



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M133

PRINCIPAL: PATRICIA E. BALBUENA

EMAIL: PBALBUE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia Balbuena	*Principal or Designee	
Shavon Varner	*UFT Chapter Leader or Designee	
Helen Inniss	*PA/PTA President or Designated Co-President	
Diane Russell	DC 37 Representative, if applicable	
Will Weeks	CBO Representative, if applicable	
Joan Mitchell, AP	Member/Assistant Principal	
Doris Crichlow	Member/Chair/Teacher	
Desiree Fulton	Member/Teacher	
Chiara Grenaway	Member/Teacher	
Jessica Posillico	Member/Teacher	
Sybil Thompkins	Member/Teacher	
Fanta Brown	Member/Title III Rep	
Trece Grant	Member/Parent	
Veronica Hickman	Member/Parent	
Natasha Beyde-Haye	Member/Parent	

Maria Caroballo	Member/Parent	
Valerie Paulemont	Member/Parent	
David Alleyne	Parent Coordinator	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, Grades K-5 students will demonstrate progress in ELA achievement as measured by a 5% increase in students moving three (3) Fountas & Pinnell (F&P) levels.

Comprehensive needs assessment

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

Our NYS test scores have declined in ELA and Math. We felt that the reading required for the math test contributed to the decline in math. Therefore, we are concentrating our first goal on ELA. We will continue our school-wide ELA benchmark assessment in order to monitor more often and provide to teachers with more current data to inform instruction due to a decrease in ELA.

Instructional strategies/activities

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

Activity #1:

- Professional development will be given 1:1, grade level and whole-staff on the following topics
Follow-up on the administration and utilization of F&P Benchmark Assessments
Inquiry work
Teachers will continuously review student data (including ARIS Acuity) and periodic benchmark, to ascertain how F&P data aligns with other student data to better identify the needs of all students including ELL's and students with special needs.
Target Population: Grades PreK -5
Responsible Staff Members/Consultant: ELA Coach, Network ELA Consultant, School administrators (Principal and Assistant Principal)
Implementation timeframe: September 2012 including academic language – through June 2013 with benchmarks at October 2012, December 2012, March 2013, and June 2013

Activity #2

Administer Fountas and Pinnell Benchmark assessments four times. Collect and analyze data to be used by teachers to inform instruction (Increase over three F&P's in 2012 -2013)

Responsible Staff Members/Consultant: Classroom teachers, Inquiry Team members, ELA Coach, Network ELA coach (Fordham PSO)

Implementation timeframe: September 2012 – through June 2013

Activity #3:

Small group tutoring to meet the identified needs of students through Academic Intervention in ELA

Target Population: Students in grades 4 and 5 who scored level 2 on the NYS ELA exam in Spring of 2012. Students in grades 3 who scored in Tier 2 on the November ELA Acuity exam

Responsible Staff Members/Consultant: Cluster teachers, and ELA Coach, (Fordham PSO)

Implementation timeframe: September 2012 – through June 2013

Activity #4:

Data specialist to provide teachers with professional development leading to in depth greater analysis of student data for ELA. Compare State ELA exams data, F&P

Benchmark Assessments (Sept., Dec., Mar., and June). Acuity tests (November and March), Star Reading and Star Early Literacy.

Teachers will continue to receive professional development in the use of ARIS and Acuity benchmark data during common planning meetings, faculty conferences, and /or meetings before and after school.

Target Population: Classroom Teachers

Responsible Staff: Data Specialists

Implementation timeframe: September 2012 – through June 2013

Activity #5:

School program to include 30 minutes daily for independent reading. Teachers to utilize Carmel Hill's Accelerated Reader program during this time. Students' progress will be monitored on an ongoing basis.

Target Population: Grades K -5

Responsible Staff: Classroom Teachers

Implementation timeframe: September 2012 – through June 2013

Activity #6:

Literacy through the Arts Cluster Program- Art teacher to articulate with classroom teachers for the purpose of supporting classroom instruction in ELA by using books as the starting point or art projects. Art teacher will align lesson with the CCLS in her preparation and support of classroom teachers.

Target Population: Grades K -5

Responsible Staff: Art Teachers

Implementation timeframe: September 2012 – through June 2013

Activity #7:

Saturday Academy to begin in February this year. (2013)

Classroom teachers will articulate with Saturday Academy Staff to share data and identify the areas of need. Parent will be informed and supported in the goal of the Saturday Academy and will be provided with resources to help them fulfill their roles as partners.

Target Population: Grades 3 -5

Responsible Staff: Classroom Teachers

Implementation timeframe: February 2013 – through April, 2013

Activity #8:

Classroom teachers will articulate with Saturday Academy Staff to share data and identify the areas of need. Parent will be informed and supported in the goal of the Saturday Academy and will be provided with resources to help them fulfill their roles as partners.

