance and academic improvement. This program continues to be a school-wide project, and all students are eligible to receive program services.
7. The Substance Abuse Prevention Program uses numerous activities to support the kind of safe and drug free school and environment children need to excel academically. SAPIS use literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs, as well as how to get in touch with their own feelings. Classroom lesson in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self-esteem to thwart the peer pressure that might lead to drug experimentation. Both group and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future. Parenting workshops enable parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, and poster/essay contests, thus helping to eliminate some of the negative elements in the community.
8. Provide various extra-curricular activities to improve attendance and academic performance such as, Multi-cultural Dance Festival, After School Basketball, After School Soccer, Boys' Scouts, Science Club, Chorus, Art Club.

### **Students in Temporary Housing**

We currently have 25 students in Temporary Housing. **We have an attendance committee, who meets weekly and discuss the attendance patterns of these students. We also have copies of the McKinney-Vento Homeless Assistance Act Poster in our school. This poster can be**

**seen at main entrance of our school, in the main office, the parent coordinator's office and the parent information board. The following are in place for the students:**

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

### **Early Interventions**

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

We know that early childhood programs such as pre-school/ Universal Pre-Kindergarten is the foundation for our early childhood education.

Therefore, we have developed Summer School Pre- Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we added 2 all day Pre-Kindergarten class to our learning community. Teachers, Para-professionals and parents will receive various professionals' development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing Understanding by Design strategies for careful lesson planning of lessons that align with standards which reflects Depth of Knowledge and academic rigor in the thinking curriculum. They will learn how to formulate Essential Questions and Topical Questions.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. ARRA RTTT Citywide Inst Exp, Contract for Excellence, IDEA IEP Para, IDEA SBST, Title 1 ELL Program FY 12, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, etc.

**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 **students** will increase Mathematics Performance by 5 % for State Standards scoring at Levels 3 &4.

**Comprehensive needs assessment**

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

**Progress Report Improvement**

The faculty, staff, and administrators have been immersed in the day-to-day life of the school – teaching, advising students, Academic Intervention Service (AIS). At the same time, we are reflecting on school year 2010-2011 where we focused on needs assessment. The following were goals to meet our needs:

2. **To improve our New York City Progress Report Target score 89.9 for school year 2009-2010 by 5 points, maintain our “A” letter grade and maintain state expectations.**

**Data Analysis:**

- We received a letter grade **“C”** for our New York City Progress Report 2010-2011 compared to 2009-2010 at a letter grade **“A”**
- Our school is greater than or equal to 38% of the City’s Elementary schools
- Our school’s overall Progress Report Score for 2010-2011 is 40.0 ( ***we missed the score of a letter B by .6 index points***)
- We scored a letter **“C”** for **Student Progress** at 23.7 for 2010-2011 compared to 2009-2010 at 40.4.
- We scored a letter **“C”** for **Student Performance** at 5.9 for 2010-2011 compared to 2009-2010 at 6.6
- We scored a letter **“B”** for **School Environment** at 7.9 for 2010-2011 compared to 2009-2010 at 8.4

**2011 NYS Math Performance Results:** School is Good Standing for Math.

**Math 2011**

Grade	L1	L2	L3	L4	L3& 4
3	37	76	49	5	<b>54</b>
4	14	83	63	8	<b>71</b>
5	19	52	60	11	<b>71</b>

**2. The following are the Data Sources used for Reporting Needs Assessment Findings**

**Data Sources**

Running Records	Acuity Predictive, ITA’s
School Benchmarks	Classroom Performance

School wide Independent Reading Progress Chart	Teacher Performance
Student Portfolios	Student Journal
State Tests	Teacher-Made Tests
School wide Weekly and Cumulative Assessment	LAB-R
Observations and Surveys	NYSESLAT
Common Core Assessment for Learning Pilot Math	Teacher Data Initiative(TDI)

**Our Principal met with students in grades 3-5, where they discussed their 2010 & 2011 Math results. The students had a wonderful experience, especially because they were able to identify short and long term goals for the upcoming year 2011-2012 with their own school principal.**

**During the month of November 2011, December 2011, and January 2012 each student, scheduled a follow-up meeting to reflect on their accomplishments, next steps and indicators for success. The cycle continued each month to give each student efficient amount of time to evaluate their goals; identify next steps and monitor progress. In Addition, during the months of May and June 2012, we will look at our NYS Math results to discuss the successes of the student’s June Goals in 2011. This goal process then, in turn will give the opportunity to collaborate and confirm new goals with students for school year 2011-2012 utilizing the results of their 2011 NYS Math and Science. We intend to use our findings to provide quality feedback and professional development to our teachers. Teachers will be able to turn-key new strategies learned to better instruct our second language learners. We are confident that the NYS Math will increase by 5% by consistently utilizing out ‘school wide *“Thinking Maps-A Language for Learning”* implementation for increased critical thinking and problem solving. Also, various interventions such as Investigations, EDM Math Games, and supplemental teacher materials will be utilized to support our Level 1 students who are not meeting grade level expectations. In addition, AIS, both pull-out and PM, which focuses on number sense, measurement, geometry and mathematical vocabulary development that will enable us to track and monitor progress, analyze our cumulative math assessments and in turn facilitate our students to acquire the skills and strategies to become better thinkers and problem solvers for life.**

**P.S.33 has adopted a protocol for our common planning time. Over the last three years, Cambridge Consultant, David Jacobson provided professional development for our teachers on collaborative lesson planning, peer review of the lesson planning, data talk, and looking at students’ work products in reading, writing and math. The Professional Learning Community Initiative-Cambridge “Common Priorities Design Cycle Toolbox” has given us priceless teacher feedback reflecting on our planning time in 2010-2011. For school year 2011-2012 we are implementing this protocol for teacher team collaborations with limited consultant support. This process utilized teachers’ suggestions which helped plan workshops to meet their needs. With the support of the Math Team, Common Core Pilot Grade Lead Team Professional Development Team, Curriculum and Administrative Team, we have designated model classrooms and conducted inter-grade/class visitations.**

We will utilize our CFN # 407 feedback for planning and our inter-school visitations to improve our classroom practices. Our school took a risk this year to utilize and modify the City’s Common Core Replacement Units of Study for both English Language Arts and Mathematics Prek-5. Teachers at their Grade Level, Thursday’s week one and two for Fifty Minutes Curriculum Audit and Planning Time are supported in this Initiative by their *Common Core Grade Leaders*.

Staff will be provided two periods (90 minutes) once a week for common planning with their grade level while utilizing Cambridge “Common Priorities Cycle Toolbox”. Teachers also participate in a two day journey which consists of planning a lesson in a group, implementing the lesson and then giving critical feedback. Special attention is given to looking at the evidence of students’ learning. Essential Questions and Topical Questions are the

ongoing foci for the month, reflecting the school wide foci for making sense of mathematics, problem solving Strategies and Skills for the month. Students are assessed bi-weekly on Friday school wide on the specific skills and strategies posted for the two weeks. All data is recorded to further analyze and modify best teaching practices to meet the needs of every child.

In addition to our Common Planning time, we are providing professional development on Assessments Revisions and implementations for students' learning. We are also piloting our Common Core Labsite Pilot for both English Language Arts and Mathematics (year 2 expectations) by Anthony Plunket and Ms. Nancy Birson. We are also implementing CFN 407 Thinking Maps Initiative school wide to address our students' Critical Thinking learning gaps for problem solving in Mathematics.

**Mathematics:**

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

The following are used for Reporting Needs Assessment Findings:

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

- Considering the raised NYS benchmarks Our Math scores showed a decrease in spring 2010 by 39.9%. There was a total of 477 students who were tested of which, 196 are levels 3 and 4. While 281 students were at levels 1 and 2 (70 students at level 1).

**Analyzing our 4<sup>th</sup> grade results for 2011:**

- L3 & L4 @ 42.3 % showed a decrease by 7.7 %. While 57.7% students were at levels 1 and 2 (8.3% students @ level 1).
- Our **Math Average Progress** indicates the following: School Growth Percentile 58.0%
- Our **Math % 1-Year Progress** indicates the following: Median Growth Percentile for School's Lowest Thirds 69.0 %

**The many contributing factors that led to our success were:**

- We focused on moving students to meeting and exceeding standards this year by utilizing a rigorous push-in interventions program to target students with disabilities.
- Morning AIS, Extended Day AIS and Holiday AIS that serviced our level 1 and level 2 students.

**Meeting the expectations of our School Quality Review:**

- Our school received a *Well Developed* for school year 2007-2008 compared to school year 2006-2007 *Proficient Rating*
- The principal, well supported by assistant principals, exhibits compelling leadership and a clear vision of moving the school forward
- The school's recording and use of data are at a high level and used well to guide instruction
- Well differentiated professional development is an integral part of the school's program to enhance teacher's skills
- The school provides exceptional support for those students most in need and enrichment opportunities for higher achieving students.
- Extremely effective partnerships provide the school with a high level of support in designing and implementing effective programs
- Staff works in a very collaborative manner sharing in the vision that contributes to a focus on instruction and a nurturing atmosphere of the school.
- The school, staff, and students, each set and regularly review and revise goals to improve outcomes.
- The school's use of resources is data-driven and effectively supports the educational goals of the school.
- Parents have many opportunities to learn about school programs.
- The inquiry team provides excellent support to the school's use of data to guide instruction for English language Learners.

**What the school needs to improve:**

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

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

<b>1-Below Level</b>	<b>Grade</b>	<b>2-Approaching Level</b>	<b>Grade</b>	<b>3-Meeting Level</b>	<b>Grade</b>	<b>4-Exceeding Level</b>	<b>Grade</b>
<b>-Mastery of performance indicators</b>	<b>0-64%</b>	<b>-Mastery of performance indicators</b>	<b>65% or more</b>	<b>-Mastery of performance indicators</b>	<b>80% or more</b>	<b>-Mastery of performance indicators</b>	<b>95%</b>

P.S.33 builds on parent connections and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and**

**Goal Setting Meetings.** During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our **Bi-monthly Bring a Family**

**Member or Friend to Lunch & Open Classroom Initiative**, which invites our parents to receive current information, ideas and strategies to better support their child at home. Our Open Classrooms also give parents an opportunity to visit their child's classroom and learn more about their child's many accomplishments.

It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents' ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

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

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: strategies/activities that encompass the needs of identified student subgroups, **Implications for the Instructional Program**

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

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

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

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

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

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

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

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

**The Everyday Math Program has a user-friendly format that teachers use with step by step lesson suggestions and alternate strategies to meet student needs.**

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

**Representation Standard**

**Our instructional programs for students enable them to:**

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

**Connections Standard**

**Our instructional programs for students enable them to:**

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

**Number and Operations Key Idea for Grades K-5**

**Expectations**

<i>Instructional programs in Grades K – 5, Enables all students to ---</i>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
<u>Understand numbers</u> , ways of representing numbers, relationships among numbers, and number systems	Count w/understanding & recognizes “how many” in sets of objects. Use multiple models to develop initial understands of place value. Develop a sense of whole numbers. Connect number words to the quantities they represent. Understand and represent commonly used fractions.
<u>Understand meanings</u> of operations and how they relate to one another	Understand various meanings of addition & subtraction of whole numbers. Understand the effects of adding & subtracting whole numbers. Understand situations that entail multiplication & division.
<u>Compute fluently</u> and make reasonable estimates	Develop & use strategies for whole number computation, focusing on addition & subtraction. Develop fluency with basic number combinations for addition & subtract. Use a variety of methods &

	tools to compute, including objects, mental computation, estimation, and calculators.

**Algebra Key Idea Grades K - 5**

***Expectations***

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

**Data Analysis and Probability Standard for Grades K – 5**

***Expectations***

<b><i>Instructional Programs from K – 5 Enables our Students to:</i></b>	<i>In Grades Kindergarten through Grade 5 all students are able to:</i>
<u>Formulate questions, that can be addressed with data &amp; collect, organize, &amp; display relevant data to answer them</u>	Pose questions & gather data and make predictions about themselves & their surroundings Sort & classify objects according to their attributes & organize data about the objects Represent data using concrete objects, pictures, and graphs
<u>Select and use appropriate</u>	Describe parts of the data & the set of data as a whole to determine

statistical methods to analyze data	what the data show
Develop & evaluate inferences & predictions that are based on data	Discuss events related to students' experiences as likely or unlikely
Understand and apply basic concepts of probability	

b) Staff and other resources used to implement these strategies/activities,

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

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

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

- We are providing professional development on the Common Core standards, Common Core Replacement Unit's Task Bundles, Institute for Learning Cognitive Demands in Mathematical Tasks , etc.
- We are providing professional development on how to use **thinking maps** in mathematics as a language of learning.
- We are providing Professional Development focused on the N.Y.S. Math Standards.
- We continue providing support through modeling, coaching, monthly Lab sites and school visits.
- We will continue monthly student services intervention for math at all grade level meetings.

-Utilize our **thinking maps initiative by CFN407** as a language of learning for their mathematical learnings and understanding

-Math Coach and Math Curriculum Team will support our City's Math Frameworks & the continuation & implementation of an integrated curriculum

-Principal & other administrators will continue working with the school leadership team to identify and train a cadre of P.S.33 teachers as well as provide nationally validated areas of using appropriate materials

-Continue to provide workshops on use of validated programs and materials to support inquiry-based learning

-Provide opportunities for staff to attend conferences

-Use of coaching / mentoring

-Continue support of our after school programs

-Ongoing Open Door Lab sites to share best practices by classroom teachers

### **PM AIS 37.5 minutes Tuesday & Wednesday**

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

- We have also integrated both “Everyday Mathematics Program and Math Steps”
- Time is always used innovatively with extended days after school program Monday-Friday, time for teacher collaboration.

