



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS133Q

DBN (26Q 133)

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SUPERINTENDENT: ANITA SAUNDERS

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
Marianne Sheridan	*Principal or Designee	
Rhoda Ruchefsky	*UFT Chapter Leader or Designee	
Darleen Guglielmetti	*PA/PTA President or Designated Co-President	
Roxanne Ugas	DC 37 Representative, if applicable	
N/A	CBO Representative, if applicable	
Gail Whelan	Member/Parent	
Sueann Kane	Member/ Parent	
Anita Thakkar	Member/ Parent	
Sophia Shon	Member/ Parent	
Ivette Guzman	Member/ Parent	
Indira Balkissoon	Member/ Parent	
Renee Sabbagh	Member/Teacher	
Ellen Schwartz	Member/ Teacher	
John Trimble	Member/ Teacher	
Nancy Wong	Member/ Teacher	

** 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 teamwork, 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 in developing your goals
- By June 2013 80% of all students in grades K-5 will improve their comprehension skills as measured by making at least one -years growth on the TCRWP benchmarks for progress on reading 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.*
- The assessment of school needs is an ongoing process conducted at School Leadership Team meetings, UFT Consultation Committee meetings, PTA, grade level conferences, PPC Committee meetings, Interdisciplinary and grade Inquiry Team meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments.
- The percentage of students achieving proficiency as measured on the 2012 State ELA was 77%- as compared to 74% in 2011.
- Students in grades 4 and 5 scored a B for student progress for ELA on the 2011-2012 Progress Report as compared to an A in 2010-2011. Students in grades 4 and 5 scored an A in Student Performance and the overall score for the 2011-2012 Progress Report was an A.
- Teachers, Inquiry Teams, Principal and the Data Specialist reviewed results from the 2012 ELA for grades 3-5. We noted that there was an ongoing trend. After looking at results over 3 years we have noticed that our Level 4 students keep decreasing in number. Therefore it is necessary to focus our attention on raising the achievement of our Level 3 students to move to Level 4. The percentage of students scoring a level 4 on the 2012 State ELA assessment in the 3rd grade was 2% as compared to 8% in 2011. The percentage of students scoring a level 4 on the 2012 State ELA assessment in the 4th grade was 5.4 % in 2012 as compared to 1% in 2011. The percentage of students scoring a level 4 on the 2010 State ELA assessment in the 5th grade was 6.7% in 2012 as compared to 10% in 2011. This represents a relatively small group of students achieving level 4 status and indicates an area that needs to be addressed.
- According to the 2011-2012 N.Y.C School Survey 93% of parents and 96% of teachers feel that the school has high expectations for students and develops rigorous and meaningful academic goals that encourage students to do their best.

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: Leadership, Systems, Schedules

- Develop schedules to support the school's instructional goals giving teachers the common planning time needed to meet with colleagues.
- Teachers on grade levels and Inquiry team members will meet regularly to effectively adjust curriculum and instruction to help students move toward the expectations of the CCLS.
- Organize and participate in Inquiry Teams to ensure that teachers have the opportunity to look closely at current student work to understand the steps needed to reach the level of performance that the common core demands.
- Meet at least bi monthly with PPC, Special Education Liaison and ELL teacher to ensure that students with IEP's or special needs are provided with the supports and resources needed to succeed. Conference with teachers to make sure that all students who need extra support are receiving ongoing AIS services including extended day.
- Continue to focus on analyzing soft data to drive instruction including TCRWP assessments, reading inventories, IEP's, teacher tests, periodic assessments, and teacher conference notes.
- Identify at risk students and plan academic intervention to support classroom instruction including UDL, RTI and various entry points for learning.
- ESL teacher will continue to support literacy during mandated periods by focusing on building vocabulary, listening comprehension, writing skills, text complexity, and higher order thinking skills.
- Pupil Personnel Committee will meet regularly to support classroom teachers in developing intervention and RTI strategies for improvement
- Curriculum maps and pacing calendars will be revisited to ensure continuity and rigor of instruction across the grades
- The Lead Teachers will attend monthly meetings with the Network Literacy Specialist, studying comprehension and the building of vocabulary and "accountable talk" to raise the level of critical thinking and student learning aligned to the CCLS.
- Inquiry Teacher teams will discuss and evaluate present practices, study current research and will implement change strategies, monitor the progress of targeted students and share strategies with the school community.
- Common planning time will be scheduled for teachers on the grade to meet weekly to plan instruction, to look at student work, to participate in the inquiry team process, to share ideas and resources and to discuss the Common Core State Standards.
- The SBO for an 8 period school day will continue and will provide opportunities for individual and/or small group tutoring for remediation and enrichment.
- The Data Specialist will collect data from existing management systems, conducting assessment item analysis and assisting administration and Inquiry Team members in how best to utilize that data to improve student learning outcomes.
- If budget allows monies will be used for per diem days for teachers to attend workshops and have PD opportunities to increase their content knowledge strategies to help students strengthen reading skills and to deepen teacher understanding of how students learn and think about different genres in reading.

Activity 2: Pedagogy

- Teachers will incorporate the Depth of Knowledge Questioning into their planning and teaching to improve critical thinking skills in ELA

including content areas.

- Teachers, Inquiry Teams, Principal and the Data Specialist reviewed students' independent reading level progression data for 4 times a year using the standardized Fountas & Pinnel running records and TC benchmarks.
- Teachers will continue to incorporate the use of technology, including online resources and tutorials and interactive white boards, as instructional aids in ELA instruction.
- Teachers will maintain individual student folders that track student learning and progress
- Identified students with disabilities in the self contained and SETTTS program will have the opportunity to participate in the Wilson reading/ phonics program to support learning.
- Teachers will communicate clear learning goals to students and parents
- Teacher will plan lessons using UDL, various entry points and RTI strategies to support learning
- Teachers will use assessments from Foundations, TCRWP and other formative assessments to drive and monitor instruction.
- Teachers in Grades K-5 will continue to use the Elements of Reading program that focuses on systematic and explicit vocabulary instruction in order to develop reading that is more sophisticated, writing and speaking skills.
- Individual student folders will be maintained by classroom teachers, tracking the goals and progress that students are making in comprehension skills, reading levels and word study.
- Listening and computer centers will be used to challenge and support the literacy skills for ELLs, students at-risk, and students who are performing at an advanced level.
- Study Island software internet program will be provided for students in grades 2-5 to enhance their literacy skills and to monitor their progress.
- The computer, science and library/ social studies will incorporate the CCLS writing standards into their teaching to support student learning.
- In teams, teachers will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands. Student work will be analyzed and critiqued at monthly inquiry meeting to see evidence of improvement and successful teaching strategies and plan intervention when needed to support students.
- The components in a Balanced Literacy Program will be used to scaffold the learning for students to become proficient readers with an emphasis on guided reading.
- Shared reading will be used to teach explicit instruction around comprehension skills and word work.
- The Wilson Foundations' program will continue in grades K and 1 in order to provide consistent multisensory instruction in phonics.

Activity 3: Instructional Expectations

- With support from network, we will integrate instructional expectations for improving instruction. Teachers will meet bi monthly with Network Literacy Coaches to effectively adjust the CCLS aligned curriculum and attend Network PD workshops in ELA
- Students will be required to ground reading, writing and discussion in evidence from text in ELA, Social Studies and Science
- Students in grades Pre- K-5 will experience two Common Core –aligned units of study aligned to the literacy standards in ELA, social studies, and/or science
- Address the Citywide Instructional Expectations for 2012-2013 by deepening and broadening the work of the 2011-2012 instructional expectations including the pedagogical aspects of the special education reform
- To improve teacher effectiveness select competencies relevant to teacher's developmental needs will be identified that most support the

implementation of the CCLS

- Principal and faculty engage students and families in reciprocal and ongoing discussions regarding student progress towards meeting school and class expectations.
- Teachers will engage in job embedded professional learning as they explore ways to implement pedagogical practices that focus on instructional shifts as outlined in the Citywide Instructional Expectations for 2012-2013
- School Leaders will conduct frequent formative classrooms observations and provide teachers with formative feedback
- Professional development opportunities will be provided to support improved practice in identified competencies and across a common framework