Expand and enhance academics in the After-School Programs

Harlem Children Zone's Academic Success Program to improve ELA instruction to students in combination to the homework help program.

Target Population: Grades K -5

Responsible Staff: Classroom Teachers and Harlem Children Zone Staff

Implementation timeframe: October 2012 – through April, 2013

Continue implementing After-School program with 21st Century. CBO to provide academic intervention to students in addition to homework help

Target Population: Grades K -5

Responsible Staff: Classroom Teachers and 21st Century Providers

Implementation timeframe: October 2012 – through June, 2013

Basketball League to support literacy with students writing essays as a regular part of the basketball program.

Basketball League to support the CCLS by having students write essays aligned to grade specific standards and discussions around current events, e.g., Super-Bowl, World Server Olympics.

Participate in any sporting activity should be connected to good behavior, attendance and academic.

Target Population: Grades 3, 4, 5 students

Responsible Staff: C.S. 133 Basketball Coach

Implementation timeframe: October 2012 – through June, 2013

Activity #9:

Technology: Online programs/activities/websites presented via Promethean Board and/or classroom computers used to support ELA instruction

Target Population: Grades K -5

Responsible Staff: Teachers

Implementation timeframe: September, 2012 – through June, 2013

Suggested online activities/websites.www.engageNY.org

Educator Resources

<http://schools.nyc.gov> (See ELA Curriculum Links for Elementary School.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Meet and Greet Night Sept, 2012

“Update on School Progress Report” Parent Meeting, Oct, 2012

Scholastic Book Fair to be held in December

Parent Literacy Night for Scholastic Book Fair

Open House for Parents

Also see Goal #5

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

-Increase teacher effectiveness through more informative and frequent classroom observations. (See Citywide Instructional Expectation #1, 9/14/12)
-Recommendations by administrator are implemented and evidenced in subsequent observation reports, evident in lesson plans and/or student work.
-By February 2013, conduct one formal and/or informal and two Danielson observations per classroom teacher.
-By June 2013, conduct a minimum of one formal, one informal and four Danielson observations per classroom teacher.

Comprehensive needs assessment

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

Classroom observations, walk-throughs, intervisitations, with constant feedback are an essential way to increase communication and improve teacher effectiveness.

Instructional strategies/activities

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

Activity#1:

Danielson Framework: Administrators to continue to attend professionals development for Danielson Framework, (See CIE, #1)

Administrators to create a calendar for formal and informal observations.

Danielson Framework introduced for teacher effectiveness:

- Planning and preparation (designing coherent instruction) ie
- Classroom Environment (establishing a culture for learning and managing student behavior 2b
- Instruction (Using questioning and discussion, engaging students in learning ad using assessment in instruction) and 3b
- Professional Responsibilities (reflecting on teaching)
By February, conduct classroom observations/walk-through three (3) times for each teacher
Provide timely feedback to teacher using concepts in the Danielson rubric
Provide support to teachers who are in need and /or request help

Target Population: Teachers

Responsible Staff: Principal, Assistant Principal, Literacy Coach

Implementation timeframe: September, 2012 – through June, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Meet and Greet Night Sept, 2012

"Update on School Progress Report" Parent Meeting, Oct, 2012

Scholastic Book Fair to be held in December

Parent Literacy Night for Scholastic Book Fair

Open House for Parents

Also see Goal #5

:

- Update on the implementation of the Common Core Learning Standards.
- Strategies to help students prepare for NYSED assessments for both ELA and Math.
- Provide parents with websites/links which they can access at home (or through library) to support their children with homework, reports, etc.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

As a Title I Schoolwide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, and human resources to implement this action plan from Sept 2012- June 2013 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Coordination of Academic After –school programs between Harlem Children Zone and 21st Century.

School Wellness Council coordinated by NYAM-Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student council and Grade-Level Representatives.

On-going "Open Airways" Asthma workshops given by School Nurse for students in Grades 3, 4, 5.

School Nurse and /or Dept. of Health staff to conduct Asthma awareness workshops for teachers.

School Nurse and /or Dept. of Health staff to conduct Asthma awareness workshops for parents.

Epi-pen training provided to teachers with students who are allergic to peanuts, fruits, eggs, milk, and bee stings.

Anti-bullying Assembly program for all students in October, 2012. Schedule to coordinate with Halloween activities.

Anti-bullying Parent Workshops.

School visits to be coordinated with local Head-Start/Nursery School programs for Spring 2013

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- (See post-it) refer to www.engageNY.org for SHIFTS in ELA and Math.
- Promote/support the SHIFTS in Literacy and Math.

- Further extend teacher effectiveness in the implementation of Common Core Standards through professional development.

- By June 2013, 100% of classroom teachers will have received professional development for greater implementation of Common Core standards in ELA and in math.