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

Ongoing follow up collaborations with administrative team at feedback sessions of both formal and informal observations utilizing the Charlotte Danielson’s Framework for Teaching

- Week One Grade Level 90 minutes Common Planning Time Looking at samples of students’ task Level 1-4 to identify Current Students’ Thinking and 3 Desired Students’ Thinking for Collaborative Lesson design and Peer Review of Lesson Demo facilitated by Grade Level Facilitator.
- Week Two Grade Level 90 minutes Common Planning Time to Collaborative Lesson Design addressing the 3 Desired Students’ Thinking to improve teachers’ practices, effectiveness and students’ learning facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.
- Week Three Grade Level 90 minutes Common Planning Time Demonstration and Peer Review of the Collaborative Lesson Design facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.
- Week Four Grade Level 90 minutes Thinking Maps training for next month’s Replacement Unit of Study facilitated by Grade Level Thinking Maps Trainers
- Thursday fifty minutes (2:20-3:10 PM) faculty data talk and actions plans: Week 1-ELA Common Core Curriculum Replacement Unit Audit and modifications facilitated by grade Level Data Inquiry Team Members. Week 2-Math Common Core Curriculum Replacement Unit Audit and modifications facilitated by Common Core Grade Leaders. Week 3- Data Inquiry Grade Level Leads turkey findings and strategies to their grade level colleagues on their action research what works best for English Language Learners who has and Individualized Educational Plan. Week 4-Data Talk Grade Level Analysis of bi-weekly and cumulative assessments to adjust instruction, curriculum maps, address learning needs through AIS, Afterschool ELL’s Program, utilize bi-weekly and cumulative to assess programs and initiative effectiveness facilitated by Grade Level Facilitators.

D) September 2011 to June 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

<b>1-Below Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>0-64%</b>	<b>2-Approaching Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>65% or more</b>	<b>3-Meeting Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>80% or more</b>	<b>4-Exceeding Level</b> <b>-Mastery of performance indicators</b>	<b>Grade</b> <b>95%</b>
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P.S.33 builds on parent connections and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and**

**Goal Setting Meetings.** During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students’ goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child’s progress report mailed to their home. We also have our **Bi-monthly Bring a Family Member or Friend to Lunch & Open Classroom Initiative**, which invites our parents to receive current information, ideas and strategies to better support their child at home. Our Open Classrooms also give parents an opportunity to visit their child’s classroom and learn more about their child’s many accomplishments.

It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents’ ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

- Parent representative on our School Leadership Team will give feedback and offer our school suggestions/recommendations on how to better support our English Language Learners at our Monthly School Leadership Team meetings. This will better enable us to modify our school’s Comprehensive educational Plan for increased students’ success.
- Saturday English as Second Language Parent Classes 9:00 AM- 12:30 PM
- Saturday Parent and Child Art Classes 9:30-12:00 PM
- Honors assemblies, awards assemblies, Grandparents Day-Read to Your Grand Child’s Class, Thanksgiving Holiday Show, December Holiday Show, December Holiday Dinner Show and Take a Picture with Santa, Dr. Martin Luther King Luncheon and Poetry Jam, Valentine’s Day Show, Spring Arts Festival, Mother’s Day Show, Father and Son Basketball Day, Annual Health Fair, Bi-monthly Progress Report and Goal Setting with Parents, Bring a Family Member/Friend to Lunch & Open Classroom, etc.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal. ***We will continue providing staff development in the utilization of innovative, alternative instructional methodologies in the area of Mathematics based upon current research and student achievement / performance data. Professional development is a priority commitment at P.S. 33.*** This year we are utilizing the Charlotte Danielson Framework for Teaching to address teacher effectiveness. Teachers were given a hard copy of Charlotte Danielson Framework with an overview by the Principal at our opening day conference in September. Teachers were encouraged to use the framework and self-assess themselves in each domain. After their self-assessments they were encouraged to identify 3 areas that they would like to develop and include these in their professional development goals with action plans on how they were going to accomplish their goals. The administrative team use a competency bi-weekly for informal observation focus and professional

development foci. Teachers are scheduled for follow up feedback. At these follow up feedback sessions, both administrative team teacher engage in conversation that exemplify effective teaching practices and *Instructions for Improvement through a collaborative manner*. Both administrative team and teacher establish a follow up date to measure progress on the instructions for improvement with an additional cycle of follow up conversations and new focus.

These follow up conversations give both teacher and administrative team data on possible professional development for individual teacher/grade level/schoolwide. Teachers also will be invited to after school professional development activities on the Charlotte Danielson Framework for Teaching facilitated by Principal and 2 Fordham University Administrative Interns. Part of our hiring process is to involve NYC Recruitment fairs to support with possible candidates. Resumes are reviewed and rated, followed by interviews and candidate conducting a demo for final rating. A successful hiring process leads to hiring the most qualified staff to fill the vacancy. Each year 1 teacher receives 1:1 mentoring by Network staff and school based staff. Our focus this year is on teacher effectiveness and development. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading.

Some of our Professional Development Initiatives/topics are:

- Common Core Labsite Pilot ELA & Math
- Thinking Maps-A Language of Learning
- Charlotte Danielson Framework for Teaching
- Text Complexity
- Cognitive Demands in Math Tasks
- IFL Looking at Students Work Protocols: Current Students' Thinking vs Desired Students' Thinking
- Collaborative lesson Design
- Demonstration and Peer Review of Collaborative Lesson Design
- Understanding Differentiated Instruction
- CFN 407 Value Added Leadership
- CFN 407 ESL Methodologies for Math with Lucy West
- Data Talk/Analysis/Data Binder
- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics..
- CFN 407 Common Core State Standards Labsite Pilot
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).
- English as a Second Language
- Mock School Quality Review Team
- Ongoing SESIS Training
- ARIS and NYSTART, ACUITY

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

- Weekly common planning meeting facilitated by Literacy/Math Coaches, Reading specialty teachers, F-Status Support staff and

Administrators.

- Expanded Data Inquire Team
- Administrative Mentors
- Four Bank Street teacher leaders.
- Literacy and mathematics coaches to help teachers develop their craft through cycles of coaching, mentoring, etc.
- Various learning opportunities for our teachers to attend workshops: QTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
- Mentor/mentee program, for first and second year teachers
- Principal Coach, Teacher's Coach
- Workshops on Differentiated Instruction & Questioning Techniques
- Lunch and Learns
- Retreats with Leadership Academy-Planning
- CFN # 407 PD's
- Outside Workshops

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards and strategies to attract high-quality highly qualified teachers to high-need schools. P.S.33 is determined to continue to deliver the utmost comprehensive professional development plan for teachers who strive for high standards in their professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

Teachers are engaging in planning their Common Core Replacement Units Tasks bundles. This Initiative is engaging teachers with interpreting Common Core Standards, deepening understandings of Unit of Study, crafting effective lesson for task bundles, learning about text complexity, learning about cognitive demands of mathematical tasks, deepening understandings of data analysis and implications for instruction, differentiated instruction, questioning techniques, depth of knowledge, response to interventions, etc. We will use a variety of resources in the classroom that will integrate content areas on a daily basis especially in our guided reading block. We have found that lesson plans that immerse students into multi-content areas have proven to be a major factor resulting in higher academic achievement.

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

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal. The services rendered are for all students to promote success also in Mathematics.

#### **Services**

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

services provided by outside agencies and study skills. We hope to hire an additional certified special needs teacher to supplement interventions for our grades 3-5 levels 1 & 2 students. This is contingent upon our budget.

### **Health**

Similar to all goals we will ensure that we are coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2011 – 2012 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a school nurse and a Physician who comes at different interval during the school year. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization. Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services. Our school holds its annual health fair in the Spring organized by our SAPIS Family Worker and is supported by various city, government and private agencies.

### **Prevention**

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

#### **Other major prevention initiatives are summarized below:**

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

1. Provide parent trainings on ARIS to access their child's data
2. Provide AIS services for students during 37.5 minutes in PM Tues & Weds 2:20-3:10 PM
3. Provide AIS push in and pull out services for all students at risk.
4. Collaborate with CBO's to provide various resources for our students such as Boys' Scouts, New York Cares, Literacy Inc., Monroe University, etc.
5. Provide students support services such as regular visits by family worker to homes of students whose attendance are not 92.5%, counseling by out Guidance Counselor, School Psychologist and Social Worker.
6. Our Guidance Counselor and Family Worker conduct an **Attendance Improvement Program**. The goal of the program is to enable our school to provide intensive services to students and families with regard to school attendance and academic improvement. This program continues to be a school-wide project, and all students are eligible to receive program services.
7. The Substance Abuse Prevention Program uses numerous activities to support the kind of safe and drug free school and environment children need to excel academically. SAPIS use literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs, as well as how to get in touch with their own feelings. Classroom lesson in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self-esteem to thwart the peer pressure that might lead to drug experimentation. Both group and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future.

Parenting workshops enable parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, and poster/essay contests, thus helping to eliminate some of the negative elements in the community.

8. Provide various extra-curricular activities to improve attendance and academic performance such as, Multi-cultural Dance Festival, After School Basketball, After School Soccer, Boys' Scouts, Science Club, Chorus, Art Club.

#### **Students in Temporary Housing**

We currently have 25 students in Temporary Housing. **We have an attendance committee, who meets weekly and discuss the attendance patterns of these students. We also have copies of the McKinney-Vento Homeless Assistance Act Poster in our school. This poster can be seen at main entrance of our school, in the main office, the parent coordinator's office and the parent information board. The following are in place for the students:**

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

#### **Early Interventions**

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

We know that early childhood programs such as pre-school/ Universal Pre-Kindergarten is the foundation for our early childhood education.

Therefore, we have developed Summer School Pre- Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we added 2 all day Pre-Kindergarten class to our learning community. Teachers, Para-professionals and parents will receive various professionals' development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing Understanding by Design strategies for careful lesson planning of lessons that align with standards which reflects Depth of Knowledge and academic rigor in the thinking curriculum. They will learn how to formulate Essential Questions and Topical Questions.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. Mathematics Coach, Math Curriculum Team, Teachers, 4 Bank Street Teacher Leaders, Monthly Lab sites, Principal, Tax Levy, Staff Developers, Contracts for Excellence Funds, Title 1 ELL Program FY 12, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, etc.

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

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

**Our Vision:** To continue encouraging and challenging students to reach the Science excellence required for good academic leadership required in the 21<sup>st</sup> Century. Increase students' performance by 5% in the NYS assessment.

**Comprehensive needs assessment**

*Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. Current research and science standards, along with the needs of our students' population, a draft of the Science Framework are implemented with the City's Core Science Curriculum. This will be a guide for our teachers to facilitate the teaching and learning of a fully integrated science program that promotes inquiry and collaborative problem solving. The teachers will receive monthly professional development on how to use the new core curriculum. This will be determined by using the information from the aforementioned national and state standards.*

**The following are used for Reporting Needs Assessment Findings:**

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

**Implications for the Instructional Program**

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

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

- continue encouraging and challenging at least 95% of our students to reach the Science excellence required for good academic leadership required in the 21<sup>st</sup> Century. Develop the Concept Map Unit Planning as outlined in the School's Initiatives from Thinking Maps-A Language for Learning Initiative.
- improve our Students Performance by 5% on the 4th Grade Science Test and to establish and implement a strategic plan to coordinate and integrate effective and challenging instruction for all students and to increase their scores by June 2011.

- encourage the study of the development of technology and its relations with society and culture
- implement City's Technology Plan at P.S. 33, As of June, 2012, the number of members of our schools' community that are computer literate will be increased by 20%.
- assign a technology aide (T.A.) who will offer training to teachers, staff and students on computers and software in the fall
- T.A. will train teachers to improve student performance in how to navigate through computer hardware as well as educational and real-world software
- Teachers, staff and the T.A., will provide more opportunities for students and the community to use search engines for Internet-based research and software-based word processing
- T.A. will train teachers, staff and students to use software such as Excel, Word, PowerPoint, SMART Document Cameras and Access

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

A) strategies/activities that encompass the needs of identified student subgroups, The instructional strategies/activities that will support us are:

- Teachers will use the Scope and Sequence to inform their instruction
- Teachers will utilize **thinking maps** as a language of learning in their daily instruction
- Teachers will use the City's Macmillan Instructional Program
- Teachers will find patterns & classify natural occurrences
- Make trips to Zoo to study mammals or Botanical Gardens to explore & investigate ponds & show the diversity in them such as: insects, fish, frogs & other water creatures
  - -Include the addition of Technology into the core curriculum in science

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

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

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

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

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

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

- Students learn keyboarding skills
- Simple editing techniques.

- A team approach in conducting staff development has been used in the content areas of Social Studies, Science, Art, Math and Literacy.

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

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

We are also very fortunate to have OPEN MKomazi-Black Rhino Testing Initiative by NEA Grant. This is a pilot study was to support teachers and students with innovative pedagogical strategies getting our students ready for the future. The pilot that was enacted over the summer. Our science teacher collected preliminary data and other digital artifacts that were used to carryout detail quantitative and qualitative data analysis for the US Department of Education. During the 2011 Summer enactment, students were engaged in a virtual game environment called "Rhino World." In this science learning environment , students were engaged in activities that are designed in the game world to help them develop robust understanding of ecological concepts and scientific principles. This also enables students to develop a natural love for nature and the importance of protecting wild life. In the game world, students play the role of conservationist, and they are engaged in socio-scientific activities in order to find a solution to the "Black Rhino" problem in Tanzania, Africa. As you know, the Black Rhino is currently in the endangered specie list. It's up to us to save them in order to preserve the biodiversity of this planet.

We are currently in the process of carrying out the second iterative cycle of this government funded research project. The data we are collecting here at PS 33 will be used to help bring about a paradigm shift in the domain of education. As you are fully aware, we are currently moving into a digital reality. In the not so short future, education will be completely virtual. We are carrying the grassroots research here at PS 33 that will bring about such change.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: Ongoing follow up collaborations with administrative team at feedback sessions of both formal and informal observations utilizing the Charlotte Danielson's Framework for Teaching

-Week One Grade Level 90 minutes Common Planning Time Looking at samples of students' task Level 1-4 to identify Current Students' Thinking and 3 Desired Students' Thinking for Collaborative Lesson design and Peer Review of Lesson Demo facilitated by Grade Level Facilitator.

-Week Two Grade Level 90 minutes Common Planning Time to Collaborative Lesson Design addressing the 3 Desired Students' Thinking to improve teachers' practices, effectiveness and students' learning facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.

