Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: EDWARD M. FUNK

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

PRINCIPAL: ERICH WAGNER EMAIL: EWAGNER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Vincent Gatto	*Principal or Designee	
Kristian Lisowski	*UFT Chapter Leader or Designee	
Cindy Henriquez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Tracy Tanzer	Member/Teacher	
Joanne Paredes	Member/Teacher	
Lydia Connelly	Member/Teacher	
Michelle Hamm	Member/Parent	
Richard Lacey	Member/ Parent	
Ritu Singh	Member/ Parent	
Veraline McLean	Member/ Parent	

** 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

- By June 2013, the number of tested students will demonstrate progress towards state standards as measured by a 3% increase in those scoring at level 3 on the NYS Math assessment.

Comprehensive needs assessment

- Performance on the 11-12 NYS Math exam indicated 24% of the students tested achieved a level 4. This is an increase from 19% from the previous year. Data indicates implementation for the new math curriculum was successful. After reviewing the scale scores for all students tested, our inquiry teams determined a large percentage of children were close to the cut-off needed to obtain a level 3. Further examination will identify specific strands most in need of improvement.

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:
  - Teachers will continue to encourage students to use accountable talk and higher level thinking
  - Teachers will continue to devote 75 minutes to mathematical instruction
  - Media services and multimedia technology will continue to be used to support math instruction
  - Teachers will use data from the Periodic Assessments and Envision assessments to provide instructional emphasis on student's strengths and weaknesses and to assist in the grouping of students
  - Envision Math is aligned to the Common Core Standards - professional development will be given to all staff by contracted vendor and administrative staff The timeline for this goal will be September 2012 through May 2013

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here: NYSTL Funding, Core Curriculum

Service and program coordination

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

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, the number of tested students will demonstrate progress towards state standards as measured by a 3% increase in those scoring at level 4 on the NYS ELA assessment.

Comprehensive needs assessment

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

Instructional strategies/activities

- Utilize the goal setting templates and protocols in reading that includes: yearly goals, interim goals in accuracy, fluency, and comprehension through weekly and unit assessments during the year.
- Teachers will create attainable but rigorous goals based on analysis from the Treasures Literacy benchmark assessments and CCLS.
- Teacher will focus on the six cognitive strategies to increase comprehension.
  a) Understanding how phonemes (speech sounds) are connected to print-phonemic awareness;
  b) Being able to decode unfamiliar words;
  c) Being able to read fluently;
  d) Attaining background knowledge and vocabulary to foster reading comprehension;
  e) Developing appropriate active strategies to construct meaning from print-comprehension;
  f) Developing and maintaining motivation to read

- The assistant principals will provide Professional Development workshops focusing on analyzing the Treasures Literacy program; setting individual focus goals; and providing instructional strategies for meeting those goals.
- The timeline for this goal will be September 2012 through May 2013

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here: NYSTL, Core Curriculum

Service and program coordination

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, the number of English Language Learners in grades K-5 achieving the Proficiency level on the NYSESLAT will increase by 3%.

Comprehensive needs assessment

- After analyzing our data, it was determined that although the number of students who either made progress or achieved a proficient level has increased greatly, the number of students who made progress but were not proficient needs to increase.

Instructional strategies/activities

- ELL teachers will prepare students for the NYSESLAT by providing small group instruction both during the school day and in extended Title III program.
- Writing assignments will be generated which are aligned to the writing component of the NYSESLAT along with the CCLS. These assignments will be incorporated into the writing units of study and used during after school instruction.
- The ELL department will provide Professional Development workshops focusing on the format of the NYSESLAT; strategies to target the different sections of the NYSESLAT; and implications for instruction.
- Students who are indentified in greater need than regular instruction will be offered extra assistance in the 37.5 minute tutorial by licensed personnel.
- The timeline for this goal will be September 2012 through May 2013

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) **X** Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here: Core Curriculum

Service and program coordination

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

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

- By June 2013, an increase in use of technology in the classroom by 10% through the use of smart board technology.