Comprehensive needs assessment

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

Professional development will be provided to further extend teachers' knowledge and implementation of the Common Core Learning Standards with the intention of assisting them to develop lesson plans, create assessments and score student work to ensure students' achievement of their grade specific CCLS.

Instructional strategies/activities

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

Activity#1

Professional development will be given 1:1, grade level and whole-staff on the following topics: Implementation of Common Core Learning Standards, curriculum mapping to incorporate the common core into Reading Streets, data utilization, looking at student work, and the writing process, ELA performance tasks, differentiated instruction and inter-visitations to observe best practices in ELA questioning strategies (3b) and the promotion/support of the SHIFTS in Literacy (See www.engageNY.org)

Target Population: Teachers PreK - 5

Responsible Staff Member/Consultant: ELA Coach, Reading Street Vendor, Network support staff

Implementation timeframe: September, 2012 – through June, 2013

Activity#2

Professional development for continued implementation of Reading Street ELA program (Year 3). Administer weekly and end-of-unit Reading Streets assessments.

Introduction of Sidewalks program for Academic Intervention (Year 2)

Target Population: Teachers PreK - 5

Responsible Staff Member/Consultant: ELA Coach, Reading Street Vendor, Network support staff

Implementation timeframe: September, 2012 – through June, 2013

Activity#3

Continue providing ELA Coach position to provide 1:1, grade level and whole staff professional development to teachers.

Target Population: Teachers PreK - 5

Responsible Staff Member/Consultant: ELA Coach

Implementation timeframe: September, 2012 – through June, 2013

Activity#4

Creation of ELA Coach Room to provide central location for Professional development sessions. ELA resources such as Reading Streets, Sidewalks and the F&P Benchmark Assessment kits as well as some classroom literacy materials. In addition to conducting PD in the room, teachers will be able to view student data, meet for common planning and also meet for inquiry team.

Target Population: All Teachers (PreK – 5)

Responsible Staff Member/Consultant: ELA Coach

Implementation timeframe: September, 2012 – through June, 2013

Activity#5

Looking at student work: September 2012, teachers will continue training for “looking at Student work”. From September through November teacher will look at student work related to ELA and Math performance tasks; Inquiry team will meet weekly to focus on ELA student work from mid-to-high Level 2 students. Teachers use protocol for “looking t student work” in common planning teams. (See www.insidemathematics.org) for tasks (aligned) nubrics and accompanying student work.

January- Teachers to meet for a mid-year review of student progress.

March- teachers to review student work in alignment with Acuity and F&P results.

June- teachers to review student work in alignment with Acuity, F&P and preliminary state testing data for the purpose of summer school and/or fall placement.

Target Population: All Teachers (PreK – 5)

Responsible Staff Member/Consultant: ELA Coach, Network ELA Coach

Implementation timeframe: September, 2012 – through June, 2013

Activity#6

Utilize online common core library for ELA and Math (units of study) performance tasks along with Engage NY website

Target Population: All Teachers (PreK – 5)

Responsible Staff Member/Consultant: ELA Coach, Network ELA Coach

Implementation timeframe: September, 2012 – through June, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Meet and Greet Night Sept, 2012

“Update on School Progress Report” Parent Meeting, Oct, 2012

Title I meeting October, 2012

Updates on the implementation of CCLS

Strategies to help students prepare for the NYSED assessments.

Provide parents with websites/links which they can access at home (or through library) to support their children with homework, reports, etc.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Coordination of academic After-School programs between Harlem Children Zone and 21st Century.
- School Wellness Council coordinated by NYAM-Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student Council and Grade-Level Representatives.
- Ongoing “Open Airways” Asthma workshops given by School Nurse for students in Grades 3, 4, 5.
- School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for teachers.

- School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for parents.
- Epi-pen training provided to teachers with students who are allergic to peanuts, fruits, eggs, milk, bee stings.
- Anti-Bullying Assembly program for all students on October 26, 2011. Scheduled to coordinate with Halloween activities.
- Anti-Bullying Parent Workshop held.
- School visits to be coordinated with local Head/Nursery School programs for Spring 2012.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - **Deepen and strengthen knowledge of the Common Core Learning Standards (CCLS) for teachers and students as reflected in the performance tasks.**
 - **By June 2013, all students will engage in a minimum of two CCLS performance tasks for ELA and two CCLS performance tasks for math as delineated in the Citywide Instructional Expectations for 2012-2013.**

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.

We found the Performance Tasks to be very beneficial to teaching the Common Core Learning Standards to students. We will implement two Performance Tasks in ELA and two in Math. Additional Professional Development is needed to deepen and strengthen teachers' knowledge of the Common Core Learning Standards including the SHIFTS in Literacy and Math as expressed in the Performance Tasks.