-Week Three Grade Level 90 minutes Common Planning Time Demonstration and Peer Review of the Collaborative Lesson Design facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.

-Week Four Grade Level 90 minutes Thinking Maps training for next month's Replacement Unit of Study facilitated by Grade Level Thinking Maps Trainers

-Thursday fifty minutes (2:20-3:10 PM) faculty data talk and actions plans: Week 1-ELA Common Core Curriculum Replacement Unit Audit and modifications facilitated by grade Level Data Inquiry Team Members. Week 2-Math Common Core Curriculum Replacement Unit Audit and modifications facilitated by Common Core Grade Leaders. Week 3- Data Inquiry Grade Level Leads turkey findings and strategies to their grade level colleagues on their action research what works best for English Language Learners who has and Individualized Educational Plan. Week 4-Data Talk Grade Level Analysis of bi-weekly and cumulative assessments to adjust instruction, curriculum maps, address learning needs through AIS, Afterschool ELL's Program, utilize bi-weekly and cumulative to assess programs and initiative effectiveness facilitated by Grade Level Facilitators.

- September 2011-June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

<b>1-Below Level</b> <b>-Mastery of 0-64% performance indicators</b>	<b>Grade</b>	<b>2-Approaching Level</b> <b>-Mastery of 65% or more of performance indicators</b>	<b>Grade</b>	<b>3-Meeting Level</b> <b>-Mastery of 80% or more of performance indicators</b>	<b>Grade</b>	<b>4-Exceeding Level</b> <b>-Mastery of 95% performance indicators</b>	<b>Grade</b>
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P.S.33 builds on parent connections and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and**

**Goal Setting Meetings.** During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our **Monthly Bring a Family Member or Friend to Lunch & Open Classroom Initiative,** which invites our parents to receive current information, ideas and strategies to better support their child at home. Our Open Classrooms also give parents an opportunity to visit their child's classroom and learn more about their child's many accomplishments.

It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents' ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

- Parent representative on our School Leadership Team will give feedback and offer our school suggestions/recommendations on how to better support our English Language Learners at our Monthly School Leadership Team meetings. This will better enable us to modify our school's Comprehensive educational Plan for increased students' success.
- Saturday English as Second Language Parent Classes 9:00 AM- 12:30 PM
- Saturday Parent and Child Art Classes 9:30-12:00 PM
- Honors assemblies, awards assemblies, Grandparents Day-Read to Your Grand Child's Class, Thanksgiving Holiday Show, December Holiday Show, December Holiday Dinner and Take a Picture with Santa, Dr. Martin Luther King Luncheon and Poetry Jam, Valentine's Day Show, Spring Arts Festival, Mother's Day Show, Father and Son Basketball Day, Annual Health Fair, Bi-monthly Progress Report and Goal Setting with Parents, Bring a Family Member/Friend to Lunch & Open Classroom, etc.
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### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

**Professional development is a priority commitment at P.S. 33.** In addition to the OPEN MKomazi-Black Rhino Testing By NEA Grant and STEMS Grant, this year we are utilizing the Charlotte Danielson Framework for Teaching to address teacher effectiveness. Teachers were given a hard copy of Charlotte Danielson Framework with an overview by the Principal at our opening day conference in September. Teachers were encouraged to use the framework and self-assess themselves in each domain. After their self-assessments they were encouraged to identify 3 areas that they would like to develop and include these in their professional development goals with action plans on how they were going to accomplish their goals. The administrative team use a competency bi-weekly for informal observation focus and professional development foci. Teachers are scheduled for follow up feedback. At these follow up feedback sessions, both administrative team teacher engage in conversation that exemplify effective teaching practices and *Instructions for Improvement through a collaborative manner*. Both administrative team and teacher establish a follow up date to measure progress on the instructions for improvement with an additional cycle of follow up conversations and new focus.

These follow up conversations give both teacher and administrative team data on possible professional development for individual teacher/grade level/schoolwide. Teachers also will be invited to after school professional development activities on the Charlotte Danielson Framework for Teaching facilitated by Principal and 2 Fordham University Administrative Interns. Part of our hiring process is to involve NYC Recruitment fairs to support with possible candidates. Resumes are reviewed and rated, followed by interviews and candidate conducting a demo for final rating. A successful hiring process leads to hiring the most qualified staff to fill the vacancy. Each year 1 teacher receives 1:1 mentoring by Network staff and school based staff. Our focus this year is on teacher effectiveness and development. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading.

Some of our Professional Development Initiatives/topics are:

- Common Core Labsite Pilot ELA & Math
- Thinking Maps-A Language of Learning
- Charlotte Danielson Framework for Teaching
- Text Complexity
- Cognitive Demands in Science Tasks
- IFL Looking at Students Work Protocols: Current Students' Thinking vs Desired Students' Thinking
- Collaborative lesson Design
- Demonstration and Peer Review of Collaborative Lesson Design
- Understanding Differentiated Instruction
- CFN 407 Value Added Leadership
- CFN 407 ESL Methodologies for Math with Lucy West
- Data Talk/Analysis/Data Binder
- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics..
- CFN 407 Common Core State Standards Labsite Pilot
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).

- English as a Second Language
  - Mock School Quality Review Team
  - Ongoing SESIS Training
  - ARIS and NYSTART, ACUITY
- F) We believe that teachers should be provided with high quality professional development. We will continue to utilize our funding sources to provide appropriate workshops, Labsites, coaching and mentoring for our teachers, family worker, guidance counselor, parent coordinator, etc.
- Weekly common planning meeting facilitated by Literacy/Math Coaches, Reading specialty teachers, F-Status Support staff and Administrators.
  - Expanded Data Inquire Team
  - Administrative Mentors
  - Four Bank Street teacher leaders.
  - Literacy and mathematics coaches to help teachers develop their craft through cycles of coaching, mentoring, etc.
  - Various learning opportunities for our teachers to attend workshops: QTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
  - Mentor/mentee program, for first and second year teachers
  - Principal Coach, Teacher's Coach
  - Workshops on Differentiated Instruction & Questioning Techniques
  - Lunch and Learns
  - Retreats with Leadership Academy-Planning
  - CFN # 407 PD's
  - Outside Workshops

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards and strategies to attract high-quality highly qualified teachers to high-need schools. P.S.33 is determined to continue to deliver the utmost comprehensive professional development plan for teachers who strive for high standards in their professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

Teachers are engaging in planning their Common Core Replacement Units Tasks bundles. This Initiative is engaging teachers with interpreting Common Core Standards, deepening understandings of Unit of Study, crafting effective lesson for task bundles, learning about text complexity, learning about cognitive demands of mathematical tasks, deepening understandings of data analysis and implications for instruction, differentiated instruction, questioning techniques, depth of knowledge, response to interventions, etc. We will use a variety of resources in the classroom that will integrate content areas on a daily basis especially in our guided reading block. We have found that lesson plans that immerse students into multi-content areas have proven to be a major factor resulting in higher academic achievement.

### **Service and program coordination**

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

### **Services**

Our goal is to support students in achievement of the learning standards in both English Language Arts and Mathematics (K – 5), Social Studies, Science, and Technology in all grades. The first part is “additional instruction” that supplements the curriculum. Additional instruction is defined as “extra time for focused instruction and/or increased student teacher instructional contact time designed to help students achieve the learning standard”. Second support services to overcome obstacles to achieving higher performance. These obstacles can include problems in the areas of: attendance, discipline, family and health. Support services may include: school guidance and counseling, attendance services, coordination of services provided by outside agencies and study skills. We hope to hire an additional certified special needs teacher to supplement interventions for our grades 3-5 levels 1 & 2 students. This is contingent upon our budget.

### **Health**

Similar to all goals we will ensure that we are coordinating the delivery of health services throughout our community. Many activities will continue being implemented during the 2011 – 2012 school year and will be focused towards a goal of increasing comprehensive health services and health education to students, their families and school staff. We have a school based clinic which is serviced by a school nurse and a Physician who comes at different interval during the school year. P.S.33 continues to conduct comprehensive vision and hearing screenings for students in all grades, and special education in collaboration with the Prevent Blindness New York Organization. Our Health Coordinator communicates regularly with the NYC Dept. of Education and the Department of Health to gain clarity and support for implementation of services. The accessibility plan continues to be in full operation and has taken the necessary steps to guarantee access to all students and families including those with disabilities for all programs, activities, and services. Our school holds its annual health fair in the Spring organized by our SAPIS Family Worker and is supported by various city, government and private agencies.

### **Prevention**

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

### **Other major prevention initiatives are summarized below:**

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

1. Provide parent trainings on ARIS to access their child’s data
2. Provide AIS services for students during 37.5 minutes in PM Tues & Weds 2:20-3:10 PM
3. Provide AIS push in and pull out services for all students at risk.
4. Collaborate with CBO’s to provide various resources for our students such as Boys’ Scouts, New York Cares, Literacy Inc., Monroe University, etc.

5. Provide students support services such as regular visits by family worker to homes of students whose attendance are not 92.5%, counseling by out Guidance Counselor, School Psychologist and Social Worker.

6. Our Guidance Counselor and Family Worker conduct an **Attendance Improvement Program**. The goal of the program is to enable our school to provide intensive services to students and families with regard to school attendance and academic improvement. This program continues to be a school-wide project, and all students are eligible to receive program services.

7. The Substance Abuse Prevention Program uses numerous activities to support the kind of safe and drug free school and environment children need to excel academically. SAPIs use literacy, art, games and other interactive strategies to enlighten our students about the dangers of drugs, as well as how to get in touch with their own feelings. Classroom lesson in grades K-5 educate our students about the dangers of alcohol and other drugs, as well as promote self-esteem to thwart the peer pressure that might lead to drug experimentation. Both group and individual counseling sessions provide avenues for students to share experiences, develop self-esteem, hone emotional skills, and develop strategies for their future. Parenting workshops enable parents to acquire skills to help their children at home, both academically and emotionally. Students participate in community awareness activities that foster community pride such as intramural sports programs, our annual Health Fair, and poster/essay contests, thus helping to eliminate some of the negative elements in the community.

8. Provide various extra-curricular activities to improve attendance and academic performance such as, Multi-cultural Dance Festival, After School Basketball, After School Soccer, Boys' Scouts, Science Club, Chorus, Art Club.

#### **Students in Temporary Housing**

We currently have 25 students in Temporary Housing. **We have an attendance committee, who meets weekly and discuss the attendance patterns of these students. We also have copies of the McKinney-Vento Homeless Assistance Act Poster in our school. This poster can be seen at main entrance of our school, in the main office, the parent coordinator's office and the parent information board. The following are in place for the students:**

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

#### **Early Interventions**

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

We know that early childhood programs such as pre-school/ Universal Pre-Kindergarten is the foundation for our early childhood education. Therefore, we have developed Summer School Pre- Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we added 2 all day Pre-Kindergarten class to our learning community. Teachers, Para-professionals and parents will receive various professionals' development and workshop activities such as, strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing Understanding by Design strategies for careful lesson planning of lessons that align with standards which reflects Depth of Knowledge and academic rigor in the thinking curriculum. They

will learn how to formulate Essential Questions and Topical Questions.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. Teachers, 1 Science Clusters, Para professionals, School based staff, Tax Levy, Community Based Organizations, District Office 10, Contract for Excellence Funds, Grants, Title 1 ELL Program FY 12, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, etc.

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. To build capacity and increase our arts program by 50 %

**Comprehensive needs assessment**

***Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.*** In developing integrated curriculums and drawing upon multiple learning strategies, we reach the whole child. We have students who have a variety of artistic talents. We will expand the arts program to meet all students' needs and promote the development of the whole child. We have developed a myriad of enrichment opportunities available to students, which are very much implemented in our school.

The following are used to **Report Needs Assessment Findings:**

**Data Sources**

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

Our certified visual arts teacher will service our students by cycles. We have continued our 7<sup>th</sup> year with Dreamyards. However, Due to budget reduction, we decreased our Dreamyards arts Program by 100% from 125%, 10 classes are team teaching with Dreamyard artists and funded by The Leonore Annenberg Fund for Children Grant. 25 % of the classes' team teaches for two consecutive years.. 25 % of the classes' team teaches for two consecutive years. During this time teachers gain various professional development opportunities to integrate arts into their curriculum. We have also been collaborating with Ballet Tech, a non-profit music program, which comes to our school in the spring. We are excited to have "Music and the Brain" Keyboard Program for grades K-2 Students for the second year. The students have been working with the keyboard while integrating math and literacy. It has proven to be a success and a wonderful new way to allow students to express themselves. We intend to collaborate with many more non-profit organizations to bring arts to our classrooms.

To build capacity and increase our arts program by 50 %

- To strengthen the connections within P.S. 33's community using the arts as a bridge among parents, students, school staff, cultural sites, To support and sustain standards-based programming embedded in curriculum, supporting literacy and providing opportunities for our students to creatively express themselves *using the four arts disciplines -- music, dance, visual arts, and theater.*

- Continue to provide professional development targeting teachers from K - 5. This strategy increases the school's capacity to produce arts by increasing the number of staff members who have the knowledge and training in teaching art.
- Increase the arts opportunities for our students by expanding a school-wide arts portfolio and audition presentation development program in grades K - 5 to support their acceptance to schools with special arts and music programs.
- Sustain a community of arts facilitators in the schools who will act as catalysts and resources for arts programming.

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

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

strategies/activities that encompass the needs of identified student subgroups, **Strategies and Activities for Improvement and/or Enrichment Aligned with Standards:**

- Strengthen the connections within P.S. 33's community using the arts as a bridge among parents, students, school staff, cultural sites, and community organization LEAP, Dreamyards, etc.
- Support and sustain standards-based programming embedded in curriculum, supporting literacy and providing opportunities for our students to creatively express themselves *using the four arts disciplines -- music, dance, visual arts, and theater.*
- Provide professional development targeting teachers from K - 5. This strategy increases the school's capacity to produce arts by increasing the number of staff members who have the knowledge and training in teaching art.
- Increase the arts opportunities for our students by expanding a school-wide arts portfolio and audition presentation development program in grades K - 5 to support their acceptance to schools with special arts and music programs.
- Sustain a community of arts' facilitators in the schools who will act as catalysts and resources for arts programming
  - We will enhance the expertise of P.S.33's Staff to integrate the Arts into their Curriculum.
  - We will develop capacity to implement standards-based arts education in each classroom teachers' practice.
  - We will sustain and institutionalize arts instruction at P.S.33.