Activity 4: Professional Development

- Staff will participate in Professional Development opportunities and Inquiry Teams during PD time on Thursdays to analyze student work to adjust teaching practice and instructional planning
- Teachers will meet with teacher teams to review their scope and sequence in ELA in light of the changes to the standardized tests and to support key instructional practices in Grades K-5
- Teachers across all grade levels are invited to participate in voluntary professional study groups that explore various strategies to enhance student learning and that focus on developing units of study that are motivating and innovative.
- Lead teacher will be identified and attend monthly sessions with Network literacy specialist and turnkey information to staff at grade conferences. “Lunch and Learns” or Thursday after school P.D.
- Special Education liaison will be identified to attend Network support meetings and turnkey information to staff at PD and grade meetings
- Full day professional development in September, and June will be used to continue school wide focus and to share information, new initiatives and provide needed support.
- Data specialist will continue to provide training to teachers on the use of ARIS, Acuity, Study Island and other assessment tools to access and analyze data.
- Grade conferences and faculty meetings will focus on sharing ideas, resources, issues and concerns to will support learning goals
- Staff will participate in Professional development opportunities and Inquiry Teams during PD time on Thursdays to analyze student work to adjust teaching practice and instructional planning
- Professional development will involve all teaching staff and will focus on data gathering and analysis in order to inform instruction, provide differentiation of instruction within the Common Core State Standards.
- The special education network specialist will continue to provide training and support to teachers.
- ESL teacher will participate in Inquiry team work to share effective strategies with classroom teachers that will assist with planning and classroom instruction.
- All staff members including Principal and Assistant Principal will be responsible for implementing and monitoring our Action Plan.
- Timeline for implementation: September 2012 – June 2013.

Strategies to increase parental involvement

- Orientation meetings for parents in September 2012 to share reading learning goals for year with parents.
- Monthly Parent –Teacher Association meetings to provide and disseminate information from SLT and Instructional expectations.
- Parent workshops on literacy and at home resources will be provided including Study Island and ARIS will be provided.
- PS 133Q school website with online resources for parents.
- Parent coordinator outreach with e-mail, phone calls and meetings with parents in addition to monthly newsletters
- School Book Fairs in November and March.
- Parent workshops will focus on activities and strategies for parents to support students' literacy development.
- Orientation meetings for parents in September 2012 to share reading learning goals for year with parents.
- Develop structures with teachers, parent coordinator, PTA and School Leadership Team to support families using internet tools (ARIS, Parent Link) provide workshops, parent orientation and conferences information as part of the monthly PTA meetings to better provide an understanding of goals and objectives for student learning and to better understand student performance.
- Parent workshops to support student learning including CCLS, ELA and Testing.
- Develop structures with teachers, parent coordinator, PTA and School Leadership Team to support families using Internet tools such as ARIS and Parent Link.

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:

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e. Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Per Session Monies (TL Fair Student Funding) will be budgeted for professional development activities and needed resources.
- Inquiry Grade teams will meet regularly beginning in September 2012 to continue inquiry work to best support student learning. Funds will be allocated for teacher coverage's and per session activities including data specialist, parent workshops and professional development workshops.
- OTPS monies (FSF) budgeted for purchasing classroom resources to support teaching and student learning.
- Title III funds will be used to support ELL after school classes with a certified ELL teacher.

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).

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. P.S. 133Q's school programs are enhanced by their partnership with Young Audiences which supplements the school curriculum with additional student opportunities in the arts – dance, music, theater, art. PS 133 also participates in violence prevention programs initiatives such as the anti-bullying campaign, the Respect for All programs, and the Healthy Choices focus. Lastly, thanks to council member we are able to purchase several smart boards for classroom use.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

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.

- By June 2013 75% of students in grades K-5 will improve their level of mathematical achievement or maintain proficiency by demonstrating an increase in their ability to solve and explain mathematical problems in written or oral form as measured by maintaining proficiency or moving at least one level on the Exemplar Problem Solving rubric and /or the DOE math task rubric (Novice to apprentice, apprentice to practitioner, or practitioner to expert)
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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.
- School needs assessments are conducted at School Leadership Team meetings, UFT Consultative Committee meetings, PTA, grade level conferences, PPC Committee meetings, Interdisciplinary and grade Inquiry Team meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments.
- The percentage of students achieving proficiency as measured on the 2012 State Math Test was 89% as compared to 93% in 2011. This change is consistent with a Citywide (and Statewide) pattern and reflects new criteria for determining levels of student achievement as measured on the state test.
- Students in grades 4 and 5 scored a B for student progress for Math on the 2011-2012 Progress Report as compared to an A in . 2010-2011. Students in grades 4 and 5 scored an A in Student Performance and the overall score for the 2011-2012 Progress Report was an A.
- According to the 2011-2012 N.Y.C. School Survey 93% of parents and 96% of teachers feel that the school has high expectations for students and develops rigorous and meaningful academic goals that encourage students to do their best.
- The percentage of students scoring a level 4 on the 2012 State Math Test assessment in the 3rd grade was 11% as compared to 18% in 2011. The percentage of students scoring a level 4 on the 2012 State Math Assessment in grade 4 was 56% as compared to 66% in 2011. The percentage of students scoring a level 4 on the 2012 State math assessment in Grade 5 was 62 % as compared to 56% in 2011
- Teachers, Inquiry Teams, Principal and the Data Specialist reviewed results from the 2012 Math for grades 3-5. We noted that there was a decrease in the number of students of students achieving level 4 proficiency in Math. Based on analysis of this data teachers and principal identified the need to raise the level of comprehension in all grades,
- In 2011/2012 a 5% of all students did not meet proficiency in Mathematics. In 2010-2011 a total of 13% of students did not meet proficiency.
- As a school community, we continue to focus on increasing the percentage of students making at least 1 year of progress in Math. This remains a focal point of our work as a school community.

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: Instructional Expectations

- Teachers will engage in job embedded professional learning as they explore ways to implement pedagogical practices that focus on instructional shifts as outlined in the Citywide Instructional Expectations for 2012-2013
- With support from network, we will integrate instructional expectations for improving instruction. Teachers will meet bi monthly with Network Math Coach to effectively adjust the CCLS aligned curriculum and attend Network PD workshops in math
- Students will be required to address fluency, application and conceptual understanding in problem solving
- Students in grades Pre- K-5 will experience two Common Core –aligned units of study aligned to a CCLS mathematical unit of study
- Address the Citywide Instructional Expectations for 2012-2013 by deepening and broadening the work of the 2011-2012 instructional expectations including the pedagogical aspects of the special education reform
- To improve teacher effectiveness ,select competencies relevant to teacher’s developmental needs will be identified that most support the implementation of the CCLS
- Principal and faculty engage students and families in reciprocal and ongoing discussions regarding student progress towards meeting school and class expectations.

Activity 2: Leadership, Systems, Schedules

- Meet at least bi monthly with PPC, Special Education Liaison and ELL teacher to ensure that students with IEP’s or special needs are provided with the supports and resources needed to succeed. Conference with teachers to make sure that all students who need extra support are receiving ongoing AIS services including extended day.
Principal and faculty engage student and families in reciprocal and ongoing discussions regarding student progress towards meeting school and Citywide Instructional Expectations
- Develop schedules to support the school’s instructional goals giving teachers the common planning time needed to meet with colleagues.
- Teachers on grade level teams will meet regularly and effectively to adjust curriculum and instruction to help students move toward the expectations of the CCLS in mathematics.
- The Data Specialist will collect data from existing management systems, conducting assessment item analysis and assisting administration and Inquiry Team members in how best to utilize that data to improve student learning outcomes.
- Articulation/ congruence meetings between classroom teachers and support staff are scheduled throughout the year providing opportunities for teachers to provide best practices.
- Inquiry Teacher teams will discuss and evaluate present practices, study current research and will implement change strategies, monitor the progress of targeted students and share strategies with the school community.
- Common planning time will be scheduled for teachers on the grade to meet weekly to plan instruction, to look at student work, to participate in

the inquiry team process, to share ideas and resources and to discuss the Common Core State Standards.