Instructional strategies/activities

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

Activity #1

- **Performance Task: Building Administrators to participate in professional development for CCLS Performance Tasks.**
- **ELA Coach to participate in professional development for ELA CCLS Performance Task.**
- **Teachers to participate in professional development for ELA and math CCLS Performance tasks with ELA Coach, Network ELA consultants (Fordham)**
- **Teachers to implement Performance Tasks in the fall semester and spring 2013**
- **Target Population: Teachers of grades K-5.**
- **Responsibility Staff Members/Consultant: ELA Coach, Network ELA Consultant (Fordham)**
- **Implementation timeframe: Sept. 2012 through June 2013.**

Activity #2

- **Practice Performance Task: Students to receive a preliminary task. Students in grades K-5 to complete one practice CCLS performance task for math and ELA (See NYCDOE Common Core Library)**
- **Target population: Students in grades K-5.**
- **Responsible Staff Members/Consultant: Classroom teachers**
- **Implementation timeframe: Sept 2012 through June 2013**

Activity #3

- Performance Task: Students to complete performance task. Students in grades K-5 to complete two CCLS performance tasks for math and ELA.
- Target Population: Students in grades K-5
- Responsible Staff Members/Consultant: Classroom teachers, Coach (ELA), network support (Fordham), AUSSIE
- Implementation timeframe: Sept. 2012 through June 2013

Activity #4

- Technology: Online programs/activities/websites presented via Promethean Board and/or classroom computers used to support ELA and Math instruction (See NYCDOE Curriculum Links) Educator Resources)
- Target Population: Teachers of grades K-5.
- Responsible Staff Members/Consultant: ELA Coach, Network ELA and Math Consultants.
- Implementation timeframe: Sept. 2012 through June 2013

Activity #5

- Looking at Student Work: September 2012, teachers will continue training for “Looking at Student Work.” From September 2012 through June 2013 teachers will look at student work related to ELA and math performance tasks; Inquiry team will meet weekly to focus on ELA student work from mid-to-high Level 2 students.
- Teachers use protocol for “Looking at Student Work” in Common Planning teams. (See Inside Mathematics for tasks, nubrics and sample student work)
- January – teachers to meet for a med-year review of student progress.
- March – teachers to review student work in alignment with ACUITY and F&P results.
- June – teachers to review student work in alignment with ACUITY, F&P and preliminary state testing date for the purpose of summer school and/or fall placement.
- Target Population: Teachers of grades PreK-5.
- Responsible Staff Members/Consultant: ELA Coach, Network ELA and Math Consultants.
- Implementation timeframe: Sept. 2012 through June 2013

Activity #6

- Library Center: Recognize and enhance Library Center particularly in the area of non-fiction books. Books to be arranged by fiction/non-fiction, numerically ordered by Accelerated Reader/ F&P levels and according to genre.
- Target Population: Teachers and students from grades PreK-5..
- Responsible Staff Members/Consultant: School Aides
- Implementation timeframe: Sept. 2012 through June 2013
- Promote and support efforts to work cooperatively and collaboratively with local NYC Public Library.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Cite the strategies and activities in your school’s Title 1 Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Meet and Greet Night, Sept. 2013
- “Update on School Progress Report” Parent Meeting, October 2013
- Title 1 meeting, October 2013
- Scholastic Book Fair to be held in December.
- Parent Literacy Night for Scholastic Book Fair.
- Open House for Parents, November 2012 and March 2013.
- Parent Workshop entitled “Parent Introduction to the Common Core Learning Standards and the Performance Tasks”
- Also see Goal #5

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Strengthen school learning environment and increase parent involvement.

- Increase parent involvement through committees, activities, workshops and/or events. (See page 18 strategies...)
- Rating for School Environment to improve on spring 2013 Survey in the area of Communication: How often do you receive information about what your child is studying in school?
- By June 2013, increase parent involvement in school-wide activities, fundraisers, events, training and/or workshops.

Comprehensive needs assessment

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

We received no credit on our Progress Report for the School Survey. The School Survey needs to improve.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Activity #1 – PBIS

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

Activity #2

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

Activity #3

- Monthly feedback to teachers on current status of the Learning Environment Survey.
- Professional Development Workshops regarding the components of the Learning Environment Survey.
- Continued use of SWIS (Schoolwide Information System) for PBIS Committee to track behavior patterns and trends.

Activity #4

- **COMMUNICATION:** From September 2012 to June 2013, five Progress Reports to be sent home to parents. Four will be sent following F&P assessments to apprise parents of reading levels, one will be sent in January containing more detailed information about ELA and math. Parents to sign and return. Parents will receive resources to support their children's work in ELA and Math.

Activity #5

- Strengthen and continue Ramapo PD to provide teachers with strategies related to improving classroom management.

Activity #6

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

Activity #7 – Student Council

- Election of Student Council in November 2012. Students wrote campaign speeches and conducted campaigns during October. Monthly meeting with the Principal.
- Election of Class Representatives (2per class) in grades 2-5. Class Reps to meet with Student Council reps monthly in preparation of Student Council meeting with Principal.
- PBIS t-shirts for Student Council and Class Reps.