- b) staff and other resources used to implement these strategies/activities:

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

- -The Leonore Annenberg Fund for Children Grant
- -Council Member Grant
- -Project Arts Funds
- -Staff
- -Dreamyards Services
- Music and The Brian Keyboard Grant

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

Ongoing follow up collaborations with administrative team at feedback sessions of both formal and informal observations utilizing the Charlotte Danielson's Framework for Teaching

- Week One Grade Level 90 minutes Common Planning Time Looking at samples of students' task Level 1-4 to identify Current Students' Thinking and 3 Desired Students' Thinking for Collaborative Lesson design and Peer Review of Lesson Demo facilitated by Grade Level Facilitator.
- Week Two Grade Level 90 minutes Common Planning Time to Collaborative Lesson Design addressing the 3 Desired Students' Thinking to improve teachers' practices, effectiveness and students' learning facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.
- Week Three Grade Level 90 minutes Common Planning Time Demonstration and Peer Review of the Collaborative Lesson Design facilitated by F-Status Staff Developer/Math Coach/Grade Level Facilitator.
- Week Four Grade Level 90 minutes Thinking Maps training for next month's Replacement Unit of Study facilitated by Grade Level Thinking Maps Trainers
- Thursday fifty minutes (2:20-3:10 PM) faculty data talk and actions plans: Week 1-ELA Common Core Curriculum Replacement Unit Audit and modifications facilitated by grade Level Data Inquiry Team Members. Week 2-Math Common Core Curriculum Replacement Unit Audit and modifications facilitated by Common Core Grade Leaders. Week 3- Data Inquiry Grade Level Leads turkey findings and strategies to their grade level colleagues on their action research what works best for English Language Learners who has and Individualized Educational Plan. Week 4-Data Talk Grade Level Analysis of bi-weekly and cumulative assessments to adjust instruction, curriculum maps, address learning needs through AIS, Afterschool ELL's Program, utilize bi-weekly and cumulative to assess programs and initiative effectiveness facilitated by Grade Level Facilitators.

d) September 2011-June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

<b>1-Below Level -Mastery of 0-64% performance indicators</b>	<b>Grade</b>	<b>2-Approaching Level -Mastery of 65% or more of performance indicators</b>	<b>Grade</b>	<b>3-Meeting Level -Mastery of 80% or more of performance indicators</b>	<b>Grade</b>	<b>4-Exceeding Level -Mastery of 95% performance indicators</b>	<b>Grade</b>
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P.S.33 builds on parent connections and invites them to share information about their child with teachers; all of our classes meet with parents for our **Bi-Monthly Progress Reports and**

**Goal Setting Meetings.** During this time the classroom teacher meets with our parents and discusses the strengths and needs of their children and new learning goals. They also discuss students' goals and pertinent information that better support the students with their needs and goals. Those parents who are unable to attend get a copy of their child's progress report mailed to their home. We also have our **Monthly Bring a Family Member or Friend to Lunch & Open Classroom Initiative,** which invites our parents to receive current information, ideas and strategies to better support

their child at home. Our Open Classrooms also give parents an opportunity to visit their child's classroom and learn more about their child's many accomplishments.

It is equally important for our parents to receive communication, therefore we provide our parents with monthly **Calendar of Events. Parents' ARIS workshops by Principal and staff; Progress Reports Workshops, etc.**

- Parent representative on our School Leadership Team will give feedback and offer our school suggestions/recommendations on how to better support our English Language Learners at our Monthly School Leadership Team meetings. This will better enable us to modify our school's Comprehensive educational Plan for increased students' success.
- Saturday English as Second Language Parent Classes 9:00 AM- 12:30 PM
- Saturday Parent and Child Art Classes 9:30-12:00 PM
- Honors assemblies, awards assemblies, Grandparents Day-Read to Your Grand Child's Class, Thanksgiving Holiday Show, December Holiday Show, December Holiday Dinner Show and Take a Picture with Santa, Dr. Martin Luther King Luncheon and Poetry Jam, Valentine's Day Show, Spring Arts Festival, Mother's Day Show, Father and Son Basketball Day, Annual Health Fair, Bi-monthly Progress Report and Goal Setting with Parents, Bring a Family Member/Friend to Lunch & Open Classroom, etc.

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

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

**Professional development is a priority commitment at P.S. 33.** This year we are utilizing the Charlotte Danielson Framework for Teaching to address teacher effectiveness. Teachers were given a hard copy of Charlotte Danielson Framework with an overview by the Principal at our opening day conference in September. Teachers were encouraged to use the framework and self-assess themselves in each domain. After their self-assessments they were encouraged to identify 3 areas that they would like to develop and include these in their professional development goals with action plans on how they were going to accomplish their goals. The administrative team use a competency bi-weekly for informal observation focus and professional development foci. Teachers are scheduled for follow up feedback. At these follow up feedback sessions, both administrative team teacher engage in conversation that exemplify effective teaching practices and *Instructions for Improvement through a collaborative manner*. Both administrative team and teacher establish a follow up date to measure progress on the instructions for improvement with an additional cycle of follow up conversations and new focus.

These follow up conversations give both teacher and administrative team data on possible professional development for individual teacher/grade level/schoolwide. Teachers also will be invited to after school professional development activities on the Charlotte Danielson Framework for Teaching facilitated by Principal and 2 Fordham University Administrative Interns. Part of our hiring process is to involve NYC Recruitment fairs to support with possible candidates. Resumes are reviewed and rated, followed by interviews and candidate conducting a demo for final rating. A successful hiring process leads to hiring the most qualified staff to fill the vacancy. Each year 1 teacher receives 1:1 mentoring by Network staff and school based staff. Our focus this year is on teacher effectiveness and development. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading.

Some of our Professional Development Initiatives/topics are:

- Common Core Labsite Pilot ELA & Math
- Thinking Maps-A Language of Learning
- Charlotte Danielson Framework for Teaching

- Text Complexity
- Cognitive Demands in Math Tasks
- IFL Looking at Students Work Protocols: Current Students' Thinking vs Desired Students' Thinking
- Collaborative lesson Design
- Demonstration and Peer Review of Collaborative Lesson Design
- Understanding Differentiated Instruction
- CFN 407 Value Added Leadership
- CFN 407 ESL Methodologies for Math with Lucy West
- Data Talk/Analysis/Data Binder
- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics.
- Integrated Science and Social Studies into ELA.
- Cambridge-Common Priorities Design Cycle.
- CFN 407 Common Core State Standards Labsite Pilot
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).
- English as a Second Language
- Mock School Quality Review Team
- Ongoing SESIS Training
- ARIS and NYSTART, ACUITY
- Expanded Data Inquire Team
- Administrative Mentors/interns
- Four Bank Street teacher leaders
- Ongoing Labsites utilized to develop teachers best craft.
- Various learning opportunities for our teachers to attend workshops: QTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
- **Whole faculty** Workshops on Differentiated Instruction & Questioning Techniques
- PB IS
- Lunch and Learns
- Retreats with Leadership Academy-Planning

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards and strategies to attract high-quality highly qualified teachers to high-need schools. P.S.33 is determined to continue to deliver the utmost comprehensive professional development plan for teachers who strive for high standards in their professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

Teachers are engaging in planning their Common Core Replacement Units Tasks bundles. This Initiative is engaging teachers with interpreting Common Core Standards, deepening understandings of Unit of Study, crafting effective lesson for task bundles, learning about text complexity, learning about cognitive demands of mathematical tasks, deepening understandings of data analysis and implications for instruction, differentiated instruction, questioning techniques, depth of knowledge, response to interventions, etc. We will use a variety of resources in the classroom that will integrate content areas on a daily basis especially in our guided reading block. We have found that lesson plans that immerse students into multi-content areas have proven to be a major factor resulting in higher academic achievement.

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

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

#### **Health**

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

#### **Prevention**

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

#### **Other major prevention initiatives are summarized below:**

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

1. Engage all staff to assess, collect data, analyze data and develop action plan on a monthly basis, executing action plans through careful lesson planning and differentiated Instruction, provide ongoing professional development such as Lab sites, Coaching, Mentoring, Team Teaching, Inter class and School Visitations.
2. Provide professional development on ACUITY and ARIS to train teachers how to analyze data to guide instruction.

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

### Early Interventions-Pre Kindergarten

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. We know that early childhood programs such as pre-school/ Universal Pre-Kindergarten is the foundation for our early childhood education. Therefore, we have developed Summer School Pre- Kindergarten that enables our incoming Kindergarten students to acquire the skills and content they need for Kindergarten. In addition, we added 2 all day Pre-Kindergarten class to our learning community. Teachers, Para-professionals and parents will receive various professional development and workshop activities collaborating with our **City's Birth to 8 Initiative** to create a **Center of Excellence**. Teachers also engage in professional development workshops on strategies for reading and problem-solving, word study skills, integrating social studies, science and math with literacy that can focus on meeting the needs of our students' academic standards. Some of the modules that we will utilize for our Professional Development are intensive training for all our teachers on utilizing Understanding by Design strategies for careful lesson planning of lessons that align with standards which reflected Depth of Knowledge and academic rigor in the thinking curriculum. They will learn how to formulate Essential questions and Topical Questions.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan. Contract for Excellence, The Leonore Annenberg Fund for Children Grant , Council Member Cabrera Grant, Pre K, Title 1 SWP, TL Fair Students Funding, Title 1 ELL, Title 111 LEP, Title 1 ELL Program FY 12, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, etc.

**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>	70	70	N/A	N/A	16			
<b>1</b>	94	94	N/A	N/A	21			
<b>2</b>	92	92	N/A	N/A	19			
<b>3</b>	80	80	N/A	N/A	12			
<b>4</b>	117	117	117	117	11			
<b>5</b>	97	97	97	97	09			
<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>	<p>-Our Academic Intervention Services program is held Tuesdays &amp; Wednesdays in the PM 2:20-3:10 PM serving our K-5 student population. We have a ratio of 1 teacher for every 10 students in General Education classrooms and 1 teacher for every 5 students in Special Education. In addition we provide one to one tutoring and smaller groups for students that require this format. ELA/ AIS programs we implemented are as follows: programs:</p> <p>-Grades K-2 Receive Explode the Code and Wilson Foundations, Reduce Class Size-push in; Avenues for ESL, Early Childhood Music and The Brian Keyboard Literacy program.</p> <p>-Grades 3-5 implements Goals and Kaplan ELA &amp; Math Advantage. In addition, we also incorporate a special technology program called I-Ready and Wilson program for our Special Ed. Test grades 3-5 implement test taking strategies based on analysis of test data and the needs of students. We incorporate the use of technology by using Smart boards; study Zone.org for specific skills and strategies, which also include student individual assessments. We also have a daily push in program in which experience staff personnel work with a small groups of students.</p>
<b>Mathematics</b>	<p>Our Academic Intervention Service Program for Mathematics is held Tues &amp; Wednesday in the PM 37.5 mins @ 50 mins sessions serving our K-5 student population. Focus in Mathematics for Grades K-2 Math attack, Grades 3-5 Math Navigator. We also incorporate the use of math manipulatives and real world strategies and skills. Some of the additional program used are, Continental Press Math, Buckle Down Math, Options, during the school day, before and after school, Vacation Enrichment, in groups, guided math, one to one (1-5, 1-10) (4<sup>th</sup> grade) 1-15 (3<sup>rd</sup>-5<sup>th</sup> grade). Our testing grades 3-5 incorporate a test prep session utilizing Options, comprehension connections and focus programs.</p>
<b>Science</b>	<p>Science AIS includes providing additional instruction regarding scientific problem solving skills during the school day, thinking skills so students can formulate questions, hypnotize answer, develop experiments, record data, and draw conclusions. Provided through the use of comprehensive Assessment, Primary Source, OPEN MKomazi-Black Rhino Testing by NEA Grant small group, Science Lunch Time Clubs and Science specialty teacher Mr. Ronelus.</p>
<b>Social Studies</b>	<p>Social Studies AIS include providing additional instruction to build a body of knowledge from grade to grade to sharpen geography skills, map reading, reading, writing and speaking skills during the school day integrated with Common Core Replacement Units, to use nonfiction materials Provided through a variety of publishers books that were purchased.</p>

<b>At-risk Services provided by the Guidance Counselor</b>	Support services include two guidance counselors Ms. Pagan (Pre K – 2 <sup>nd</sup> grade) and Mr. Weisel (additional guidance counselor for 3 <sup>rd</sup> - 5 <sup>th</sup> grade). A comprehensive guidance program that promotes students' academic and social development.
<b>At-risk Services provided by the School Psychologist</b>	Completes psycho-educational evaluations, participates in the RTI meetings, to develop interventions and strategies to assist in developing the academic and social/emotional needs of students. At risk. Also provide counseling and develops IEP's to tailor the academic needs of students.
<b>At-risk Services provided by the Social Worker</b>	Conduct social histories with parents, Observes students in the classroom environment, writes supportive interventions for teachers in terms of how specific academic and behavioral issues in school. Also counsels students that are at risk, also attends RTI meetings, and assist in developing IEP's
<b>At-risk Health-related Services</b>	SAPIS person provides students with information and counseling pertaining to medical health/drug counseling. He also assists in the social and emotional growth of our students that require additional assistance.

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

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

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

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### PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- continue seeking parental input and support by increasing positive interaction between home, school, and communication.
- continue implementing and encouraging an atmosphere where parents and educators work together towards student improvement.
- **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**

**At P.S. 33, we understand that the success of our students is contingent upon a collaborative approach with our parents, students, and teachers. We focus on the importance for a family support team. The family support team is represented by administration, staff, parents and the parent coordinator with a primary focus on the following:**

- Ongoing communication with our parents through; bi- monthly progress reports with translations, Parent bring a friend to lunch day, Breakfast for Parents, Open classrooms.
- We will send out Chancellor's letter in both English and Spanish informing our families about our areas of improvement.
- Involving parents in our School Leadership Team that is comprised of 50% parents and 50% staff.
- Parents will participate in our Advisory Meetings, Budget Meetings, Nutrition Committees, Corrective Action Meetings, etc.
- Monthly Parent's Association Meeting on every 2<sup>nd</sup> Saturday of the month to increase parental involvement.