- The Lead Teachers will attend monthly meetings with the Network Literacy Specialist, studying comprehension, text complexity and the building of vocabulary
- The SBO for an 8 period school day will continue and will provide opportunities for individual and/or small group tutoring for remediation and enrichment.
- Identify at risk students and plan academic intervention to support classroom instruction including UDL, RTI and various entry points for learning.
- Common planning time will be scheduled for teachers on each grade at least twice a week to provide opportunities for teachers to meet and share ideas around instructional issues in mathematics and to discuss the Common Core State Standards.
- If budget allows monies will be used for per diem days for teachers to attend workshops to increase their content knowledge in mathematics and to deepen their understanding of how students learn and think about math.
- Small group tutoring will be provided for students that are at risk in mathematics.

Activity 3: Pedagogy

- Teachers will incorporate the Mathematics Depth of Knowledge Questioning into their planning and teaching to improve critical thinking skills.
- Data from “Every Day Mathematics” assessments, exemplars, performance tasks, teacher judgment and periodic assessments will be used to plan instructional strategies to meet goals and strengthen the CCLS alignment in math
- Use of “Math Exemplars” in grades 3-5 to focus on problem solving. data gathering and analysis of information to inform the differentiation of instruction and monitor student progress. Using various entry points, RTI strategies and Planning for UDL.
- Teachers will maintain individual student folders that track student learning and progress
- Use of “Math Exemplars” in grades 3-5 to focus on problem solving. data gathering and analysis of information to inform the differentiation of instruction and monitor student progress. Using various entry points, RTI strategies and Planning for UDL.
- Teachers will communicate clear learning goals to students and parents
- Teachers will plan lessons with UDL strategies and use various entry points and RTI to support learning
- Teachers will maintain individual student folders that track student learning and progress
- Use of “Math Exemplars” in grades 3-5 to focus on problem solving. data gathering and analysis of information to inform the differentiation of instruction and monitor student progress. Using various entry points, RTI strategies and Planning for UDL.
- Teachers will communicate clear learning goals to students and parents and use various entry points and RTI strategies to support learning
- Teachers will maintain individual student folders that track student learning and progress
- Identified students will be provided with AIS in math during the 37 ½ minute extended day Monday- Wednesday.
- Teachers will meet on Thursday afternoons for professional development and Inquiry Teacher Teams
- Teachers will utilize pacing and alignment calendars and the DOE scope and sequence at each grade level to ensure continuity of instruction.
- Teachers will utilize math manipulative in centers and flexible grouping to develop mathematical concepts and problem solving skills and to differentiate instruction.
- Teachers will continue to incorporate the use of technology, including online resources and tutorials and interactive white boards, as instructional aids in math instruction.
- Teachers will schedule 110 minutes of daily math instruction.

- “Math Exemplars” will be incorporated into the math curriculum as an instructional aid for differentiating instruction in problem solving by using various entry points, UDL and RTI strategies
- Teachers will incorporate the use of open-ended responses in the Everyday Mathematics curriculum in order to engage students in mathematical conversations and raise the level of student thinking and understanding of mathematical concepts.
- Teachers will model “accountable talk” in daily math instruction and foster critical thinking skills through discussion and sharing of explanations and alternative solutions to mathematical problems.
- Study Island software internet program will be provided for students in grades 2-5 to enhance their literacy skills and to monitor their progress
- Teachers will assist students in identifying clear learning goals for increasing their writing skills when responding to informational texts.
- The computer, science and art cluster teachers will incorporate the CCLS math standards into their teaching to support student learning.

Activity 4: Professional Development

- Teachers across all grade levels are invited to participate in voluntary professional study groups that explore various strategies to enhance student learning and that focus on developing units of study that are motivating and innovative.
- Grade conferences and faculty meetings will focus on sharing ideas, resources, issues and concerns to will support learning goals.
- Lead teacher will be identified and attend monthly sessions with Network Math Specialist and “turn key “information to classroom teachers.
- Special Education liaison will be identified to attend Network support meetings and turnkey information to staff at PD and grade meetings
- Full day professional development in September and June will be used to continue school wide focus and to share information, new initiatives and provide needed support.
- School Leaders will conduct frequent formative classrooms observations and provide teachers with formative feedback
- Professional development opportunities will be provided to support improved practice in identified competencies and across a common framework
- Staff will participate in professional development opportunities and Inquiry Teams during PD time on Thursdays to analyze student work to adjust teaching practice and instructional planning
- Teachers will meet with teacher teams to review their scope and sequence in Math in light of the changes to the standardized tests and to support key instructional practices in Grades K-5
- Math Committee will be organized to offer teachers support and resources to share successful math strategies to complete tasks and improve learning.
- Professional development will involve all teaching staff and will focus on data gathering, problem solving and analysis in order to inform instruction, provide differentiation of instruction in mathematics aligned to the Common Core State Standards.
- Data specialist will continue to provide training to teachers on the use of ARIS, Acuity, Study Island and other assessment tools to access and analyze data.
- All staff members including the Principal and the Assistant Principal will be responsible for implementing and monitoring our Action Plan.
- Timeline for implementation: September 2012 – June 2013.

Strategies to increase parental involvement

- Orientation meetings for parents in September 2012 to share math learning goals for year with parents.
- Monthly Parent –Teacher Association meetings to provide and disseminate information on Instructional expectations.

- Parent workshops on math and at home resources will be provided including Study Island and ARIS will be provided.
- PS 133Q school website with online resources for parents.
- Monthly calendar is sent home to inform parents of activities, units of study in math, upcoming events, etc.
- Back to school - Meet the Teacher Parent Meetings – September 2012
- Parents are encouraged to attend math grade celebrations throughout the year when planned by classroom teacher.
- Math Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5
- Parent workshops will focus on activities and strategies for parents to support students' mathematical development.
- Orientation meetings for parents in September 2012 to share math learning goals for year with parents.
- Develop structures with teachers, parent coordinator, PTA and School Leadership Team to support families using internet tools (ARIS, Parent Link) provide workshops, parent orientation and conferences information as part of the monthly PTA meetings to better provide an understanding of goals and objectives for student learning and to better understand student performance.
- Parent workshops to support student learning including Math and Testing.
- Develop structures with teachers, parent coordinator, PTA and School Leadership Team to support families using Internet tools such as ARIS and Parent Link.
- Provide parents with timely information regarding student performance profiles, assessments and progress in math.

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.

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

If other is selected describe here:

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Per Session Monies (TL Fair Student Funding) will be budgeted for professional development activities and purchases of needed resources
- Inquiry Grade teams will meet regularly beginning in September 2012 to continue inquiry work to best support student learning. Funds will be allocated for teacher coverage's and per session activities including data specialist, parent workshops and professional development workshops.
- OTPS monies (FSF) budgeted for purchasing classroom resources to support teaching and student learning

- Title III funds will be used to support ELL after school classes with a certified ELL teacher.

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

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. P.S. 133Q's school programs are enhanced by their partnership with Young Audiences which supplements the school curriculum with additional student opportunities in the arts – dance, music, theater, art. PS 133 also participates in violence prevention programs initiatives such as the anti-bullying campaign, the Respect for All programs, and the Healthy Choices focus. Lastly, thanks to council member we are able to purchase several smart boards for classroom use.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

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.