Comprehensive needs assessment

- As we implement our new math and literacy programs, the need for extra software programs and internet accessibility is more prevalent than in recent years. Although every classroom possesses one computer terminal for interactive study, the need for a greater instrument for delivery of instruction is necessary

Instructional strategies/activities

- Professional development in math and literacy will instruct classroom personnel in the implementation of the interactive component to facilitate the program
- The use of software connected with the math and literacy programs allow the teachers to extend the lesson with visual elements
- The timeline for this goal will be by June 2013

Strategies to increase parental involvement

- Teachers assign work online for each individual student. Parents are instructed to view their child's progress and performance throughout the school year.
- Workshops will conducted for parents as to the proper use of the internet
- The school will host a curriculum night and our PC has a parent resource library with instructional materials and guides.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) **X** 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 ___**X**___ Grants _____ Other

If other is selected describe here:

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	Teachers develop core reading skills in phonemic awareness, phonics, fluency, vocabulary and comprehension.	This service is provided by an AIS person (reading specialist) 1:8 Small group One-to-one	During the school day for 45 minute periods. During the 37.5 tutorial time. Reading Partners
Mathematics	Teachers develop core math skills in numeration, geometry, measurement and algebra	Small group	During the school day During the 37.5 tutorial time
Science	The students acquire problem-solving and critical thinking skills as well and participate in many hands-on experiences.	Small group	During the school day During the 37.5 tutorial time
Social Studies	Social Studies teachers teach students in-depth, inquiry-based units in social studies.	Small group	During the school day During the 37.5 tutorial time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School counselors will provide guidance and crisis Counseling services School psychologists will offer clinical services, agency referrals, and educational, social and personal services School social worker will keep in contact with parents regarding in-house and outside resources for social and emotional issues	One-to-one Small group	They will offer clinical services, social and personal services during the school day

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.

By June 2013, all administrators will have completed and reflected on their short, frequent cycles of classroom observations and resulting written feedback coupled with student progress measures, inform plans for professional development and teacher assignments going forward. We will continue to initiate and expand the domains of Danielson's Framework for Teaching. Implementation of administrative recommendations will be given during snapshot observations and post observation meetings.
We will institute common planning time for teacher reflection and promote an open dialogue concerning Danielson's Framework in connection with student progress and teacher evaluation.
Administration will conduct periodic professional development sessions concentrated on the Danielson's rubric. We will try to conduct intervisitation periods for peer reflection and accountable talk on proper classroom techniques.

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
2011-12

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Joseph Blaize	District 29	Borough Queens	School Number 033
School Name Edward M. Funk			

B. Language Allocation Policy Team Composition ⓘ

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

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

D. School Demographics

Total number of students in school	1054	Total Number of ELLs	137	ELLs as share of total student population (%)	13.00%

Part II: ELL Identification Process

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

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications for conducting the initial screening, administering the HLIS, and the LAB-R (if necessary), and the formal initial assessment. Also, describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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

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

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned? (If a form is not returned, the default program is Transitional Bilingual Education as per CR Part 154.)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in Bilingual or ESL instructional programs. Description must also include any consultation / communication activities with parents in their native language.

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

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, what is the trend in the program choices that parents have requested? (Please provide numbers.)
The results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 33. Numbers of non-ESL choices within the top home languages vary from year to year, but have not approached a number appropriate or required for a Transitional Bilingual or Dual Language class.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and offerings? Describe specific steps underway.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☒ **1**☒ **2**☒ **3**☒ **4**☒ **5**☒ **6**☐ **7**☐ **8**☐ **9**☐ **10**☐ **11**☐ **12**☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								**0**
Dual Language (50%:50%)	0	0	0	0	0	0								**0**
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								**0**
Push-In	0	0	0	0	0	0								**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	137	**Newcomers (ELLs receiving service 0-3 years)**	125	**Special Education**	15
SIFE	11	**ELLs receiving service 4-6 years**	11	**Long-Term (completed 6 years)**	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	125	11	12	11		3	1		0	137
Total	**125**	**11**	**12**	**11**	**0**	**3**	**1**	**0**	**0**	137
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	7	5	5	8	12	4								**41**
Chinese	1	2	1	1	0	0								**5**
Russian	0	0	0	0	0	0								**0**
Bengali	3	2	6	3	2	1								**17**
Urdu	1	5	3	4	2	0								**15**
Arabic	0	0	0	1	0	0								**1**
Haitian	0	2	2	0	0	0								**4**
French	0	0	0	0	0	0								**0**
Korean	0	0	0	0	0	0								**0**
Punjabi	9	8	5	5	3	3								**33**
Polish	0	0	0	0	0	0								**0**
Albanian	0	0	0	0	0	0								**0**
Other	4	4	9	0	3	1								**21**
TOTAL	**25**	**28**	**31**	**22**	**22**	**9**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**137**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