- Provided free glasses for vision to students in collaboration with the Department of Health
- Grandparents Read to your Grandchild Class Day, Multicultural Thanksgiving Day Feast, Annual Health Fair, Take a Picture with Santa Claus & Holiday Dinner, Read to Your Child's Class, Martin Luther King's African-American Acknowledgement, Valentine's Day Breakfast, March Women's history Month Acknowledge, Mother's Day Celebration, Spring Festival, Graduation Celebrations, Acknowledgement of Father's Day that strengthen home school connections
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; **Regular workshops on parenting skill for student interventions, Saturday ESL classes to assist parents with acquiring the English language to better facilitate their child's education**
- Trips to strengthen home and school connection with child, parent and staff during school, after school and Saturday
  - i. Trips to Fordham Library
  - ii. Trips to various museums, parks and colleges for a variety of arts presentations
- Home-School Connections activities to keep parents aware and informed of NYS requirements per grade level.
- Parent volunteer programs to address all concerns of parents that will improve attendance, student academic performance.
- Acknowledge our parents for their support and efforts with Awards, Certificates, and Medals in our Monthly Assembly Programs
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

Parents agree that:

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10x033 School Name: Timothy Dwight Elementary School

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

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

Category:    Basic    Focused    Comprehensive

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

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

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

*We have targeted the following sub-groups identified for improvement in 2010-2011: NYS ELA Grades 3, 4 & 5, All Students, Students with Disabilities, Hispanic, Limited English Proficient and Economically Disadvantaged, who did not make AYP*

Our vision for **All Students** is to improve the performance of our low performing students in order to reach the Academic level of our children by at least 5%. **Analyzing our ELA results for all students 2011:**

- **Considering the raised NYS benchmarks our ELA scores (L3 & L4 @ 31.7 %) we showed a decrease by 5.8 % Compared to 2010 at , our noticing is: our ELA scores (L 3 & L4 @ 37.5 %).**
- In 2011 there were a total of 463 students who were tested of which 147 are levels 3 & 4. While 316 students were at levels 1 & 2 (84 students at level 1), compared to 2010 when there was a total of 443 students who were tested (166 are levels 3 and 4). 277 students were at levels 1 and 2 (88 students at level 1).
- Our **ELA Average Progress** indicates the following: School Median Growth Percentile at 61.0 %
- Our **ELA % Median Growth Percentile for lowest third** indicates the following: 71.0 %

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

- The morning AIS, which included "at-risk" students, about ten, to work one on one with their teacher for 37.5 minutes (Monday-Thursday) This school year our AIS is Tuesday and Wednesday for 50 mins.
- Extended Day, Afternoon AIS, and Vacation AIS that serviced our level 1 - 4 students, however compared to interventions provided in 2010 were decreased by 50% due to budget cuts.
- We maximized our resources by utilizing our "out of classroom" teachers to push-in and provide intense interventions for all students.
- Grade Level Facilitators and 3 highly experienced f-status developers supported the development of staff for all students in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade.

**It is quite evident that these interventions have had positive effects. Students feel an increased confidence. Due to budget reduction, we are not able to provide these intensive interventions for school year 2011-2012. We will make certain to focus on moving the 277 students who did not receive a level 3 to meeting and exceeding the standards this year. We will utilize our revised Common Core Curriculum Units of Study to provide students with a comprehensive depth of knowledge of their**

world. These students are also mandated to attend our 37.5 mins AIS and will receive additional instructional support to meet their needs based on teachers' ongoing data analysis of performance indicators established in their bi-weekly assessments and cumulative assessments.

Our vision for **Students with Disabilities** is to improve the performance of our low performing students in order to reach the Academic level of children in General Education by at least 5%. For school year 2010-2011 our school participated in the New York City Phase 1 Reform of Special Education, as part of our CFN Network 407 Initiative. We have had many great learning opportunities and many challenges. Our last Progress Report 2010—2011 indicated the following for **English Language Arts**: We received 0 points for *closing the achievement gap* with students in self-contained class (n=32) at 3.1%. Our SETTS (n=32) students did not earn any additional points for *closing the achievement gap*. There were only 3.1% who met NYS Expectations. While we had 38.1% at the 75<sup>th</sup> Growth Percentile or Higher. **Mathematics**: We received 1 point for closing the achievement gap with students in self-contained class (n=32) at 32.3%. Our SETTS (n=32) students did not earn any additional points for *closing the achievement gap*. There were only 15.6 % who met NYS Expectations. While we had 46.5% at the 75<sup>th</sup> Growth Percentile or Higher and gained 0.5 points for *Closing the Achievement Gap*. In addition, the movement of students with disabilities to least restrictive environment (n=64) indicated 0.23 meeting grade level expectations and gained 0.5 points for *closing the achievement gap*.

In order to achieve our goal we will continue inclusion of 12:1 students to all school activities. We view these students within the General Ed. Framework rather than as a separate parallel system. We will mainstream Special Ed. Students whenever improvement is demonstrated. We need to continue Special Education Teacher Staff Development in Special Ed. Methodologies. We will continue the inclusion of 12:1:1 student into all Early Childhood School Programs. We also need to continue to train our educational assistants to work collaboratively with the teacher and students as instructional support for direct services to the children for increased success. We needed to replenish our "Everyday Mathematics supplemented by Math Steps for our 12:1 classes. We have put a special group of Professional Staff Members to form a Response To Interventions Team. There are 7 members on this Response To Interventions and therefore, have enabled us to decrease our referral by 47%.

Our Response to Interventions Team consists of the following: **Chairperson, Administrator, U.F.T.Representative, Bilingual Special Education Teacher, Special Education Supervisor, Special Education Teacher, Staff Developer, and Bilingual Special Education Teacher**. This team is comprised to support bilingual inclusion and collaborative co-teaching. It has been set up to support the idea of reduced class size and encourage Professional Development.

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

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

Our vision for **Hispanic Students** is to improve the performance of our low performing students in order to reach the Academic level of our children by at least 5%. **Analyzing our ELA results for our Hispanic students 2011:**

- **Considering the raised NYS benchmarks our ELA scores (L3 & L4 @ 30.1 %) we showed a decrease by 7.5 %** Compared to 2010 at , our noticing is: our ELA scores (L 3 & L4 @ 37.6 %).
- In 2011 there were a total of 386 students who were tested of which 116 are levels 3 & 4. While 270 students were at levels 1 & 2 (77 students at level 1), compared to 2010 when there was a total of 370 students who were tested (139 are levels 3 and 4). 231 students were at levels 1 and 2 (75 students at level 1).
- Our **ELA Average Progress** indicates the following: School Median Growth Percentile at 61.0 %
- Our **ELA % Median Growth Percentile for lowest third** indicates the following: 71.0 %

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

- The morning AIS, which included "at-risk" students, about ten, to work one on one with their teacher for 37.5 minutes (Monday-Thursday) This school year our AIS is Tuesday and Wednesday for 50 mins.
- Extended Day, Afternoon AIS, and Vacation AIS that serviced our level 1 - 4 students, however compared to interventions provided in 2010 were decreased by 50% due to budget cuts.
- We maximized our resources by utilizing our "out of classroom" teachers to push-in and provide intense interventions for all students.
- Grade Level Facilitators and 3 highly experienced f-status developers supported the development of students to all staff on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade.

**It is quite evident that these interventions have had positive effects. Students feel an increased confidence. Due to budget reduction, we are not able to provide these intensive interventions for school year 2011-2012. We will make certain to focus on moving the 231 students who did not receive a level 3 to meeting and exceeding the standards this year. We will utilize our revised Common Core Curriculum Units of Study to provide students a comprehensive depth of knowledge for their world. These students are also mandated to attend our 37.5 mins AIS and will receive additional instructional support to meet their needs based on teachers' ongoing data analysis of performance indicators established in their bi-weekly assessments and cumulative assessments. These students will receive additional RTI using the I Ready interventions program. In addition, our Bilingual and ESL classes serve as additional support for our families who are in need of language acquisition interventions.**

Our vision for our Limited English Proficient is to improve the performance of our low performing students in order to reach the Academic level of our children by at least 5%. Analyzing our ELA results for our Limited English Proficient students 2011:

- **Considering the raised NYS benchmarks our ELA scores (L3 & L4 @ 14.6 %) we showed a decrease by 6.7 %** Compared to 2010 at , our noticing is: our ELA scores (L 3 & L4 @ 21.3 %).
- In 2011 there were a total of 157 students who were tested of which 23 are levels 3 & 4. While 134 students were at levels 1 & 2 (54 students at level 1), compared to 2010 when there was a total of 160 students who were tested (34 are levels 3 and 4). 126 students were at levels 1 and 2 (54 students at level 1).
- Our **ELA Average Progress** indicates the following: School Median Growth Percentile at 61.0 %
- Our **ELA % Median Growth Percentile for lowest third** indicates the following: 71.0 %

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

- The morning AIS, which included "at-risk" students, about ten, to work one on one with their teacher for 37.5 minutes (Monday-Thursday) This school year our AIS is Tuesday and Wednesday for 50 mins.
- Extended Day, Afternoon AIS, and Vacation AIS that serviced our level 1 - 4 students, however compared to interventions provided in 2010 were decreased by 50% due to budget cuts.
- We maximized our resources by utilizing our "out of classroom" teachers to push-in and provide intense interventions for all students.
- Grade Level Facilitators and 3 highly experienced f-status developers supported the development of students to all staff on the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade.
- Bilingual Program in English and Spanish is provided in each grade
- ESL Services is provided in each grade

**It is quite evident that these interventions have had positive effects. Students feel an increased confidence. Due to budget reduction, we are not able to provide these intensive interventions for school year 2011-2012. We will make certain to focus on moving the 134 students who did not receive a level 3 to meeting and exceeding the standards this year. We will utilize our revised Common Core Curriculum Units of Study to provide students a comprehensive depth of knowledge for their world. These students are also mandated to attend our 37.5 mins AIS and will receive additional**

instructional support to meet their needs based on teachers' ongoing data analysis of performance indicators established in their bi-weekly assessments and cumulative assessments. These students will receive additional RTI using the I Ready interventions program.

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

-Our plan is to focus and improve our instructional practices for students with Special Needs. We implemented the Wilson program in all of our Special Needs classes. Five of our teachers are trained in the Wilson program and worked with this program during Summer School. In addition, we utilized our 2 SETTS teachers, 2 speech teachers and 2 additional ESL teachers to provide a rigorous academic intervention service for our students who are English Language Learners and students with IEP's. Providing support for these children is of high priority for P.S. 33. It is our goal to mainstream these children into our general education classes. We have also provided an additional resource intervention teacher who will provide additional services for general education students with IEPs and who are ELL's in groups of 1:5 for PM AIS. This year we are implementing a Special Needs Data Inquiry Team that meets monthly to look at each child's needs and success. This initiative will help us to meet our goals for each child. In addition, we will continue our Study group facilitated by the Supervisor in-charge and our CFN Instructional Specialist, Ms. Marzan to help us to acquire effective teaching practices for increased student achievement. We are focusing on our "at risk" students (Level 1 and 2), with targeted emphasis on Students with Disabilities. This sub-group is mandated to attend our 37.5 minutes PM AIS (Tuesday & Wednesday from 2:20-3:10 PM) with exception to students with IEP modifications with specific circumstances beyond the school's control.

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

-We will continue supporting the implementation of our ***thinking maps in*** both ELA and Mathematics curriculum by building the capacity of the Professional Staff. To accomplish this goal, we continue working with the School Leadership Team to identify and train a cadre of P.S. 33 teachers as well as providing nationally validated materials and our program: **An intensive school day reading program, consisting of an approved intervention model utilizing our, Math Navigator Interventions for Grades 3-5 students and Math Attack for Grades K-2; Options; Continental Press, Kaplan Momentum Math, Kaplan Math Advantage, etc.**

*We will utilize the SINI Grant to fund these additional interventions listed below.*

*I-ready Interventions Software for Students with Disabilities. Students will receive additional support in literacy skills and strategies.*

*In order to support the implementation of Common Core State Standards (CCSS), school 10x033 will use SINI funds for teachers to plan differentiated learning tasks through the following activities listed below:*

***Teacher Per Session: Analyze ELA Data and organize their data binders and develop action plans with interventions for their students at risk Monthly Mondays for 2 hrs. (2 x \$49.50). The grades will be facilitated by the Assistant Principals and Coaches.***

***Teacher Per Session: Common Core Standards Planning for Students with Disabilities and Special Needs Learning Tasks- Differentiation aligned with Rigor Monthly on Monday for 2 hrs (2x49.50)***

***Teacher per session:***

***(4) Teachers for 5 days (5) hours each @ \$50.06 per hour a total of 100 hours***

***Supervisor per session:***

***(1) Supervisor for 5 days for 5 hours a total of 25 hours @ \$52.39***

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## **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. PD's Coaches, Thinking Maps-Grade Level Trainers, Common Core Grade Leaders, New Teacher Mentoring for Year 1 Teachers, Grade Level Facilitators, Data Inquiry Team, Special Needs Study Group

10 percent of the SINI Grant will fund the following Professional Development activities for teachers.