By June 2013 80% of students in grades K-5 will maintain proficiency or show improvement of at least one level in written analysis of informational text and will improve their ability to respond to grade appropriate content area texts as measured by the teacher created rubrics aligned to the CCLS and evaluation and comparison to the writing pre assessments and the DOE task Rubrics

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.
- School needs assessments are conducted at School Leadership Team meetings, UFT Consultative Committee meetings, PTA, grade level conferences, PPC Committee meetings, Interdisciplinary and grade Inquiry Team meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments
- As part of our commitment to support all students in grades K-5 to be college and career ready, informational writing has been targeted as an area that needs to be strengthened in our educational program as indicated in the new Common Core Learning Standards. During the 2012-2013 school year Inquiry teams analyzed student writing work using the CCLS. We determined that the ongoing use of well-crafted writing rubrics and effective feedback from teachers will support the CEP goal to strengthen student's ability to provide grade level written response to nonfiction/informational tasks by forming opinions and arguments.
- The percentage of students achieving proficiency as measured on the 2012 State ELA was 77%- as compared to 74% in 2011. This change is consistent with a Citywide (and Statewide) pattern and reflects new criteria for determining levels of student achievement as measured on the State test.
- Students in grades 4 and 5 scored a B for student progress for ELA on the 2011-2012 Progress Report as compared to an A in 2010-2011.. Students in grades 4 and 5 scored an A in Student Performance and the overall score for the 2011-2012 Progress Report was an A.
- According to the 2011-2012 N.Y.C School Survey 93% of parents and 96% of teachers feel that the school has high expectations for students and develops rigorous and meaningful academic goals that encourage students to do their best.
- Teachers, Inquiry Teams, Principal and the Data Specialist reviewed results from the 2012 ELA for grades 3-5. We noted that there was an ongoing trend. After looking at results over 3 years we have noticed that our Level 4 students keep decreasing in number. Therefore, it is necessary to focus our attention on raising the achievement of our Level 3 students to move to Level 4. The percentage of students scoring a level 4 on the 2012 State ELA assessment in the 3rd grade was 2% as compared to 8% in 2011. The percentage of students scoring a level 4 on the 2012 State ELA assessment in the 4th grade was 5.4 % in 2012 as compared to 1% in 2011. The percentage of students scoring a level 4 on the 2012 State ELA assessment in the 5th grade was 6.7% in 2012 as compared to 10% in 2011. This represents a relatively small group of students achieving level 4 status and indicates an area that needs to be addressed.
- As a school community, we continue to focus on increasing the percentage of students making at least 1 year of progress in ELA and Math. This remains a focal point of our work .

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: Instructional Expectations

- Teachers will engage in job embedded professional learning as they explore ways to implement pedagogical practices that focus on instructional shifts as outlined in the Citywide Instructional Expectations for 2012-2013
- With support from network, we will integrate instructional expectations for improving instruction. Teachers will meet bi monthly with Network Literacy Coaches to effectively adjust the CCLS aligned curriculum and attend Network PD workshops in ELA
- Students will be required to ground reading, writing and discussion in evidence from text in ELA, S.S. and Science
- Students in grades Pre- K-5 will experience two Common Core –aligned units of study aligned to the literacy standards in ELA, social studies, and/or science
- Address the Citywide Instructional Expectations for 2012-2013 by deepening and broadening the work of the 2011-2012 instructional expectations including the pedagogical aspects of the special education reform
- To improve teacher effectiveness select competencies relevant to teacher’s developmental needs will be identified that most support the implementation of the CCLS

Activity 2: Pedagogy

- Teachers will incorporate the Depth of Knowledge Questioning into their planning and teaching to improve critical thinking skills.
- Teachers will align instruction to strategic CCLS when assessing writing pre assessments (Quick Writes, On Demand) to differentiate, evaluate and track student progress in writing skills.
- Students in grade K-5 will improve their ability to respond to nonfiction text using the Social Studies and Science curriculum and Depth of Knowledge.
- Teachers will use data based on pre and post writing assessments, writing rubrics teacher judgment / conference notes, and student writing portfolios to differentiate instruction by using a variety of entry points, UDL and RTI strategies.
- Teachers will encourage students to use tools that help support writing including word processing, design software and computer level resources.
- Students will effectively use evidence to support arguments across areas and grades and be able to use teacher made rubric to support work
- Teachers will meet during common planning time to develop non- fiction writing rubrics that are aligned with their units of study and CCLS.
- The computer, science and art clusters will incorporate the CCLS writing standards into their teaching to support student learning.
- In teams, teachers will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands. Student work will be analyzed and critiqued at monthly inquiry meeting to see evidence of improvement and

successful teaching strategies and plan intervention when needed to support students.

- Teachers will assist students in identifying clear learning goals for increasing their writing skills when responding to informational texts.
- Identified students with disabilities in the self contained and SETTS program will have the opportunity to participate in the Wilson reading/phonics program to support learning.
- Teachers will maintain individual student folders that track student learning and progress
- Teachers will communicate clear learning goals to students and parents.

Activity 3: Professional Development

- Teachers will plan and implement UDL , various entry points and RTI strategies to support learning
- .Teachers across all grade levels are invited to participate in voluntary professional study groups that explore various strategies to enhance student learning and that focus on developing units of study that are motivating and innovative.
- Grade conferences and faculty meetings will focus on sharing ideas, resources, issues and concerns to will support learning goals
- School Leaders will conduct frequent formative classrooms observations and provide teachers with formative feedback
- Staff will participate in Professional development opportunities and Inquiry Teams during PD time on Thursdays to analyze student work to adjust teaching practice and instructional planning
- Teachers will meet with teacher teams to review their scope and sequence in ELA in light of the changes to the standardized tests and to support key instructional practices in Grades K-5
- Teachers across all grade levels are invited to participate in voluntary professional study groups that explore various strategies to enhance student learning and that focus on developing units of study that are motivating and innovative.
- Full day professional development in September, and June will be used to continue school wide focus and to share information, new initiatives and provide needed support
- Professional development will involve all teaching staff and will focus on data gathering and analysis in order to inform instruction.
- Professional development opportunities will be provided to support improved practice in identified competencies and across a common framework
- The Data Specialist will collect data from existing management systems, conducting assessment item analysis and assisting administration and Inquiry Team members in how best to utilize that data to improve student learning outcomes.
- Days will be budgeted for sub coverage so teachers can participate in professional development activities to increase their content knowledge, share best practices and adjust their curriculum and instruction to help students move towards the higher expectations of CCLS.
- Lead teacher for upper and lower grades will be identified and attend monthly meetings with Network Literacy specialist.
- The Network Literacy Specialist will assist teachers in using student work to develop assessment tools to measure progress in responding to informational text. This will be provided through rigorous classroom instruction that is aligned to the Common Core Learning Standards.
- The special education network specialist will continue to provide training and support to teachers

Activity 4: Leadership, Systems, Schedules

- Teachers on grade levels and Inquiry team members will meet regularly to effectively adjust curriculum and instruction to help students move toward the expectations of the CCLS.
- If budget allows monies will be used for per diem days for teachers to attend workshops and have PD opportunities to increase their content knowledge strategies to help students strengthen writing skills and to deepen teacher understanding of how students learn and think about different genres in writing.
- All staff members will be responsible for implementing and monitoring our Action Plan.
- Articulation/ congruence meetings between classroom teachers and support staff are scheduled throughout the year providing opportunities for teachers to provide best practices.
- Organize and participate in Inquiry Teams to ensure that teachers have the opportunity to look closely at current student work to understand the steps needed to reach the level of performance that the common core demands.
- Meet at least bi monthly with PPC, Special Education Liaison and ELL teacher to ensure that students with IEP's or special needs are provided with the supports and resources needed to succeed. Conference with teachers to make sure that all students who need extra support are receiving ongoing AIS services including extended day.
- Inquiry Teacher teams will discuss and evaluate present practices, study current research and will implement change strategies, monitor the progress of targeted students and share strategies with the school community.
- Common planning time will be scheduled for teachers on the grade to meet weekly to plan instruction, to look at student work, to participate in the inquiry team process, to share ideas and resources and to discuss the Common Core State Standards.
- The Lead Teachers will attend monthly meetings with the Network Literacy Specialist, studying comprehension, text complexity and the building of vocabulary
- ESL teacher will continue to support literacy during mandated periods by focusing on building vocabulary, listening comprehension, writing skills, text complexity, and higher order thinking skills.
- Identify at risk students and plan academic intervention to support classroom instruction including UDL, RTI and various entry points for learning.
- Pupil Personnel Committee will meet regularly to support classroom teachers in developing intervention and RTI strategies for improvement
- Curriculum maps and pacing calendars will be revisited to ensure continuity and rigor of instruction across the grades.
- The SBO for an 8 period school day will continue and will provide opportunities for individual and/or small group tutoring for remediation and enrichment.
- Common planning time will be scheduled for teachers on each grade at least twice a week to provide opportunities for teachers to meet and share ideas around instructional issues in mathematics and to discuss the Common Core State Standards.
- Small group tutoring will be provided for students that are at risk in mathematics.
- All staff members including the Principal and the Assistant Principal will be responsible for implementing and monitoring our Action Plan.
- Timeline for implementation: September 2012 – June 2013

Strategies to Increase Parental Involvement

- Orientation meetings for parents in September 2012 to share writing learning goals for year with parents.
- Monthly Parent –Teacher Association meetings to provide and disseminate information from SLT and Instructional expectations.
- Parent workshops on informational writing and at home resources will be provided including Study Island and ARIS will be provided.
- PS 133Q school website with online resources for parents.