2) ESL instruction is delivered by certified ESL teachers in the pull-out and push-in models. Small groups of ELLs arranged homogeneously receive instruction in the four modalities based on the mandated number of instructional minutes required by CR Part 154. In fact, ESL instruction schedules are created solely based on the mandated number of instructional minutes in order to comply with Federal, State and Local requirements.
ESL instruction is delivered in our school's English as a Second Language program according to mandated instructional minutes for each proficiency level. ELA instruction is delivered by certified Elementary Education classroom teachers who schedule Reader's and Writer's Workshop periods daily. Mandated minutes of ELA instruction for ELLs are exceeded by classroom teachers on a weekly basis. Our program model does not include NLA instruction.

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

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

5) Once a SIFE is identified, P.S. 33 protocol is to make available all existing support structures that might benefit the student such as Extended Day, Resource Room, Speech and/or Tutorial Periods. Especially for upper-grade SIFEs, ESL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels.
All ELLs receive mandated ESL instruction as per CR Part 154 regulations. Newcomers who arrive in grades 3-5 are encouraged to take advantage of P.S. 33's Title III Morning Program which provides additional support for our ELLs as they prepare to participate in NYS assessments (i.e. ELA, Math and Science). Some test-taking techniques and strategies are included in the overall instructional delivery of our program, however, since test-taking is not a generic part of language acquisition, our program does not focus unduly on it. At P.S. 33, a buddy system is in place in order to provide newly-arrived ELLs with more English-proficient fellow native speakers as buddies. This helps lower the affective filter for language acquisition. In addition, bilingual picture dictionaries and dual language glossaries are in place to help support new learning.
A very small number of P.S. 33's ELLs are receiving services beyond four years. Of these, half are students receiving Academic Intervention Services. Our plan for these students includes mandated Extended Day and Related Services as required by their individual academic needs and IEPs where applicable.
At P.S. 33 there are no students who have completed 6 years of ESL instruction. We continue to monitor our population and plan for their distinct needs as individual situations arise.
P.S. 33 students with special needs (e.g., cognitive and physical special needs, medically fragile students, etc.) who are identified as ELLs are included in the mainstream ESL program based on collaborative judgment between ESL teachers and our school's Health Coordinator. ESL strategies and instructional methods are utilized in order to maximize the educational benefit to these children based on their individual learning needs.

6) Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books; and leveled readers.

7) The Ell department and administartion collaboratively determine a needs assessment for all ELL students to best be served in the least

A. Programming and Scheduling Information

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

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	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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

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

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

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

11) No programs/services have been discontinued.

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

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

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

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

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

availble thorugh the summer.

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1) ESL teachers at P.S. 33 will attend professional development workshops provided by our CFN. During the 2011-2012 school year, ESL teachers will provide support and PD to staff members. ESL teachers meet informally with classroom teachers to discuss strategies to use with ELLs throughout the day. ESL teachers will plan, model, and co-teach lessons with teachers. Our ELL Network Support Specialist will continue to share strategies and support the teacher of this class. The language acquisition classroom teacher will attend workshops, when available, over the course of the year, September, 2011 - June 2012. The principal and the ESL teachers participated in a year-long study group supporting ELL instruction and language acquisition last year to support our school-wide commitment to supporting ELLs and the staff members providing services for them. This instructional support will continue for the 2011-2012 school year.
During faculty conferences, grade team conferences and Inquiry Team meetings, ESL teachers cover a variety of issues, such as identification of ELLs, the ESL program, compliance with Federal, State and Local requirements, and strategies and techniques that work with ELLs in the acquisition of English and the learning of content area material.