*In order to support the implementation of Common Core State Standards (CCSS), school 10x033 will use SINI funds for teachers to plan differentiated learning tasks through the following activities listed below:*

***Teacher Per Session: Analyze ELA Data and organize their data binders and develop action plans with interventions for their students at risk Monthly Mondays for 2 hrs. (2 x \$49.50). The grades will be facilitated by the Assistant Principals and Coaches.***

**Teacher Per Session: Common Core Standards Planning for Students with Disabilities and Special Needs Learning Tasks-Differentiation aligned with Rigor Monthly Monday for 2 hrs (2x49.50)**

- We are providing professional development on the Common Core Standards and Replacement Units and Task bundles.
- We are providing professional development on how to use **thinking maps** in mathematics as a language of learning.
- We are providing Professional Development focused on the N.Y.S. ELA & Math Standards.
- We continue providing support through modeling, coaching, monthly Lab sites and school visits.
- We will continue monthly student services interventions at all grade level meetings.
- **We will ensure that students are decertified from Special Education and supported in their transition to General Education.**
- We will promote Participation in the Least Restrictive Environment Initiatives Classes and Utilize "Safety Nets" developed by Instructional Support Teams.
- We will provide on-going professional development to all staff on the implementation of the newly formatted IEP; this remarkable learning opportunity is facilitated by our CFN # 407 Network.
- Teachers have received additional support from 2 school based Turnaround for Children Coach implementing the initiative.
- There will be additional support, once a week, with our RTI Team.

Both Guidance Counselors and Administrators are constantly working together and creating improvement plans for the ultimate educational experience for each child at P.S. 33. **AIS**

#### **Enrichment Activities/ Special Programs:**

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

#### **Our goals for the School Based Support Team include:**

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

Professional development for teachers has encompassed storytelling and lesson planning to enhance language skills. **Professional development is a priority commitment at P.S. 33.** Our new teachers are paired up with an in school mentor. This year we are utilizing the Charlotte Danielson Framework for Teaching to address teacher effectiveness. Teachers were given a hard copy of Charlotte Danielson Framework with an overview by the Principal at our opening day conference in September. Teachers were encouraged to use the framework and self-assess themselves in each domain. After their self-assessments they were encouraged to identify 3 areas that they would like to develop and include these in their professional development goals with action plans on how they were going to accomplish their goals. The administrative team use a competency bi-weekly for informal observation focus and professional development foci. Teachers are scheduled for follow up feedback. At these follow up feedback sessions, both administrative team teacher engage in conversation that exemplify effective teaching practices and *Instructions for Improvement through a collaborative manner*. Both administrative team and teacher establish a follow up date to measure progress on the instructions for improvement with an additional cycle of follow up conversations and new focus.

These follow up conversations give both teacher and administrative team data on possible professional development for individual teacher/grade level/schoolwide. Teachers also will be invited to after school professional development activities

on the Charlotte Danielson Framework for Teaching facilitated by Principal and 2 Fordham University Administrative Interns.

Each year 1 teacher receives 1:1 mentoring by Network staff and school based staff. Our focus this year is on teacher effectiveness and development. All staff is trained professionally on writing and conducting successful lessons in our Literacy Programs, which includes but not limited to the reader's workshop model (think/ pair/ share). We strongly believe in cooperative learning, small group instruction and guided reading.

Some of our Professional Development Initiatives/topics are:

- Common Core Labsite Pilot ELA & Math
- Thinking Maps-A Language of Learning
- Charlotte Danielson Framework for Teaching
- Text Complexity
- Cognitive Demands in Math Tasks
- IFL Looking at Students Work Protocols: Current Students' Thinking vs. Desired Students' Thinking
- Collaborative lesson Design
- Demonstration and Peer Review of Collaborative Lesson Design
- Understanding Differentiated Instruction
- CFN 407 Value Added Leadership
- CFN 407 ESL Methodologies for Math with Lucy West
- Data Talk/Analysis/Data Binder
- Word Study/Vocabulary Development.
- Development of Criteria Charts and Rubrics.
- Integrated Science and Social Studies into ELA.
- Cambridge-Common Priorities Design Cycle.
- CFN 407 Common Core State Standards Labsite Pilot
- Positive Behavior Interventions Support (PBIS) and Classroom Organization Management Practices (COMP-TFC).
- English as a Second Language
- Mock School Quality Review Team
- Ongoing SESIS Training
- ARIS and NYSTART, ACUITY

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

- Staff development was provided to our SETTS teachers on how assessment is used to drive instruction. The expectation is to see improved student outcomes for all students participating in resource room. *At risk* students will also be included in resource room whenever possible.
- Special Education teachers received professional development in the areas of standards and literacy development.
- Staff development is provided for all special education teachers, School-Based Support Team members, parents and paraprofessionals in schools that participate in the Least Restrictive Environment Initiative.
- Reductions in initial referrals to special education have been decreased due to constant monitoring of referral sources, ongoing professional development, and communication with administrators. We continue careful monitoring of initial referrals.
  - a) We believe that teachers should be provided with high quality professional development. We will continue to utilize our funding sources to provide appropriate workshops, Labsites, coaching and mentoring for our teachers, family worker, guidance counselor, parent coordinator, etc.
    - Expanded Data Inquire Team facilitated by Supervisor
    - Administrative Mentors
    - Four Bank Street teacher leaders
    - Ongoing open door Labsites utilized to develop teachers best craft.
    - Literacy and mathematics coaches to help teachers develop their craft through cycles of coaching, mentoring, etc.
    - Various learning opportunities for our teachers to attend workshops: QTEL: Quality Teaching for English Learners, Hampton Brown, Avenues, Integrating technology using Smart Boards
    - Mentor/mentee program, for first and second year teachers.
    - Principal Leadership Coach, Teacher's Coach
    - Workshops on Differentiated Instruction & Questioning Techniques
    - PB IS

- Lunch and Learns
- Retreats with Leadership Academy-Planning
- CFN # 407 PD's
- Outside Workshops

High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards and strategies to attract high-quality highly qualified teachers to high-need schools. P.S.33 is determined to continue to deliver the utmost comprehensive professional development plan for teachers who strive for high standards in their professional practice. In addition, new teachers can participate in different committees that allow them to learn about the school from the moment they step in. The support system established at the school with experienced teachers, teacher leaders, and mentors sharing their expertise along with the challenging and rich professional environment surrounding our school would definitely invite any qualified teacher to apply for any teaching position available in our school.

All Special Needs classroom teachers are engaging in planning their Common Core Replacement Units Tasks bundles. This Initiative is engaging teachers with interpreting Common Core Standards, deepening understandings of Unit of Study, crafting effective lesson for task bundles, learning about text complexity, learning about cognitive demands of mathematical tasks, deepening understandings of data analysis and implications for instruction, differentiated instruction, questioning techniques, depth of knowledge, response to interventions, etc. We will use a variety of resources in the classroom that will integrate content areas on a daily basis especially in our guided reading block. We have found that lesson plans that immerse students into multi-content areas have proven to be a major factor resulting in higher academic achievement.

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

Our school will send out NYC SINI Notification letters in English and Spanish informing them of our scheduled meeting for January 13<sup>th</sup>, 2012 at 9:00 AM. We will also post this information in January School Event Calendar going home to families reminding them of the meeting. In addition, it is customary for us to do reminder flyer in both languages to families remind them of the invited event.

**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>Christopher Groll/Varleton McD</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>033</b>
School Name <b>The Timothy Dwight School</b>			

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

Principal <b>Lynette Santos</b>	Assistant Principal <b>Maria Cruz</b>
Coach <b>Crystal Scales</b>	Coach <b>Elizabeth Lluvares</b>
ESL Teacher <b>Esther Weinberg ESL Teacher</b>	Guidance Counselor <b>michael Weisel</b>
Teacher/Subject Area <b>Kakona Davis /ESL Teacher</b>	Parent <b>Maritza Reyes</b>
Teacher/Subject Area <b>Mr. Wassman ESL Teacher</b>	Parent Coordinator <b>Denise Ledesma</b>
Related Service Provider <b>Gil Diaz Bilingual sp. Ed</b>	Other <b>type here</b>
Network Leader <b>Varleton McDonald</b>	Other <b>type here</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>7</b>	Number of certified bilingual teachers	<b>6</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>3</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>2</b>		

### D. School Demographics

Total number of students in school	<b>1071</b>	Total Number of ELLs	<b>392</b>	ELLs as share of total student population (%)	<b>36.60%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here Page #1 & 2 Part II identification ELL Process

Each time a student is enrolled at P.S.33 parents complete a Home Language Identification Survey (HILLS) at the time of registration. Parents and students are informally interviewed by a certified ESL teacher and the Spanish speaking family worker. They ask questions regarding family background, if the child had formal schooling in their country or U.S. and language spoken at home. Forms are reviewed by a trained school official, ESL Certified Teacher and or Bilingual/ESL Supervisor to determine the student's eligibility for the LAB-R (Language Assessment Battery). If the responses on the Home Language Identification Survey indicate that a language other than English is spoken in the child's home, an ESL teacher will give a formal initial assessment to the student for class placement. Then the LAB-R is administered by our ESL certified teacher and our bilingual teacher, to the child within ten days of registration. Once the LAB-R has been hand scored and reviewed by our ESL staff, if the student's first language is Spanish, they are given the Spanish Lab test by our bilingual teacher also within 10 days of student admission. Parents are notified in writing if their child is identified as an English Language Learner (ELL) and are invited to attend a meeting and view the NYC, DOE Orientation Video for Parents of Newly Enrolled English Language Learners. This orientation session is presented by the Bilingual/ESL Supervisor with support from the ESL teachers, parent Coordinator, and Bilingual school aide Supervisor. Since the majority of our ELL population are Spanish speaking, we offer and conduct the meeting in both Spanish and English. If a parent speaks a language other than English and or Spanish, we reach out to the DOE to provide translation. At this meeting, parents receive information about the programs available at the P.S.33 school building as well as programs offered in NYC. This meeting is conducted two times in September, two times in October/November and throughout the year in an as needed basis. For those parents that do not attend this orientation, we've established a parent outreach system which incorporates the assistance of our Family worker, Parent Coordinator, and PA President as well as classroom teachers. Parents are informed of the ELL protocol and asked to come to school to select a program for their child's placement. In addition our ESL teachers complete and distribute Entitlement letters, placement letters, and continuation letters of our ELL students to parents. A class list of ELL students is utilized to keep records of letters that were distributed. In addition a binder with copies of the ELL parent letters are kept on file.

Steps taken at our school to annually evaluate ELL's using the NYSESLAT are as follows:

In the beginning of the school year an ATS, 'RLAT' report is printed and reviewed. This report is viewed by the ELL committee to identify the trends, strengths as well as areas of weakness in all four modalities, listening, speaking, reading and writing. We utilize this information to adjust our school curriculum, plan for AIS and differentiated instruction that will assist our ELL students in meeting their academic needs and learning styles to become proficient in English.

- NYSESLAT scores are distributed to all staff members that service ELL's
- ELL/ESL Classroom Teachers are asked to review data and develop guided groups based on students levels
- ESL push in/pull out teachers are asked to create leveled groups and a program to service them.
- The Bilingual Committee and Data Inquiry Team also evaluates NYSESLAT Data to look at trends, assist in differentiated instruction, curriculum planning, purchasing materials and resources. This ATS, 'RLAT' report is printed and viewed periodically

throughout the year to keep us abreast of changes in the school. We also use this report to identify ELL students that have reached proficiency level in the NYSESLAT. Once a student reaches his proficiency level, based on the NYSESLAT test score, a letter is distributed by our ESL teacher, to inform the parent of their child's success. The student is placed accordingly and continues to receive testing modifications for two years on all standardized test.

P.S. 33 currently offer's three instructional programs for English Language Learners: a Transitional Bilingual Program, ESL Self Contained and a free standing English as a Second Language (ESL) program. Once parents make a selection, the ELL student is placed in one of the three programs in accordance with the student's level of English proficiency. In order to ensure that parents return the programs selected form as well as the entitlement letters we reach out by assigning the Family worker, Parent Coordinator, various school aides to call parents or meet them during AM or PM dismissal. We also provide assistance for parents to complete the application, after viewing the Chancellor's Orientation Video for Parents of English Language Learners. As a result of our Data, 45% of our parents select Transitional Bilingual, 40% select ESL, 15% non responsive. To strive for 100% parent input, our family worker makes house visits and our Parent Coordinator also reaches out to parents.

Based on our data our school and family trends dictate that we maintain bilingual/ESL programs. This year we continued our ESL self contained classes to better provide our ELL students with instructional needs. We are also looking and researching into the possibility of creating a Dual language class for our incoming Kindergarten students as parents have expressed an interest in the Dual language program. Since we do not currently offer that program, we do provide parents with a list of neighboring schools that do.

As result of our NYSESLAT Data our focus of instruction is reading comprehension and writing of which we will discuss later in more detail.

## 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): Spanish
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	To t #
Transitional	1	1	1	1	1	1								6

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>		1	1	1	1	1								5
<b>Push-In</b>	4	3	2	2	3	0								14
<b>Total</b>	5	5	4	4	5	2	0	0	0	0	0	0	0	25

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	392	Newcomers (ELLs receiving service 0-3 years)	303	Special Education	41
SIFE	6	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	5

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	133	4	0	16	1	0	1		1	150
Dual Language										0
ESL	132	4	30	36		11				168
<b>Total</b>	<b>265</b>	<b>8</b>	<b>30</b>	<b>52</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>318</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	30	25	16	26	27								152
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other														0
<b>TOTAL</b>	<b>28</b>	<b>30</b>	<b>25</b>	<b>16</b>	<b>26</b>	<b>27</b>	<b>0</b>	<b>152</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 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

## 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	43	54	49	63	72	63								344
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2												3
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	2	2	7								14
<b>TOTAL</b>	<b>44</b>	<b>58</b>	<b>50</b>	<b>65</b>	<b>74</b>	<b>71</b>	<b>0</b>	<b>362</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?