- Monthly SLT meetings to discuss and ensure the implementation of our CEP goals..
- Parent workshops will focus on activities and strategies for parents to support students' writing development.
- Orientation meetings for parents in September 2012 to share math learning goals for year with parents.
- Develop structures with teachers, parent coordinator, PTA and School Leadership Team to support families using internet tools (ARIS, Parent Link) provide workshops, parent orientation and conferences information as part of the monthly PTA meetings to better provide an understanding of goals and objectives for student learning and to better understand student performance.
- Parent workshops to support student learning including CCLS (writing standards) and Testing.
- Provide parents the opportunities to gain a better understanding of goals and objectives for student learning and to better understand student performance by providing workshops, parent orientation meetings, conferences and information dialogs as part of the monthly PTA meetings
- Develop structures with teachers, parent coordinator, PTA and School Leadership Team to support families using Internet tools such as ARIS and Parent Link.
- Provide parents with timely information regarding student performance profiles, assessments and progress.

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 _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
 _____ Levy

If other is selected describe here:

- Per Session Monies (TL Fair Student Funding) will be budgeted for professional development activities and purchases of resources.
- Inquiry Grade teams will meet regularly beginning in September 2011 to continue inquiry work to best support student learning. Funds will be allocated for teacher coverage's and per session activities including data specialist, parent workshops and professional development workshops.
- OTPS monies (FSF) budgeted for purchasing classroom resources to support teaching and student learning.
- Title III funds will be used to support ELL after school classes with a certified ELL teacher.

Service and program coordination

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. P.S. 133Q's school programs are enhanced by their partnership with Young Audiences which supplements the school curriculum with additional student opportunities in the arts –

dance, music, theater, art. PS 133 also participates in violence prevention programs initiatives such as the anti-bullying campaign, the Respect for All programs, and the Healthy Choices focus.

Lastly, thanks to council member we are able to purchase several smart boards for classroom use.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

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	<p>Students receive differentiated instruction to meet specific needs including a variety of RTI strategies and planning UDL lessons.</p> <p>Use of the Wilson Reading remedial program that supports students who require a highly structured multisensory approach</p> <p>Based upon teacher data gathered from TCRWP benchmarks, periodic assessment, standardized tests, guided and shared</p>	Small group instruction, one to one tutoring	During school day (academic periods, pull out AIS, push in model, in classroom) and after school during extended day

	reading groups and conferencing with students teachers plan UDL and RTI strategies that best support student learning needs		
Mathematics	<p>Students receive differentiated instruction to meet specific needs including a variety of RTI strategies and planning UDL lessons</p> <p>AIS Instruction focuses on problem solving strategies and the use of manipulatives that give student both a visual and textile support in addition to conceptual understanding. Using UDL and a variety of entry points when teaching/ reteaching a skill provides the extra support in addition to identified RTI strategies to best support student learning. The data obtained from math pre assessments, class tests, daily work and conferencing and periodic assessments is used to identify students in need</p>	Small group instruction, one to one tutoring	During school day (academic periods, pull out AIS, in classroom) and after school during extended day
Science	The focus is on a specific identified need throughout the year that can range from following step-by-step instructions, having visual clues available and a “hands - on “approach.	The focus is on specific need. A hand- on approach is used with small targeted groups of students	During school day (academic periods, small group instruction in classroom or one to one tutoring)
Social Studies	Visual clues, use of white board technology, internet search, map skills, and reading strategies help	S.S. content is integrated with vocabulary development and nonfiction during our ELA literacy block. Identified students needing	During school day (academic periods, small group instruction in classroom or one to one tutoring)

	support S.S. understanding and connections to other academic areas	AIS receive services in small group instruction, and/or one to one tutoring	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The major role of counseling is to promote growth and prepare students to become motivated workers and responsible citizens. We realize that in addition to intellectual challenges (that are addressed in at risk SETTS) students encounter personal/ social and educational challenges.</p> <p>At risk guidance and counseling programs address these challenges and help promote educational success including talk and play therapy, social skills groups and various activities to help students improve study and academic performance.</p>	Students are provided with at risk services in SETTS with the counselor, school psychologist, or social worker in small groups or one to one depending on the needs of the child to best provide needed support	During regular school day and extended day if necessary

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.

✓ **PS 133Q attracts highly qualified teachers by our rigorous interview protocols which include:**

- Open Market search for candidates.
- Candidates meet for Level 1 and level 2 interviews with Hiring Committee.
- Candidates teach a demonstration lesson with children from PS 133.
- Candidates are asked to supply a writing sample.

✓ **PS 133Q retains and nurtures teachers by:**

- Providing numerous common planning periods with grade level colleagues.
- Formal and informal observations by supervisor with effective feedback.
- Professional development opportunities including September P.D. day, Election Day, Brooklyn Queens day, Monthly grade conferences, Monthly Inquiry Team meetings, Monthly Inquiry Team Grade meetings, Cluster and Network 2.05 PD and DOE workshops.
- Providing numerous common planning periods with grade level colleagues
- Provides common planning periods with grade level colleagues
- Administration encourages staff to conduct P.D. at faculty and grade conferences in addition to “lunch and learn” meetings
- Administration conducts monthly faculty conferences, grade conferences and lead teacher meetings to inform staff of ant new DOE agenda/ mandates
- Formal and informal observations by supervisors
- informal observations with written and/or verbal formative feedback by supervisors using Danielson’s Framework for Teaching

**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 with 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
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	District 26	Borough Queens	School Number 133
School Name			

B. Language Allocation Policy Team Composition

Principal Marianne Sheridan	Assistant Principal
Coach	Coach
ESL Teacher Gio Ortellado	Guidance Counselor Hennie Wolf
Teacher/Subject Area Renee Sabbagh/ Fifth Grade	Parent
Teacher/Subject Area	Parent Coordinator Alana Foy
Related Service Provider Doreen McDonough/ SETSS	Other
Network Leader Mary Jo Pisacano	Other

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	462	Total Number of ELLs	47	ELLs as share of total student population (%)	10.17%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Newly enrolled students are administered the Home Language Identification Survey (HLIS) to determine Language Battery Assessment-Revised (LAB-R) eligibility. An informal oral interview is conducted by the ESL teacher, Gio Ortellado or other licensed and trained pedagogues, Jenna Adinolfi and Renee Sabbagh. PS 133 has a multilingual staff available to accommodate parents and students in their native languages of Spanish, Italian, Hindi, Gujarati, Punjabi, Urdu and Chinese. The licensed and trained pedagogues are aided by school paras such as Ms. Shah, Ms. Aslam, Ms. Barriga and Ms. Chin in translating and help communicating with parents and students in their native language. Other resources such as bilingual dictionaries are available in the main office for staff and parents to use in facilitating communication. When necessary, translation services are called into the school for assistance. Based upon the HLIS, new students are then screened by the ESL teacher or trained pedagogues. The LAB-R is administered by the ESL teacher or trained pedagogues to incoming students who are identified as eligible. The ESL teacher also administers the Spanish LAB to any identified ELL student with Spanish as a home language. All eligible students are tested within ten days of enrollment. Students who score at the Beginner, Intermediate, and Advanced levels on the LAB-R are identified as ELLs. Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week. Students are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The ESL Teacher, Gio Ortellado administers the four subtests to all ESL students in the program. A checklist is kept to ensure that each student is administered all four subtests. In September, The ATS report RLAT is run to see students scores on the NYSESLAT. Once again, Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week. Students who score Proficient on the NYSESLAT are screened by the AIS Reading Teacher, Jenna Adinolfi to offer them transitional support.
2. Also within ten days of enrollment, parents of eligible ELLs are invited to a Parent Orientation conducted by and with a trained pedagogue (The ESL teacher and a school administrator) to help them understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) and make an informed choice on the Parent Survey and Program Selection Form. The Orientation Video is shown in English and any other available languages that parents request to see. To meet the needs of the ELL parents in their native language, a translator assists the ESL teacher at Parent Orientations. The translator helps parents understand the information being presented to them, translate any questions or answers that arise and help parents make informed choices on the Parent Program Selection Form. Parent Orientations for newly enrolled ELLs are tentatively scheduled for Friday, September 23, 2011 and Friday, January 20, 2012. Meetings with individual parents will be arranged to accommodate any parent requests. One-to-one parent orientations are also held anytime throughout the year to accommodate new admits tested within ten days of enrollment. The Parent Coordinator, Alana Foy is also invited to the Parent Orientation to introduce herself to parents and to be available to help parents in anyway.
3. Students who are tested or eligible for services are given the proper entitlement letters to notify parents. Whenever possible, entitlement letters are also sent in the student's native language. The ESL Teacher keeps track of Parent Survey and Program Selection Forms sent out and returned on the Teacher Caseload Report. An attendance form from the Parent Orientation is also kept and all

parents at the Orientation fill out a Parent Survey and Program Selection Form.