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	21	5	10	7	4								52
Intermediate(I)	4	4	12	8	4	3								35
Advanced (A)	16	5	13	3	10	3								50

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	3	7	2	0	12
5	5	3	0	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3			2						2
4	1		9		5		0		15
5	3		5		2		0		10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4		5		1		10

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

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

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. At P.S. 33, Fountas and Pinnell is the primary literacy assessment tool used to generate data about early literacy skills for all students including ELLs. The Fountas and Pinnell assessment system provides teachers with an overall reading level, which is determined by combining data on accuracy and comprehension. In extremely general terms, ELLs are usually assessed at levels that are somewhat behind their grade-level peers due to their limited understanding of academic language and content area concepts, which affect overall reading comprehension. Therefore, instruction for ELLs focuses on reading comprehension strategies as well as word identification and accuracy.

2. In Kindergarten, students at P.S. 33 tend to fall mainly into the Advanced category. Beginner/Intermediates may be accounted for by the number of non-English speaking households of the Kindergarten students who enroll in our school. Children with any English proficiency tend to do well on the LAB-R due to the emphasis on oral language that characterizes the K-level LAB-R. Moving to the 1st grade data, proficiency levels are determined by the NYSESLAT taken at the end of Kindergarten. LAB-R and NYSESLAT are two different and unaligned assessment instruments. NYSESLAT is more academically challenging than LAB-R with a greater emphasis on print conventions and higher order cognitive skills. By the end of 1st grade, and after two years of ESL instruction, most children are scoring at the Advanced level if not passing out. Moving through the upper grades, numbers of Beginners tend to be accounted for by new arrivals and 12:1:1 Special Education ELLs. For example, we notice that our 5th grade appears to have a recent increase in the number of Beginners. This is due to the enrollment of four new arrivals to the United States. An overall pattern for all grade levels is that for the most part, students move up through the proficiency levels at an expected rate. Students are classified at Advanced levels in Listening and Speaking at a higher rate than Reading and Writing.

3. Teachers review available data (e.g. LAB-R scores, NYSESLAT scores, RNMR information) and determine the best course of action for each student. Based on this student data, instructional groupings are created so that the most efficient instructional delivery may occur. Using modality information helps our school staff identify the areas of most need for each student. Small-group targeted instruction is the focus of our ESL program.

4.
a. Looking at NYS test results, it is immediately apparent that ELLs at P.S. 33 unsurprisingly perform better on NYS Math than they do on NYS ELA. Lower test scores overall in ELA as compared to Math are due to several factors. First of all, English is not the native language of ELLs taking this test. Secondly, ELLs in 4th and 5th grade fall into two categories: students who are in their first three years of ESL services (i.e. students who were formerly exempt from ELA) and long-term ELLs who exhibit overall academic deficiencies. Thirdly, new cut scores were used to determine the results of the 2011 ELA. In terms of Native Language versions of State tests, more of our students took them this year because we had more new arrivals from other countries than in previous years although numbers are still too small to generalize. However, we can state that in tests other than ELA, our students achieved scores of levels 3 and 4 at a rate of 2:1 over scores of levels 1 and 2. The inverse is true for ELA wherein students achieved scores of 1 and 2 at a rate of 2:1 over scores of levels 3 and 4.

b. Our school does not administer the ELL periodic assessments. Our students participate in school-wide periodic assessments. Results of periodic assessments are shared with teachers of ELLs in order to make teachers aware of the areas of most need, and to tailor instruction accordingly. Materials and strategies are shared among ESL teachers and other staff to maintain school-wide consistency of focus.

c. Reading and Math Periodic Assessments generate data about all our students including ELLs. ELLs participate in Periodic Assessments which are given in English. The data tend to reinforce what is already known about our students, yet, we continue to look at the data in order to refine our instructional practices, especially when the item analyses are reviewed. Ell students score on par with the average non-ELL student

5) N/A

6) We evuluate our success by the number of students who progress on the LAB-R, NYSESLAT, and the NYS Assessments.