Activity #8 – Parent Workshops

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

Activity #9

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

Activity #10

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

Activity #11

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

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Activity #12

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

Activity #13

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

Activity #14

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

Activity #15

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

Activity #16

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

Activity #17

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

Activity #18

- Meet and Greet Night September 28, 2011.
- “Update on School Progress Report” Parent Meeting October 19, 2011
- Title 1 Meeting, Oct 26, 2011
- Scholastic Book Fair to be held in December.
- Parent Literacy Night for Scholastic Book Fair.
- Open House for Parents on Tues. Dec. 6th and Thurs. Dec. 8th
- Parent Workshop entitled “Parent Introduction to the Common Core Learning Standards and the Performance Tasks”
- Also see Goal #5

Strategies to increase parental involvement

- All schools should promote communication and cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

(See above.)

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

- **As a Title (Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, and human resources to implement this action plan from Sept. 2011 – June 2012 as indicated below:**

Title 1 Set Aside to be dedicated to building/strengthening parent/child relations with the school.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **School Wellness Council coordinated by NYAM – Healthy Eating Active Living Program for Grades 2-5. Monthly meetings conducted with Student Council and Grade-Level Representatives.**
- **Ongoing “Open Airways” Asthma workshops given by School Nurse for students in Grades, 4,5.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for teachers.**
- **School Nurse and/or Dept. of Health staff to conduct Asthma awareness workshop for parents.**
- **Epi-pen training provided to teachers with students who are allergic to peanuts, fruits, eggs, milk bee stings.**
- **Anti-Bullying Assembly program for all students on October 26, 2011. Scheduled to coordinate with Halloween activities.**
- **Anti-Bullying Parent Workshop held on November 17, 2011.**
- **School visits to be coordinated with local Head-Start/Nursery School programs for Spring 2012.**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Citywide living halls.
- College recruitment Fairs.
- Recruit through local college and universities.
- Provide new teacher with ongoing professional development.
- Assign/place teachers in their area of strength.
- Network (PSO) will provide high quality PD to support all teachers year round through workshops and seminars.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Fordham/CFN 551	District 05	Borough Manhattan	School Number 133
School Name Fred R. Moore Acad.			

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

Principal Susan Vairo	Assistant Principal Joan B. Mitchell
Coach Literacy Coach - Alexa Brito	Coach type here
ESL Teacher Agnes C. Zodiatis	Guidance Counselor Mr.De La Cruz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. David Alleyne
Related Service Provider type here	Other type here
Network Leader Margaret Struk	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	259	Total Number of ELLs	22	ELLs as share of total student population (%)	8.49%
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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. 

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

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

of services offered to ELLs and their parents.

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

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

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

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

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

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

5. C.S. 133 is a neighborhood school with a small ELL population. After reviewing the Parent Survey and Program Selection forms for the last few years it is apparent that most parents prefer the choice of the only program available at C.S.133, Freestanding

ESL. At registration parents are informed that C.S.133 does not currently offer Transitional Bilingual or Dual language programs. One of the main reasons that parents choose C.S. 133 is because of the desire to have their elementary aged children close to home in a school with an excellent academic reputation rather than the extended travel to a school offering a greater range of options. At registration parents are informed of their transfer option and provide a list of the closest Transitional Bilingual and Dual Language programs. In the last two years we have had two parents that have transferred their children to Transitional Bilingual programs and none have opted for a Dual language program. This year no parents have opted to transfer to either a Transitional Bilingual or Dual Language program

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	17
Special Education			4

Number of ELLs by Subgroups				
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			0							0
Dual Language										0
ESL	17			5						22
Total	17	0	0	5	0	0	0	0	0	22

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

C. Home Language Breakdown and ELL Programs

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

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

**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																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	1	5	2	3								16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1	1										2
Haitian														0
French		1				1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other				1	1									2
TOTAL	1	5	2	7	3	4	0	22						

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?

Paste response to question 1 here

Part IV: ELL Programming

1 C.S. 133 has a staff of thirty qualified teachers and support personnel. Our ESL teacher articulates on a regular basis with our classroom and cluster teachers.

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

b. C.S.133 employs heterogeneous model of mixed proficiency. In order to provide the mandated minutes of service our Ells are divided into three groups based on grade, K-1, 2-3, and 4-5. In our Freestanding ESL component we have 22 students, from K-5 grades. They range from zero level newcomers to Intermediate and Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL services. Our teacher in the ESL program is fully certified.

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

A. Programming and Scheduling Information

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

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

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Classroom and the Ell program devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Classroom and ELL teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

2. C.S. 133 only offers a Freestanding ESL program that ensures that our ELLs receive the services as mandated by law. Beginners and intermediate students receive 360 minutes of weekly service and our advanced ELLs receive 180 minutes of service a week.