4. All identified ELL students are given the proper entitlement letters. After reviewing results of the NYSESLAT on the ATS report RLAT, all continuing ESL students are given the Continued Entitlement Letter in English and in their native language if available. PS 133 has also attached a tear-off acknowledgment and permission slip for parents to sign at the bottom of the letter. This tear-off helps the ESL Teacher keep record of letters given out. All students who tested Proficient on the NYSESLAT are given the Non-Entitlement/ Transitional Letter in English and their native language whenever available. Students who are newly enrolled ELL students are given the Non-Entitlement Letter if they pass the LAB-R and are found not to need ESL services. Students who are newly enrolled and found to need ELL services are given an Entitlement Letter and a Parent Survey and Selection Form in English and in their native language whenever available. Parents are invited to a Parent Orientation to help them make an informed choice on the survey. After the Orientation Meeting, parents are given a Placement Letter to inform them that their child has been placed in the Bilingual Program of their choice.

5. In the past few years 95% or more of parents have chosen the ESL Program as their first choice on the Parent Survey and Program Selection Form. The pullout ESL Program at P.S. 133 is aligned with what the parents have been requesting. Original Parent Survey and Program Selection Forms showing this choice are filed in the students cumulative folder. Copies of the Parent Survey and Selection Forms are kept in the ESL Teacher's files. Also, parent's choices are recorded on the ESL Teacher's Caseload Report. Parent's choices are also recorded on the annual BESIS report.

6. Parents are informed about ELL instruction, policies and student progress throughout the year. This is achieved through ELL parent orientations, ELL parent workshops, parent/teacher conferences and PTA meetings. To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for Adult ESL classes for parents and family to improve their English skills. The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	8
SIFE		ELLs receiving service 4-6 years	8	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. [i](#)

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
Dual Language										0
ESL	39			8						47
Total	39	0	0	8	0	0	0	0	0	47

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

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

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
Polish														0
Albanian														0
Other	1	3	2		2									8
TOTAL	10	17	7	3	6	4	0	47						

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 questions 1-7 here

1. The current ELL instructional program at P.S. 133 is freestanding English as a Second Language pullout model. This ESL program enables students in Kindergarten through Grade 5 to receive additional instruction/ enrichment in reading, writing, listening and oral language. After selection, students from various classes are grouped together by grade and by their proficiency level. They receive English instruction in small groups of students.
2. Beginner and Intermediate level students receive 360 minutes per week (8 periods of 45 minutes) of ESL services in English. Advanced level students receive 180 minutes per week (4 periods of 45 minutes) of ESL services in English. All students receiving ESL services take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language needs for the following school year. There is one full-time New York State and New York City certified ESL teacher, Gio Ortellado that services six groups of students from Kindergarten through Grade 5. The ESL teacher is under the direct supervision of the school Principal and Assistant Principal and is also supported by the NYC Department of Education ELL Compliance and Performance Specialist.
3. The ELL students in P.S. 133 spend the entire day in an all-English content area instructional classroom. All ELLs participate in the Teacher's College Reading and Writing Workshop Literacy Program and the Everyday Math Program. P.S. 133 offers identified ELLs in grades K-5 small group instruction Mondays through Thursdays in the Extended Day Program. P.S. 133 will implement the Essential Elements of Effective Programs for LEP/ELLs. To assure that Limited English Proficient students achieve the highest academic standards,

A. Programming and Scheduling Information

the focus will be on improving Literacy and Math. The ESL program will utilize the Teachers College Balanced Literacy workshop model. ESL classes will support academic development in content areas. Content area instruction will be taught using Scaffolding Strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. To ensure that the LEP students meet the standards, P.S. 133 will apply the Chancellor’s Seven Recommendations for ELLs and the New York State Department of Education’s 12 Steps to Assist LEP/ELLs in Meeting the ELA Standards. Clear teaching goals in the ESL curriculum will be aligned with New York State Standards. This will provide intensive English language instruction for the ELLs. At present, P.S. 133 is using programs such as the Longman Cornerstone Series and the Oxford Picture Dictionary for the Content Areas.

4. Translation services are offered for eligible ELL students. Whenever possible, students are offered State Exams in their native language. For low incidence languages, an oral translation is provided along with all ELL testing modifications. ELL modifications and translations are offered to all ELLs in the ESL program and also for former ESL students for two years after testing at the proficient level.
5. Differentiated curriculum and ESL instructional strategies will be used in accordance with the Principles of Learning, the New Learning and Performance Standards, and the Learning Standards for English as a Second Language. ESL classes will support academic development in content areas.

At present, P.S. 133 does not have any SIFE students. If a SIFE student were enrolled in the future, that student would be placed in the appropriate ESL pullout group based on his/her proficiency level. These students would also be encouraged to participate in the Extended Day Program to further enrich and support their academic skills.

All newcomer ELLs are given the LAB-R within the first ten days of enrollment and are then placed in the appropriate ESL pullout group based on their proficiency level. They are also encouraged to participate in the Extended Day Program to provide extra time and instruction in their new language and environment.

Currently, P.S. 133 does not have any long-term ELLs in the ESL Program. If a long-term ELL student were enrolled in the future, teachers would review Interim Assessment scores and State test scores to better understand the needs of the student and drive instruction. The student would then receive differentiated instruction to help the student meet State Standards.

6. & 7. The needs of special education ELL students are reviewed and implemented according to their IEPs. “Alternate Placement” students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category. The ELL students in P.S. 133 spend the entire day in an all-English content area instructional classroom. All ELLs participate in the Teacher’s College Reading and Writing Workshop Literacy Program and the Everyday Math Program. P.S. 133 offers identified ELLs in grades K-5 small group instruction Mondays through Thursdays in the Extended Day Program. P.S. 133 will implement the Essential Elements of Effective Programs for LEP/ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus will be on improving Literacy and Math. ELL-SWDs are also offered special programs such as the Wilson Reading Program to help them achieve academic standards.

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:

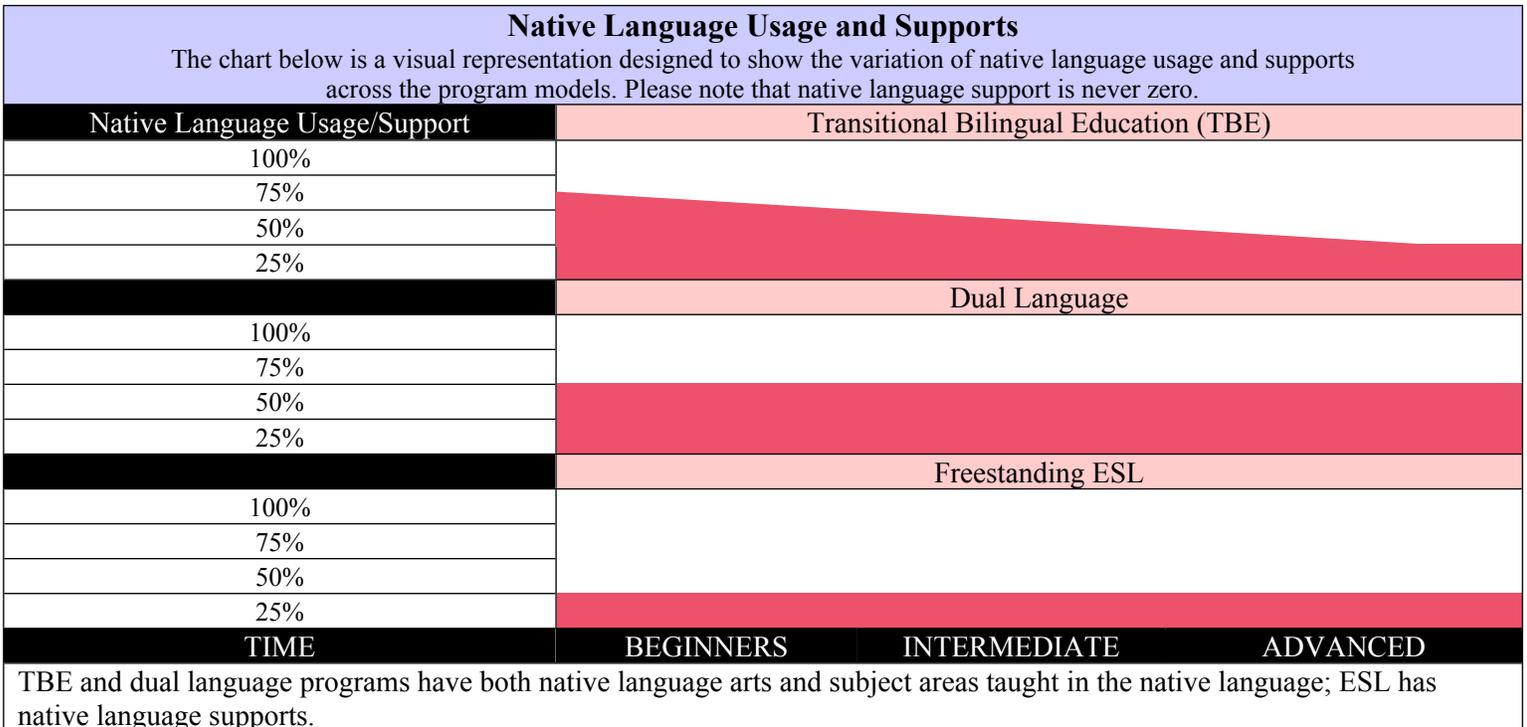
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

Students receive Academic Intervention Services (AIS) that offer support in English language arts, math and/or science in programs both during the school day and during the Extended Day Program. Services are provided based upon review of data, including standardized test scores and informal assessments.

P.S. 133 offers continuing transitional support for all ELLs reaching proficiency on the NYSESLAT. After testing proficient on the NYSESLAT, students are pulled out for small group instruction with the AIS Reading teacher. The Reading teacher provides continued support in reading and writing skills, which tend to be the hardest modalities for ELLs to achieve. For additional transitional support, these students are also given the same ELL test accommodations on State tests for two years after they have tested proficient on the NYSESLAT. ESL instruction is designed to align curriculum and instruction with the NYS and NYC Standards in math and literacy. The ESL teacher provides the ELL students with academic instruction in all core content areas using ESL methodologies while incorporating a Balanced Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as TPR (Total Physical Response), repetition, choral speaking, puppetry, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs. Picture dictionaries, bilingual picture dictionaries, and Content Area picture dictionaries are available in the ESL and mainstream classrooms to support students. Math and Science glossaries are also provided in various languages. The Longman Cornerstone Series, leveled libraries in different genres, word/picture cards, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction.

P.S. 133 offers a variety of extracurricular activities. ELLs participate in these activities as a part of their mainstream class. All ELLs participate in a specialized Art Program during the school day. ELL students also participate in a variety of programs that incorporate the arts into our daily curriculum. These programs include artist residencies in musical theatre.

In addition, at risk support services (i.e. Speech, Counseling) are provided to students who are identified by the Pupil Personal Committee once parental consent is given. AIS for Math and Science is provided to identified students.

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

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.

Paste response to questions 1-3 here

P.S. 133 will plan professional development opportunities to target the needs of teachers of ELLs. Staff Development plans will include a review of ESL Standards, a review of the "Essential Elements of Effective Programs for ELLs," a review of the "New York State Department of Education 12 Action Steps to Assist ELLs in meeting the ELA Standards," a review of the "Chancellor's 7 Recommendations for ELLs" and a review of the school's Language Allocation Policy. Staff Development will also include the different stages of language acquisition and ESL teaching strategies to help teachers develop academic language through content. P.S. 133 will also plan congruence time between the classroom teacher and the ESL teacher. This will provide opportunities to work collaboratively to evaluate student work and plan together to maximize English language acquisition for ELLs.

Tentative Staff Development plans for the 2011-2012 school year have been scheduled for Tuesday, November 8, 2011 and Thursday, June 7, 2012. Staff Development will be given by the ESL Teacher and will target classroom teachers, paraprofessionals, support personnel and administrators. Additional support will be provided for teachers and support staff throughout the year during faculty conferences and/or grade conferences. Congruence meetings between the classroom teacher and the ESL teacher also helps to target and meet the needs of the ELL students.

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

At P.S. 133, the administration, classroom teachers, the ESL teacher and the Parent Coordinator work together to ensure that parents are welcomed, informed and involved in their children's education. To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for Adult ESL classes for parents and family to improve their English skills. One such Adult ESL Program is offered at PS 26 for interested parents. The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success.

Parents' needs are discussed at monthly meetings including PTA and School Leadership Team. Additionally, parents and teachers share suggestions regarding ways to support students and strengthen the home/ school connection. Workshops and parental involvement activities reflect the input of both parents and staff. Communication to parents includes school notices, monthly newsletters and a comprehensive school website.

PS 133 offers parents a variety of translation opportunities to better inform parents of the child's education. Beginning with our multilingual staff available to help translate for parents and students in need, PS 133 tries to involve and include parents of ELLs. We also have a bilingual dictionary collection of our most popular languages available in our main office. All important notices are sent home stamped with "Important- please have translated" in a variety of our popular languages so that parents are encouraged to understand the school notice. A very helpful and important translation service that PS 133 provides is hiring and scheduling translators for Parent-Teacher Conferences.

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)	3	4			1									8
Intermediate(I)		8			2	2								12
Advanced (A)	7	5	7	3	3	2								27
Total	10	17	7	3	6	4	0	0	0	0	0	0	0	47

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	1		5
4	2		6		8
5	2	2	1		5
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		4				6
4			2		2		5		9
5			1		3		1		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2		6		9
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.

Paste response to questions 1-6 here

Beginning in September 2010, P.S. 133 will be using the TCRWP as the early literacy assessment tool. This comprehensive assessment will provide data related to a variety of skills including: Letter Identification Assessment; Word Identification Assessment; Concepts About Print Assessment; Spelling Assessment; and a Text Reading Assessment which determines a student's Independent Reading Level.

After examining students' results in the four modalities (listening, speaking, reading and writing) of the 2011 NYSESLAT and the LAB-R, a pattern was shown. Most students in Grades K through 2 scored the lowest on the Reading subtest. Most students in Grades 3 through 5 scored the lowest on the Writing subtest. This suggests that Reading tends to be an area of need in the early grades K through 2 and that Writing tends to be an area of need in the upper grades 3 through 5.

The LAP will implement a plan focusing on academic rigor. LAP Principle #2, "Academic Rigor" will be a focus in the upcoming school year. Students will be engaged in rigorous learning and performance tasks. Students will perform complex and multi-step tasks that require the application of more than one skill area and the use of more than one learning resource. Rigorous or critical tasks will end in the completion of a product (such as a report, an essay, an oral presentation or a project) that can be evaluated for completeness of knowledge and level of skill application. Students will learn to make connections to texts, use prior knowledge, use academic language in discussions, work in groups to problem solve, collect, organize, and analyze data, and revise plans and products based on new learning. ELL students will be given the opportunity to utilize the computer lab and classroom computers, where various kinds of software (such as the Rosetta Stone Language Learning Program) and online internet access are available to improve oral and listening skills, literacy, writing and research skills.

Students' performance on the 2011 State Math Test was reviewed. There were six ELL students that participated in the Grade 3 State Math Test. One student, in a Special Education class, received a score of 1 indicating that the student is far below grade-level standards in math. One student, in a Special Education class, received a score of 1 indicating that the student is approaching grade-level standards in Math. Four students received a score of 3 indicating that the students have met grade-level standards in math.