Page #5 Programming and Scheduling Information: (Questions 1-7)

Transitional Bilingual classes are organized Heterogeneous by grade. We provide a transitional bilingual program for grades K-5, one class per grade. This program provides academic instruction in the student's native language (Spanish) along with intensive ESL instruction. Students with limited English proficiency spend 40 to 45 percent of their time in English language development and the remaining time is

## A. Programming and Scheduling Information

utilized for instruction in their native language. Students that are at the beginner level of English proficiency are given enhanced opportunities to develop their second language learning. Native language instruction decreases as the student's level of English proficiency increases. Since we have Heterogeneous Bilingual classes, the classroom teacher immediately plan lessons for differentiation of instruction and utilizes various resources, i.e., internet, technology and sound research base materials, Foundations, Avenues, and Finish line for ELL's for classroom instruction. Bilingual classroom teachers Utilize the NYSESLAT and LABR test score data to develop class groups that emphasize peer to peer teaching. The teacher assesses students in both NLA/ESL to monitor progress and growth. Our school has developed a curriculum for every subject in every grade, as well as a strategy of the week. Our Bilingual/ESL classes are required to follow the curriculum calendar and incorporate NLA/ESL core standards and methodologies. In order to have our bilingual students retain their native Language skills, we have incorporated a new Bilingual Program for our k-2 bilingual classes. Our teachers are utilizing the "Estrellita Accelerated Beginning Spanish Reading" program. This intense program comes with year long assessments, test and benchmarks for every student. It also incorporates specific time lines that implements the curriculum and monitors students' progress to ensure that 80% of the students are mastering specific skills in their native language. It also has a huge parent component program that requires parents daily involvement in their child's learning. The teacher also reviews students' assessment to plan accordingly. As far as the NLA/ESL instructional component is concerned, teachers decide based on their students' assessment which subject matter to teach in specific language. They all follow the NYS CR Part 154 Mandated Number of units of support for ELL's as required. Students are appropriately evaluated in their native language as classroom teachers in the Bilingual classes develop their assessments/test, quizzes etc in the students native language, Spanish. Our bilingual students also are allowed to select the language preference for their writing pieces that go in their student portfolios.

In the English as a Second Language program we have five self contained classes in grades 1-5 and a push in pull out programs to address the needs of our ELL's in grades K-4. All academic instruction during the school day is in English. Content area subjects are taught utilizing ESL methodologies. Since students placed in this program receive all their instruction in English, ongoing support is provided to better serve their needs. We have afternoon AIS as well as an after school ELL enrichment program that focus on building student vocabulary. In our ESL classroom, a certified ESL teacher provides English language skills and content area instruction utilizing ESL approaches for the entire year. We provide our staff/class with additional resources such as the 'Avenues' foundation's , Finish line for ELL's and getting ready for NYSESLAT and beyond to support instruction in our ESL component. We also utilize technology in our daily instruction. Most teachers have a smart board in their classrooms and 4 computers for students support converting the computer center to listening centers with read aloud stories of various genres. They also have a computer program called Head spout that support our ELL's. We also have traveling Lab tops on every floor.

In addition, students whose parent's exercise the option of withdrawing their children from the Bilingual program receive ESL support from the pull out and push in programs. These students receive service from our licensed certified ESL teachers. They group students according to their instruction levels, Beginners and intermediate levels 360 minutes 2periods 90 minute block 4x a week, , and advance 180 minutes 1 period 45minutes block 4x a week and plan instruction and needs of students based on assessment test data analysis. They also meet with the classroom teacher to discuss student needs, plan differentiated instruction for each sub group utilizing all of our mentioned resources.

Our school has 6 SIFE students. We take great pride in informing parents of the need to maintain a consistent family atmosphere and the importance of not disrupting formal education. These students are monitored carefully by their classroom teachers and paired up with students of similar backgrounds to help them become acclimated to the new school setting. They also receive intense ESL instruction to further enhance or re-inforce what was taught in the past. Additional Differentiated instruction is provided through our AIS after school program as well as the after school ELL enrichment program. A bilingual Teacher provides our sife students with additional support in a small class setting.

Our newcomers, ELL students, that are here less than 3 years and are required by the NCLB act to take the ELA state exam, after one year are targeted to attend afternoon AIS and our Enrichment ELL after-school program. These small subgroup classes allow students to receive one to one instruction based on their academic needs of improvement. We also provide this service to our ELL's of (4-6) years. They are placed in classes based on their level of need and grouped accordingly. Students that are in need of reading and writing skills are provided with rigorous instruction that is researched based to improve the reading and writing skills. It incorporates specific ESL methodologies. We have approximately 2% percent of long term (6 years) ELL's in our school. As our data depict s most of our students reach the proficiency level by the time they reach the upper 4th & 5th Grades.

## A. Programming and Scheduling Information

Once the students have reached proficiency level they are placed in mainstream monolingual education. They are then monitored as long term ELL's. Parent's are notified and are given the option of allowing student's to remain in the Bilingual program or move on into monolingual.

Our school does not have a Bilingual Special Ed. Class but we do have students of ELL-SWD that are in placed and mainstreamed in genral Ed classes with non-disabled students. If an ELL-SWD student has an IEP that mandates Bilingual instruction, we provide students with an Educational Assistant that speaks their native language and have our Bilingual SETSS teacher provide Bilingual insrtuction. We also have our ESL certified Teachers providing ESL services to these students. The staff mentioned is provided with the student's IEP and NYESELAT data and asked set up programs for services. As mentioned, our school has a school wide curriculum that is implemented in all of our instructional classes. The key is to provide differentiated instruction for all students at risk. Teacher's are given access and or provided with an ELL-SWD's, IEP plan and implement instruction based not only the academic needs of the ELL-SWD student but also their emotional needs. After review of various DATA assessments tools and carefully monitoring student's progress, if students do not show progress, teachers can refer students to our 'Response to Intervention Team', (RTI). This program is designed as a tiered model of service delivery with interventions provided to all students who demonstrate a need for support, regardless of whether or not they have an ELL or disability label. This RTI team includes bilingual, general Ed and special Ed. educators who monitor data of students that are not reaching their benchmark. Collaborative educational decisions, based on ongoing school, classroom, and individual student data is reviewed to make adjustments to instruction based on data.

Our RTI teams meet weekly to discuss these matters. In addition our SETSS, Bilingual staff and ESL teachers meet with classroom

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%				
75%				
50%				
25%				
Paste response to questions 1-7 here	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

### Courses Taught in Languages Other than English

## 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 NYESELAT.
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?

## 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?

PPage# 7 Programming and Scheduling Information--Continued (Questions 8-17)

Our school's Data Inquiry Team, members are as follows; the data specialist, coach, bilingual special needs, ESL, and general Education teachers. Their sub group focus is on ELL students with IEP's. These ELL students with IEP's are in the 4th grade and were chosen for inquiry as a result of a data analysis which depicted that this particular group of students declined in their ELA test scores for the scholastic school year 2010-2011. The data team is providing these chosen students with individualized instruction that is aligned to the common core grade standards. This will be done by drilling down two specific skill sets, vocabulary development and critical thinking with informational text. The data used to find this information will be the item analysis distractor, biweekly and cumulative assessments, and third grade ECLAS details. The team members are designing weekly lessons for students according to this information and the students learning styles. It is the expectation that students will be able to read complex text with purpose and understanding. The instruction and lessons given are then turn-keyed to the staff by setting interclass visit or providing staff with written lesson plans.

In addition we have targeted our ELL testing grade students (3-5) and provide them with a new ELL after-school Program. This intense program provides our students with small group and individualized support in ELA as well as mathematics and science. The classes are developed to allow interdisciplinary instruction as subject matter is not taught in isolation. We include various non-fiction genres that focus on Science and math.

Our ELL students that are new to school are also included in this program but receive a different curricular. The focus is working on phonic skills in both English and Spanish, their native language. We also provide simple basic math skills with intense math vocabulary in both languages. In regards to our long term proficient ELL students, most are in the top grade 'one class' and are invited to attend our advanced talented and gifted after school program. Our after school programs are offered to all students regardless of their academic status and or language status. We fit the student to the program and cater to the needs of the school based on data analysis. In addition, all students of our P.S.33 family are invited to participate in our school's extra curricular activities both academic and the arts.

We have lots of resources that are utilized throughout the year for our ELL population. Our Bilingual and ESL classroom teachers use Hampton-Brown's Avenues program to help address English reading and writing skills. This program is designed specifically for the ELL student. It is a comprehensive literacy program which provides interesting and motivating stories and non-fiction passages for students while providing practice in the mechanics of the language. Grades k-2 use Foundations, a Wilson language base program which provide explicit cumulative and multi-sensory instruction.

Individual teachers in upper grades (3-5) provide additional support through a host of other programs utilizing technology such as smart-boards, Lab-tops, and computers, enabling them to download programs like Reading A-Z, RAZ kids, and Words their way. Students needing extra support are provided with opportunities to practice sight words, learn new vocabulary, acquire spelling rules that are phonics based, and are given further opportunities for reading and writing while in guided reading groups. The teachers use a combination of ESL strategies and the native language to help students learn topics in the content areas. In addition to all of the mentioned resources, we also provide every ELL class and ESL push in/pullout group with Continental Press Empire State NYSESLAT workbooks to help to help prepare our ELL students for the New York State English as a second language achievement test.

For our ELL Enrichment Program we utilize a new program, Continental 'Finish line for ELL's' proficiency Practice that focus on linguistic, writing and reading skills. Teacher's incorporate NLA into the program depending on the level and need of the student. The intent is to scaffold instructional techniques to allow ELL students to acquire proficient English language and maintain or build their native

## 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?

### PPage# 7 Programming and Scheduling Information-Continued (Questions 8-17)

Our school's Data Inquiry Team, members are as follows; the data specialist, coach, bilingual special needs, ESL, and general Education teachers. Their sub group focus is on ELL students with IEP's. These ELL students with IEP's are in the 4th grade and were chosen for inquiry as a result of a data analysis which depicted that this particular group of students declined in their ELA test scores for the scholastic school year 2010-2011. The data team is providing these chosen students with individualized instruction that is aligned to the common core grade standards. This will be done by drilling down two specific skill sets, vocabulary development and critical thinking with informational text. The data used to find this information will be the item analysis distractor, biweekly and cumulative assessments, and third grade ECLAS details. The team members are designing weekly lessons for students according to this information and the students learning styles. It is the expectation that students will be able to read complex text with purpose and understanding. The instruction and lessons given are then turn-keyed to the staff by setting interclass visit or providing staff with written lesson plans.

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

### C. Schools with Dual Language Programs

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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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Paste response to questions 1-3 here

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
1. How do you evaluate the needs of the parents? 100%		
3. How do you evaluate the needs of the parents? 75%		
4. How do you evaluate parental involvement activities? 50%		
F. Parental Involvement 25%		

## 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?

### E. Parental Involvement pg 7

We have an active Parent Association Committee, the president, Ms. Maritza Reyes is Bilingual and involved in many school functions. She is also a member of the school Leadership team and works closely with the Principal and the Parent coordinator as well as the community to ensure that our parents especially the parents of our ELL student population are informed and participate in school activities. We also have a Saturday English as a Second Language (ESL) program for our ELL parents. This program teaches our parent Basic English and incorporates our school program to allow parents to understand what their children is learning in school. Our staff members that conduct these classes are Trained, Thinking Maps trainers and teach ESL language using thinking maps as part of their instruction. We also provide the following workshops:

- ARIS –Parent Link workshops
- Computer Technology Classes
- Workshop that introduce the various NYS test assessment such as NYS math/ELA NYSESLAT

We have many parent's that volunteer in our school since we have over 80% staff members that speak Spanish, it presents a welcoming environment for our ELL parents. Our school partners with many Community Based Organizations (CBO's) such as Learning Leaders: NYC public Library, UFT (Dial a Teacher, Citi, S.T.E.P.S, (Eastside house), Lupus Cooperative of New York, (LCNY), Literacy Ink., Dream yards, just to name a few. Each of these programs provides workshops and resources for our ELL parents.

There are many formats and venues used to evaluate the needs of our parents in our school community. We distribute parents surveys, send out flyers and or letters in both English and Spanish, utilize the word of mouth as we are in constant communication, Telephone outreach and we conduct meetings such as, 'Tea time with the principal'. This ensures that we maintain constant communication with the parents of our students as well as addressing the parental needs and involvement. We also take great pride in addressing our parent involvement needs by providing activities which involve their children. We also listen to the concerns and needs of our parents an implement a plan to help them. We also conduct a variety of parent workshops that benefit both parent and child.

Paste response to questions 1-4 here

## B. Programming and Scheduling Information--Continued

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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.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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Our school's Data Inquiry Team, members are as follows; the data specialist, coach, bilingual special needs, ESL, and general Education teachers. Their sub group focus is on ELL students with IEP's. These ELL students with IEP's are in the 4th grade and were chosen for inquiry as a result of a data analysis which depicted that this particular group of students declined in their ELA test scores for the scholastic school year 2010-2011. The data team is providing these chosen students with individualized instruction that is aligned to the common core grade standards. This will be done by drilling down two specific skill sets: vocabulary development and critical thinking with informational

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## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

PLast pg 10 Additional Information

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

Additional support for all English Language Learners is offered through our after school program. The mission of the Bilingual/ESL program is to support our teachers as they work to enable each of our limited English proficient students to develop the linguistic, cognitive, and cultural skills necessary in our school and beyond. Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL program's goals and models and the uses of native language and English in bilingual and ESL programs, and to plan a native language literacy program based on our Literacy Framework. A key vehicle for upgrading the quality of service and programs for ELL students are the ongoing weekly meetings of Bilingual/ESL coordinator and coaches, facilitated by the staff from bilingual/ESL classes. The purpose of these meetings is to review regulations regarding the testing and identification of ELL students, to discuss, to review, and clarify bilingual/ESL instruction goals and program models and to explore assessment strategies. In addition, professional development for bilingual/ESL teachers will focus on assessment to enable teachers to create individualized instruction that focuses on language growth, concepts, and content skills.

In addition, monthly workshops for parents will be scheduled to enable them to help their children at home. Our Parent Coordinator is always available to parents who need information regarding their child's education. She keeps the parents informed about the service that their children are entitled to. Letters are sent to parents on a regular basis to provide parents with important information to schedule meetings.