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

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

4. Differentiation of instruction for ELL subgroups.

a. Plan for SIFE

The SIFE population has decreased to zero; our contingency plan calls for:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials

A. Programming and Scheduling Information

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

b. Plan for Newcomers

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

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the after School activities provided by the Harlem Children’s zone.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Introduce the parents and students to the Social Workers at the Children of the World Community Program.

c. Plan for receiving service for 4 to 6 years ELLs

. An analysis of these students’ scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- A daily writing sample is collected from long term ELLs.

d. N/A see above for long term ELLs.

e. Plan for Special Needs Students

We currently have only one special needs ELL student. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students’ particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of remedial services after school.
- Use of computer programs to individuate instruction in speech building through song and dance as well as oral reading skills.
- The continued intervention of our speech teacher Ms. Vanderhorst.

Courses Taught in Languages Other than English ⓘ

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

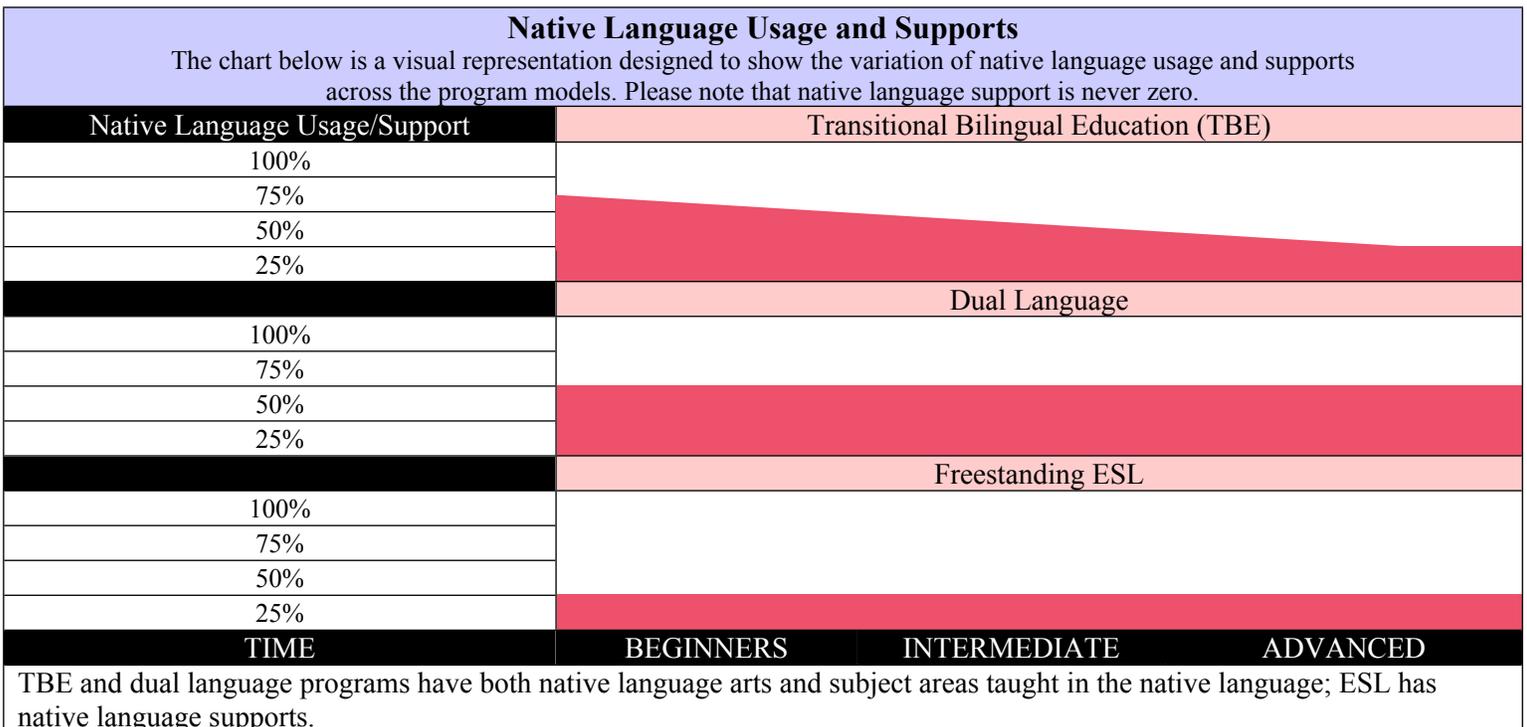
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Paste response to questions 8-17 here

8. Instructional Materials and Technology:

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

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

10. Instructional Materials and Technology:

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11. C.S.133 does not have a large enough ELL program to provide Transitional Bilingual or Dual language program. This school is too small to currently support a foreign language program and as a result C.S.133 does not offer any native language support beyond dual language dictionaries and AR reading texts in Spanish and English in our ESL classes. We will continue to provide Freestanding ESL. No programs in current use will be discontinued.