Additional Information

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

Part VI: LAP Assurances

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

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

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

School Name: Edward M. Funk		School DBN: 29Q033	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

Registration and selection;
Standards and performance;
Conduct and discipline;
Safety and health;
Placement in any special education, English Language Learner or non-standard academic program; and
Transfers and discharges.
If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request a translation or interpretation of such document will be made available.

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

P.S. 33 will provide the oral interpretation services that will meet the language needs that are identified in Part A. There are staff members, teachers and parent volunteers that are accessible when these services are needed during regular business hours. We also enlist the On-Site or Over-the Phone Interpretation services provided by the Translation and Interpretation Unit.
Prior to our Parent/Teacher Conferences held twice a year, our Parent Coordinator enlists and coordinates the services of Legal Interpreting Services to assist us in providing oral interpretation services for parents during their conferences

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

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

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: Edward M Funk	DBN: 29Q033
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: 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: 5 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: P.S. 33's Title III program provides English Language Learning with supplemental instruction in an After-School program. The instructional program will service 50-60 ELLs in grades 2-5 who scored at beginning, intermediate and advanced levels on the NYSESLAT. Our rationale for this program is so that the students will receive additional instruction and strategies to excel The After-School program specifically addresses instruction in English to improve literacy and math performance. It will meet for a total of 3 hours a week. This program will meet for approximately 24 sessions beginning in January 2013 and concluding in April 2013. This program will service approximately 10-15 students in five classes with three fully certified teachers, two certified ELL teachers, and one supervisor. This Title III program is the only program being conducted afterschool in our building. The two certified ELL teachers will rotate into the CB classrooms to help them with best teaching strategies. Instruction will be provided in English to help students meet the standards in ELA and Mathematics. Instruction will focus on literacy using ESL strategies and methodologies to help students achieve higher scores on the NYSESLAT and State Assessments. Teachers will use ongoing assessment such as one-to-one conferences, and small group instruction to gauge the student progress. Supplementary materials will be provided to augment a variety of instruction. Among those are Reading Keys, Connecting Vocabulary and Getting Ready for the NYSESLAT. General instructional supplies such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program. In addition, one secretary will be paid per-session to enter the pay roll for the Title III staff (4 hours).

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: P.S. 33's Title III professional development program will focus on providing staff with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning standards in ELA and Math and to achieve higher scores on all state assessments. A fully certified ELL teacher will facilitate three professional development sessions. This rigorous professional development activity will enable the participating teachers to infuse ELL methodologies in the delivery of instruction to develop

Part C: Professional Development

the academic language and vocabulary necessary for the ELLs to succeed. Once a month for three months, the activity will focus on planning lesson plans that will differentiate instruction for the ELLs in the after school program.

PD - Guided Reading & the ELL Child January 10,2012 8:00-8:45 AM

PD - Math Word Problems For the ELL Student February 7, 2012 8:00-8:45 AM

PD - Non Fiction R&W Centers March 7, 2012 8:00-8:45 AM

Part D: Parental Engagement Activities

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

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

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

Three workshops will address the following:

1. One 1.5 hour session in which parents will become familiar with NYS ELL standards and NYSESLAT assessment. They will receive an individual profile of NYSESLAT scores and information regarding class reorganization. PD #1 Standards January 30, 2013 3:15-4:45 PM

2. One 1.5 hour session in which parents will become familiar with the NYSESLAT assessment. The parents attending will receive a packet of materials to help prepare their children at home.

Part D: Parental Engagement Activities
PD #2 NYSESLAT Assessment February 27, 2013 3:15-4:45 PM 3. One 1.5 hour session in which parents will become familiar with the Periodic Assessments and content area state tests. They will receive materials to supplement home support PD #3 Periodic Assessments March 20, 2013 3:15-4:45 PM

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $15724		
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) • Per session • Per diem	9636.55 2305.16 123.40	5 Teacher salaries 1 Supervisor salary 4 hours cleric
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	3658.89	General instructional supplies for afterschool program. Reading Keys reasearched-based program for ELL instruction
Educational Software (Object Code 199)	NA	NA
Travel	NA	NA
Other	NA	NA
TOTAL	15724	