Action Plan For ELL's:

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

We will provide appropriate resource materials such as leveled Classroom Libraries, Spanish/English Dictionaries, Thesaurus, NYSESLAT Test Prep Material, Spanish reading books, Avenues program specifically developed for ELL students, Explode the Code, and Foundations for Grades K-2 Goals for Grades 3-5, Wilson Program and Technology Program Head Sprout for all ELLs. In addition all teachers received Professional development on how to utilize student DATA LAB-R, NYSESLAT, ELA, Math Assessments to develop differentiated instruction and small guided groups. We have also developed a Data Inquiry Team that focus on the learning styles/differentiated instruction and instructional implementation of various strategies and ESL methodologies that help student performance. Based on the School Report Card and Quality review, although, we have depicted gains in our ELL population, we will continue to support, review and revise school policies and curriculum to support our ELL's and ensure that they get the best education and meet proficiency level.  
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To ensure that our general staff, non ELL teachers, Guidance Counselors, para Professionals/Educational Assistants, SBST, speech therapists, speech therapists, and parents coordinators complete ESL/ELL professional Development required by Jose P. our school held professional Development on the first 2 Staff conference days in September 2011 and October 2011. Also our Network held a workshop for our Para Professionals, educational assistants on November 21, 2011 which covered Strategies to teach vocabulary to ELL's.

Our Network ELL team has also planned the following workshops as per Jose P. and to support our ELL student population:

December 7, 2011- Workshop for All Related Service personal, January 6 and 20<sup>th</sup> Clerical staff and parent coordinator.

In order to keep track of staff members fulfilling their Jose P. obligation our school secretary keeps a signed in copy of staff attendance and agendas on file.

Lastly our ELL staff members attend the annual NYS TESOL conference go to the various workshops that are offered and turnkey information to our ELL staff. This year's conference covered topics such as "iPAD Apps for ELLs", Strategies for ELL's with interrupted formal education, "RTL and ELL's" and "Helping ELLs build Academic Language to Content Areas".

Paste response to questions 1-3 here

## 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?

E. Parental Involvement pg 7

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### E. Parental Involvement pg 7

We have an active Parent Association Committee, the president, Ms. Maritza Reyes is Bilingual and involved in many school functions. She is also a member of the school Leadership team and works closely with the Principal and the Parent coordinator as well as the community to ensure that our parents especially the parents of our ELL student population are informed and participate in school activities. We also have a Saturday English as a Second Language (ESL) program for our ELL parents. This program teaches our parent Basic English and incorporates our school program to allow parents to understand what their children is learning in school. Our staff members that conduct these classes are Trained, Thinking Maps trainers and teach ESL language using thinking maps as part of their instruction. We also provide the following workshops:

- ARIS –Parent Link workshops
- Computer Technology Classes
- Workshop that introduce the various NYS test assessment such as NYS math/ELA NYSESLAT

We have many parent's that volunteer in our school since we have over 80% staff members that speak Spanish, it presents a welcoming environment for our ELL parents. Our school partners with many Community Based Organizations (CBO's) such as Learning Leaders: NYC public Library, UFT (Dial a Teacher, Citi, S.T.E.P.S, (Eastside house), Lupus Cooperative of New York, (LCNY), Literacy Ink., Dream yards, just to name a few. Each of these programs provides workshops and resources for our ELL parents.

There are many formats and venues used to evaluate the needs of our parents in our school community. We distribute parents surveys, send out flyers and or letters in both English and Spanish, utilize the word of mouth as we are in constant communication, Telephone outreach and we conduct meetings such as, 'Tea time with the principal'. This ensures that we maintain constant communication with the parents of our students as well as addressing the parental needs and involvement. We also take great pride in addressing our parent involvement needs by providing activities which involve their children. We also listen to the concerns and needs of our parents an implement a plan to help them. We also conduct a variety of parent workshops that benefit both parent and child.

Paste response to questions 1-4 here

## 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)	35	33	19	18	22	13								140
Intermediate(I)	6	28	29	23	15	19								120
Advanced (A)	27	4	5	12	29	24								101
Total	68	65	53	53	66	56	0	0	0	0	0	0	0	361

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>		0	0	1	2	0							
	<b>I</b>		12	4	7	6	5							
	<b>A</b>		16	31	26	23	27							
	<b>P</b>		18	13	10	27	17							
READING/ WRITING	<b>B</b>		18	16	9	13	6							
	<b>I</b>		25	26	23	16	19							
	<b>A</b>		2	5	11	29	21							
	<b>P</b>		1	1	1	0	3							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	24	2	0	48
4	23	21	6		50
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	16	3	26	2	8				55
4	3	7	23	12	5	1	1		52
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	7	10	8	21	3			52
8									0
NYSAA Bilingual Spe Ed									0



## 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.

PLast pg 10 Additional Information

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

Additional support for all English Language Learners is offered through our after school program. The mission of the Bilingual/ESL program is to support our teachers as they work to enable each of our limited English proficient students to develop the linguistic, cognitive, and cultural skills necessary in our school and beyond. Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL program's goals and models and the uses of native language and English in bilingual and ESL programs, and to plan a native language literacy program based on our Literacy Framework. A key vehicle for upgrading the quality of service and programs for ELL students are the ongoing weekly meetings of Bilingual/ESL coordinator and coaches, facilitated by the staff from bilingual/ESL classes. The purpose of these meetings is to review regulations regarding the testing and identification of ELL students, to discuss, to review, and clarify bilingual/ESL instruction goals and program models and to explore assessment strategies. In addition, professional development for bilingual/ESL teachers will focus on assessment to enable teachers to create individualized instruction that focuses on language growth, concepts, and content skills.

In addition, monthly workshops for parents will be scheduled to enable them to help their children at home. Our Parent Coordinator is always available to parents who need information regarding their child's education. She keeps the parents informed about the service that their children are entitled to. Letters are sent to parents on a regular basis to provide parents with important information to schedule meetings.

Action Plan For ELL's:

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

We will provide appropriate resource materials such as leveled Classroom Libraries, Spanish/English Dictionaries, Thesaurus, NYSESLAT Test Prep Material, Spanish reading books, Avenues program specifically developed for ELL students, Explode the Code, and Foundations for Grades K-2 Goals for Grades 3-5, Wilson Program and Technology Program Head Sprout for all ELLs. In addition all teachers received Professional development on how to utilize student DATA LAB-R, NYSESLAT, ELA, Math Assessments to develop differentiated instruction and small guided groups. We have also developed a Data Inquiry Team that focus on the learning styles/differentiated instruction and instructional implementation of various strategies and ESL methodologies that help student performance. Based on the School Report Card and Quality review, although, we have depicted gains in our ELL population, we will continue to support, review and revise school policies and curriculum to support our ELL's and ensure that they get the best education and meet proficiency level.  
aste additional information here

## Part VI: LAP Assurances

**School Name:** P.S.33

**School DBN:** 10/CFN

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)

**School Name: P.S.33****School DBN: 10/CFN****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynette Santos	Principal		1/1/01
Maria Cruz	Assistant Principal		1/1/01
Denise Ledesma	Parent Coordinator		1/1/11
Carl Wassman	ESL Teacher		1/1/11
Maritza Reyes	Parent		1/1/11
Esther Weinberg	Teacher/Subject Area		1/1/11
K. Davis	Teacher/Subject Area		1/1/11
Elizabeth Lluvares	Coach		1/1/11
S. Scales	Coach		1/1/11
Michael Weisel	Guidance Counselor		1/1/11
Varleton McDonald	Network Leader		1/1/11
Gilbert Diaz	Other <u>Related Service prov</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10x033      **School Name:** Timothy Dwight School

**Cluster:** CFN      **Network:** 407

**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.

We conducted various needs assessment utilizing the NYStart/ARIS Report, ECLAS2, DRA, NYSESLAT, Acuity, ATS-Attendance, students' questionnaires, parents' questionnaires, staff questionnaires, etc. to gain information on the performance of our students in relation to the State Academic Content and Student Academic Achievement Standards. We articulate primary areas that we believe directly impact our collective ability to ensure optimal educational outcomes for the students of P.S 33, and summarized the steps we are taking to alleviate these concerns. It is important to note that the identification of these areas has been a collaborative process that reflects input from a variety of sources, including school based staff and parents.

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

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

To increase the performance of our ELL students by 5% in the LAB test. We have encouraged the participation from our staff to be actively involved in all professional development activities. We have provided intensive and ongoing support to our students to enable them to make the kinds of improvements that are expected to meet the NYS standards. We developed various strategies to address the needs of our students based on the data. We noticed that our students needed more learning experiences that aid with their prior knowledge to gain a

deeper understanding of their world. Students also need more prior knowledge on informational topics, vocabulary development and mathematical experiences for problem solving. This information is presented to our families through our school wide Bi-Monthly Progress Report and Goal Setting with Parents in both English and Spanish. Also, we have staff members who speak French and Arabic. We also utilized the DOE Translation hotline as needed. All communication is done in both English and Spanish. 95% of our school's staff speaks both English and Spanish. Workshops are also provided in Spanish. In addition, we provide Saturday English as a Second Language to our Parents. During this time our parents receive support on how to acquire basic phonics skills and reading comprehension strategies for the English Language.

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.

All staff needed to learn understand/interpret the New York State Common Core Learning Standards. Therefore, we provided teachers with the training so they can communicate these expectations to our families and tell them how their child is progressing in school. Surveys were sent home to our families asking them of what languages they would prefer for communication. 48% of our families indicated Spanish. A copy of parents' home language survey is placed in the student's Cumulative Record. This is accessible to all staff. Also, we used our Home Language Survey to identify the preferred language of our families for letters and oral communication. Our school secretaries, Principal's Office Assistant and a Bilingual teacher translate letters, flyers and any pertinent information to all of our families in Spanish. All of our meetings with families have Spanish translations.

## **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.

We do our own in-house translations. Our school secretaries, Principal's Office Assistant and a Bilingual teacher translate letters, flyers and any pertinent information to all of our families in Spanish. All of our meetings with families has Spanish translations. These letters are sent home as school-wide communication. If there is a need for a scheduled 1:1 meeting it is done in Spanish by our school secretary/Family Worker and a phone call is made in Spanish by our Family Worker as a follow up.

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.

Oral interpretation services is provided in-house by our Family Worker, School Secretary, Principal's Office Assistant, Guidance Counselor, SAPIS Worker, or any staff who speaks Spanish as needed. All meetings has both English and Spanish translations.

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>.

At all meetings we make sure that we ask parents for the preference of language. We fulfill that requirement. For our Parent Teacher Conferences, we also inform our parents that translation is also available via DOE hotline, which is used as needed.

## 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: The timothy Dwight School	DBN: 10X033
Cluster Leader: Christopher Groll	Network Leader: Varleton Mcdonald
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <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): <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: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <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: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers:

## 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: We have an After-school ELL Enrichment program in place. This program is scheduled for Tuesdays and Wednesdays 2 hours a day. This program is set to run from October 2011-May 2012. Based on our school data Analysis, LAB-R, NYSESLAT, school student registration, we find that there is a need to support student learning and address the needs of the following student Population:

- \* New arrivals with little to no formal Education
- \* Students with limited verse of the English Language based on the LAB-R
- \* Students that scored in the beginning in the NYSESLAT on the modalities of Reading and writing.
- \* Students that scored advanced in NYSESLAT

Each subgroup has a specific program taylored to their needs as follows:

- \* New arrivals are working on developing their spanish Language Skills in Beginning Spanish reading through the Estrellita Accelerated Beginning Spanish Reading Program. Class is instructed in Spanish and English depending on content.
- \* They are also working on developing the English language skills utiilizing 'Foundations' a Wilson Language base program which focus on letter formation, Phonological Awareness, vocabulary, fluency, sight words, comprehension and written comprehension.

There are 15- 20 students in the class. Insrtuction is provided with a licensed certified Bilingual Teacher and a Para Professional.

Students With limited English Language based on the LAB-R and our Beginners are provided with the following program:

- \* 'Foundations, Wilson language base program' for English Langaue development as mentioned above

- \* ELL Proficeincy Practice program to address English Language proficiency standards. Materials used are Continental Press, 'Finish Line for ELL's EPC practice. lessons are developed around specific content topic or themes that are grade level and addressed by core standards.

- \* The continental Press, Empire State is NYSESLAT also used to help prepare English langauge learners for the New york State English as a Second Langaue Achievement Test.

We have one ESL certified teacher, instructing in English and one Bilingual certified teacher, with the assistance of one para Professional, instructing ib both spanish and English, depending on content. Two classes 15-20 students per class.

Students that are advanced are provided with the same instuction and materials as mentioned aboved as they are catered to their grade level as well as their individual instructional level based on their performance indicator in the NYSESLAT and classwork.

## Part C: Professional Development

### 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: Based on our school Report card, school data analysis, student outcomes and teacher feedback, we utilized our Title III professional development funding to provide professional development as follows:

\* Staff Development for ELL staff on Data Analysis of the NYSESLAT and LAB-R. How to Develop guided groups and develop lesson plans (Scheduled in August and September 2011) 3 sessions, facilitators: coaches, Data Inquiry Team and Administrators.

\* Staff Development on Differentiated Instruction, development of lesson plans, activities and modify students learning based on learning styles, modalities (Scheduled for November/ December 2011). two sessions, facilitators: coaches, supervisor.

\* Staff Development on RTI for ELL's. Scheduled for January/February 2012, 3 sessions, facilitators: coaches and Supervisor

\* On going Book study group for ELL staff members scheduled monthly from October 2011-May 2012 Facilitators: ESL teacher

\* Staff Conference NYS TESOL and NYS SABE

ELL assigned teachers that attend will turn key information to ELL Staff

\* 4 sessions , 2 November- December 2 hours, 2 sessions in May, 2 hours each

### 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: Parent workshops are based on needs of parents/students from a parent survey. The focus:

\* Understanding the ELA/Math state test and The NYSESLAT. ( Facilitator: Administrator/Coach)

\* Workshop on Immigration and housing ( Facilitator: Parent coordinator)

\* Understanding children'd behavior and learning styles (Facilitator: S.T.E.P.S. CBO)

\*

### Part E: Budget

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

Allocation Amount: \$41,128.

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$24,522.00	Salary of Afterschool personal and Professional developemnt, planning time
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>	\$6,169.00 After- school supplies for students book study Text.	Finishline for ELL's workbooks and Teacher's editions, getting ready for the NYSESLAT materials
Educational Software (Object Code 199)		
Travel		
Other	\$4112.00 Parent workshops	materials, supplies, coaches and staff per-session and or coverages
<b>TOTAL</b>		