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

13. Instructional Materials and Technology:

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14. Due to the size of our school population, C.S.133 is unable to provide language electives. Our required service support and

resources reflect ELL age and grade levels as evidenced by our division of Freestanding ELL services into three groupings K-1, 2-3, and 4-5 based on age and grade level. Native languages are supported in the Freestanding ESL program by the use of bilingual libraries and the AR reading program that provides texts and computer assessments in reading comprehension and vocabulary to maintain and develop native language skills

15. Our required service support and resources reflect ELL age and grade levels as evidenced by our division of Freestanding ELL services into three groupings K-1, 2-3, and 4-5 based on age and grade level.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

D. Professional Development and Support for School Staff

1. All teachers at C.S. 133 are involved in instructing ELLs. All staff at C.S.133 are given the opportunity every year to fulfill the 7.5 hours of professional development that teachers of ELLs are required to have in their career to meet NYCDOE requirements. Our ESL teacher, Ms. Zodiatis attends monthly ELL professional development at Fordham. These professional developments provide our ESL teacher with the latest research on learning techniques and both current and new regulations and mandates concerning ESL.
2. Our Bilingual Guidance Counselor, Mr. Felix De La Cruz provides assistance to our ELLs in choosing Middle Schools based on academic needs and goals. Every ELL student is provided with a list of available Middle schools and is informed of the programs they offer. Mr. De la Cruz provides a parent workshop for ELLs and their parents to enlighten, inform and facilitate their choice of Middle school.
3. As per Jose P. a minimum of 7.5 hours of professional development is offered yearly at C.S.133. The topics of these professional developments include:
 1. Identification, Testing and Placement of Ell Students. This is open to all faculty but it is mandatory for all pedagogues involved in the intake process at registration. This professional development reviews how to contact the translation services, conducting the HLIS interview as well as interviewing potential ELL students and giving the LAB-R and Spanish LAB-R Pedagogues are trained to present and explain program options to ELL parents and inform them of the intake and testing procedures. Participants view parent language option video and become familiar with parent letters and program options and procedures.
 2. Strategies for Dealing with Newcomers. This is open to all staff including paraprofessionals. This professional development gives insights into the process of language acquisition. Topics will include Respecting and Understanding the “Silent Period,” Stages of Language Acquisition, Learning Tools for Newcomers, Technology and the ELL Student, and Socialization of Newcomers.
 3. Balanced Literacy for ELLs. This is open to all staff including paraprofessionals. Topics will include Effective strategies for making Balanced Literacy work for ELLs, Making Content Comprehensible for ELLs, Contextualizing Themes, Caretaker Language, Creating a Print Rich Environment, Cooperative Learning – The Buddy System, and Utilizing Balanced Literacy to Help ELLs Achieve Proficiency as Measured by NYS Learning Standards.

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
 - o Scaffolding in the content areas
 - o Differentiation in the ESL classroom
- Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers
 - o
 - o Wilson Program for Special Education teachers.

E. Parental Involvement

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

Paste response to questions 1-4 here Parental Involvement

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

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)	1	1	1	1	0	1								5
Intermediate(I)		2	1	5	2	1								11
Advanced (A)		2	0	2	1	1								6
Total	1	5	2	8	3	3	0	0	0	0	0	0	0	22

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 1-6 here Paste response to questions 1-6 here

PART V Assessment Analysis

Assessment Analysis

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

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

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

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

2. NYSESLAT/LAB-R

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

After review the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our intermediate and advanced 4th and 5th grade students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.

3. After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing some students to remain on the advanced level often only a few points from exiting the program. A writing sample is collected every day from our students and they are encouraged to create essays in response to written/visual NYSESLAT style writing prompts with

essays that reflect Unity, Support, Coherence and Error Free Sentences. Grammar and syntax is stressed on all levels of student writing. We have an active reading program with a wide range of texts on which students are tested in reading comprehension by our Accelerated Reading computer program.

4.

a. ELL students at C.S. 133 make rapid gains in their first year in the listening and speaking modalities. Their reading scores have significant gains but the writing piece is always the most difficult and tends to lag compared with listening, speaking, and reading skills

b. In previous years when C.S.133 was chosen to give the Periodic Assessment test, school leadership and teachers used the results to target ELL students' academic weaknesses and develop strategies to aid ELLs in achieving academic proficiency.

c. C.S.133 was not among the schools chosen last year or this year to give the Periodic Assessment. In previous years C.S. 133 has given the Periodic Assessment test. The results confirmed trends we have seen from the LAB-R, NYSESLAT, and ELA scores that there is a rapid acquisition of BICS and a slower mastery of the CALP skills. C.S. 133 does not use Native Language as a language of instruction due to the small size of our ELL population of 22 students.

5. N/A

6. The measure of success for our ELL program is the social and academic progress our ELL students make. Academic progress is easily measured through the NYSESLAT Modality report and success on a variety of NYS tests measuring ELA, Social Studies, Mathematics and Science skills. After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades. For the last five years the graduating valedictorian or salutatorian has been a former ELL student.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: **05M133** School Name: **Fred R. Moore Academy**

Cluster: **5** Network: **551**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Fred R. Moore Academy

DBN: 05M133

This school is (check one): conceptually consolidated (skip part E below)

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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 21

Grades to be served by this program (check all that apply):

K 1 2 3 4 5
 6 7 8 9 10 11 12

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

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:

CS 133 is a Pre-K -5 school with ELLs who speak a variety of languages including Spanish, Wolof, Arabic, Bengali, and Mandinka. These students receive English as a Second Language classes with a certified ESL teacher, push-in and pull-out model. We have one certified ESL teacher in our school and instruction is solely in English.

This Title III grant, will afford us the opportunity to offer our ELLs an Early Morning Academy and Afterschool Academy. The ESL Afterschool Academy and Early Morning Academy will be 14 week program. It will take place from January 7th through May 3rd. This fourteen-week ELLs program will take place two days a week, (Tuesday and Wednesday) for a total of two hours a day (for each teacher) before and after school (7:30 -8:30 am & 4:00 - 6:00 pm.) All twenty-one ELLs are invited to join the program. A certified ESL teacher will organize the program and work with the other commom branch teacher in the academy. The ESL teacher will be advising her colleague on various ESL teaching strategies and providing information about each student's academic level and progress. The ESL teacher will rotate throughout the grades so that she will be able to work with all ELL students.

ELL students in grades 3-5 will be the population that will participate in the early morning session and the focus will be on Reading and Writing skills. In the ELL Academy for grades 1-2, we will work in small groups on the four modalities of listening, speaking, reading and writing. In addition, we will focus based on data, on speaking and listening skills specifically because most of our early childhood children need more support in these two modalities. Students will work in small goups according to their scores on the NYSESLAT, Lab-R and Independent Reading levels. Students will be actively engaged in utilizing the computer ,and research and type reports. They will enhance reading comprehension, fluency and vocabulary, through various online programs such as Brainpop, and Starfall (computer assisted programs). Through small group instruction, students will also focus on various test-taking strategies for the NYSESLAT exam in May, 2013.

We will also focus on test taking strategies in Reading and Writing since our students in grades 3-5 score lower in these two modalities. For students who struggle with listening comprehension, we will utilize listening/reading devices such as listening centers. For students who struggle with speaking and verbal expression in English, we will obtain the program "Let's Talk About It, by Mondo". This program uses large, thought-provoking pictures alongside speaking prompts to help develop oral language.

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

Part C: Professional Development

Begin description here:

CS 133 teachers will be supported monthly in professional development through our Fordham PSO Support Staff as well as in-house professional development from our ESL teacher. The ESL teacher can offer workshops for classroom teachers on how they can better assist the ELLs in their classrooms. She will provide detailed information about the NYSESLAT content and skills necessary to gain mastery for the exams . Once a month, for a duration of 45 minutes, the ESL teacher will provide workshops for teachers.

In addition, teachers and support staff will attend workshops related to classroom instruction, and working with Culturally and Linguistically Diverse (CLD) families. Some of these monthly workshops will be provided by the NYC Dept. of Education of ELLs. Teachers will also receive ongoing training on the new Common Core Standards, and learn how to differentiate for ELLs in the classroom from our CFN 551.

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:

We will provide monthly parent workshops throughout the year to help inform parents of academic activities to help guide their children in developing English Language skills at home. These monthly workshops will be hourly workshops offered during and after school to accommodate ELLs parents. Progress reports (twice/month) will be sent home to keep parents abreast of their children academic progress. Sylvan will provide parent workshops (ex. How to motivate children to become life long learners). A workshop will focus on demonstrating how to do a read-aloud and the types of questions parents can ask their children as they read to them in either their native language or in English. Another workshop will provide strategies and focus on how parents can prepare their children for NY State exams. Other workshops will focus on other needs of our parents based on a needs assessment survey. Our Assistant Principal, Literacy Coach, Parent Coordinator and ESL teacher will conduct these workshops collaboratively. The final culminating family celebration will be a "Family Day" where students, teachers, and parents share their cultural traditions, through food, music, flags, history, and art. Parents are notified of these activities via letters sent home. All letters are translated into the parents' native language. When our Parent Coordinator does not know the native language of the family, he will reach out to other staff and members of the community for support. Our Parent Coordinator and ESL teacher will provide the outreach to our parents via flyers and the telephone informing them about the upcoming workshops.

Part E: Budget

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

Allocation Amount: \$11200

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<input type="text"/>	