Students' performance on the 2011 State Math Test was reviewed. Nine ELL students participated in the Grade 4 State Math Test. Two students received a score of 2 indicating that they are approaching grade-level standards in Math. Two students received a score of 3 indicating that they have met grade-level standards in Math. Four students received a score of 4 indicating that the students exceed grade-level standards in math.

Students' performance on the 2011 State Math Test was reviewed. Five ELL students participated in the Grade 5 State Math Test. One student, in a Special Education class, received a score of 2 indicating that the student is approaching grade-level standards in Math. Three students received a score of 3 indicating that the students have met grade-level standards in Math. One student received a score of 4 indicating that the student exceeds grade-level standards in Math.

Students' performance on the 2011 State Science Test was reviewed. Nine ELL students participated in the Grade 4 State Science Test. One student, in a Special Education class, received a score of 2 indicating that the student is approaching grade-level standards in Science. Two students received a score of 3 indicating that they have met grade-level standards in Science. Six students received a score of 4 indicating that the students exceed grade-level standards in science.

It should be noted, that most students at P.S. 133 are not able to benefit from translated versions of City and State assessments. Most ELLs in P.S. 133 are of Indian origin and there are no translated tests available in their native languages. Therefore, the results of these assessments should be interpreted accordingly. Test results may not accurately reflect the true abilities of some students.

The LAP will implement a plan focusing on content area instruction. LAP Principle #4, "Explicit ESL and ELA Instruction" and Principle

#6, "Content Area Instruction" will be areas of focus for the upcoming school year. Content area instruction will be aligned with the New York City and New York State standards in Language Arts, Mathematics, Science and Social Studies. There will be content area instruction in English supported by ESL language methodologies and designed to develop the cognitive skills of ELLs as they progress through the stages of language acquisition. Teachers will utilize a wide range of strategies and materials such as accountable talk read alouds, a print-rich environment, shared reading texts, leveled libraries, writing and listening centers to scaffold academic language and complex content to support students' participation in content areas.

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: PS 133		School DBN: 26Q133	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marianne Sheridan	Principal		10/14/11
	Assistant Principal		
Alana Foy	Parent Coordinator		10/14/11
Gio Ortellado	ESL Teacher		10/14/11
	Parent		
Renee Sabbagh/ Fifth Grade	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		
	Coach		
	Coach		
Hennie Wolf	Guidance Counselor		10/14/11
Mary Jo Pisacano	Network Leader		
Doreen McDonough	Other <u>SETSS Teacher</u>		10/14/11
	Other		

School Name: PS 133

School DBN: 26Q133

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 133	DBN: 26Q.05
Cluster Leader: Charles Amundsen	Network Leader: Mary Jo Pisacano
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> 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 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
Total # of teachers in this program: 1
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: Public School 133 has a free standing ELL program that follows the pull-out model of instruction. A full time certified ESL teacher provides instruction to a total of 34 students. Students identified as English Language Learners (ELL) receive services as part of their instructional day. Services are provided based on mandates for beginning, intermediate and advanced students. P.S. 133 implements the Essential Elements of Effective Programs for LEP/ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus continues to be on improving Literacy and Math. The ELL program utilizes the Teachers College Balanced Literacy workshop model. differentiated curriculum and ELL instructional strategies are used in accordance with the Principles of Learning, the New Learning and Performance Standards and the Learning Standards for English as a Second Language. ESL classes support academic development in content areas. Content area instruction is taught using scaffolding strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation and metacognition. To ensure that the LEP students meet the standards, P.S. 133 follows the Chancellor's Seven Recommendations for ELLs and the New York State Department of Education's 12 Steps to Assist LEP/ELLs in Meeting the ELA Standards. Clear teaching goals in the ESL curriculum are aligned with New York State Standards.

For the 2011-2012 school year, our Title III program will consist of an extended day program, ongoing professional development for staff and yearlong parental involvement initiatives. Identified students in grades 1-5 who have scored at the beginning or Intermediate levels and/or have been in in the United States for less than two years will be eligible to participate in an after school program that will consist of weekly sessions of 1½ hours of additional and targeted instruction. Students may participate in cycles in order to narrow the range of grades and provide content area instruction that is more grade specific. The program will begin at 3:20 immediately following the extended day program and continue until 4:50. Instruction will be provided to support, supplement and enrich the core curriculum that is part of the regular school day. The proposed program will include instruction in ELA, math and content area subjects. Instruction will be provided by a certified ESL teacher and one other NYC licenced common branch teacher who will provide extra support in math and in the content areas subjects. The teachers will co teach in the classroom working with small groups to provide extra support to students. Preference will be given to to any teacher that possesses an ESL license or certification. Our school has a multi- ethnic population. The languages represented by the community include Spanish, Punjabi, Urdu, Hindi, Malayalam, Gurjarati, Sign Language and Sinhala. Instruction will be in English.

For students who have been in the United States less than two years and/ or have scored at the beginning of Intermediate levels on the NYSESLAT, intensive language proficiency language instruction will be provided through the Language Proficiency Intervention Kits. While many students have social

Part B: Direct Instruction Supplemental Program Information

fluency in English, their literacy and academic fluency needs reinforcement. The kits supplements both literacy and science content instruction and reinforce all four modalities found on ESL and ELA assessments: listening, reading, writing and speaking. The kits provide for differentiated small group instruction. The components support read alouds, guided reading, guided writing, and partner reading.

The "Leapfrog Language First Instructional Program" provides students with an interactive "LeapPad First" personal learning tool and 36 theme based books that will develop oral language and vocabulary skills. Students will have the opportunity to listen to English read fluently in meaningful contexts with strong audio and visual support.

Everyday Math provides specific support for teachers to meet the needs of the ELL child. Each lesson has a brief lesson summary, vocabulary list and an example or illustration to provide the ELL student with an overview. To support language development for English language Learners support is imbedded in the lessons as well as being available as separate activities.

" On Our Way to English" provides differentiated instruction for all language proficiency levels in content areas. This series also provides motivation and age appropriate instruction that includes projects, hands-on activities, songs, chants and big books to actively involve students The series also has an assessment component with both formal and informal assessmentst to assess the four modalities- listening, speaking, reading and writing.

Our intent is to purchase components of this program for all grade levels. The Title III funds for 2011-2012 will enable us to purchase materials as needed for selected grades. Additional materials will be ordered through alternate funding sources.

The goals of our Title III program are as follows:

- Provide high quality literacy, math and content area instruction through ESL strategies and techniques
- Support our ELL students in meeting the standards on all State Assessments
- Utilize data (i.e. NYSESLAT, State Assessments, Acuity and TCRWP interim assessments) to inform instruction
- Differentiate classroom instruction based on student needs
- Utilize technology on an increased basis to support student learning

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

Part C: Professional Development

- name of provider

Begin description here: Teachers who are providing extended day instruction will participate in planning sessions with a certified ESL teacher that detail the specific instructional objectives for each student and outline the activities for each teaching session. This will involve a thorough review and analysis of student work including writing samples, classroom assessments and item analysis of formal assessments, TC Early Childhood assessments, periodic assessments for grades 3-5 including Predictives in math and reading and ITA's in math and reading ,state tests in ELA, Math and NYSESLAT, interim assessments, "Acuity", etc.). Teachers will also evaluate and document student achievement and identify ongoing needs. Professional books will be purchased to aid in the understanding of current research and the latest ESL methodologies.

Professional development activities by a certified ESL teacher will focus on providing staff with added information and resources to implement instruction that is geared to meeting the needs of our ELL students. This includes topics such as the stages of language acquisition, NYSESLAT preparation and data and differentiating instruction for ELL students. Staff development is ongoing and will be provided during faculty conferences and grade meetings. Time is set aside for articulation and congruence meetings between the ESL teacher and classroom teachers. This enables teachers to plan collaboratively, monitor student progress and share best practices. PD for all teachers and support staff will take place during the PD days for P.S. 133 in September, November, and June during which the ESL teacher provides high quality PD. In addition "Lunch and Learn" teacher workshops are held periodically. The ESL teacher is part of the school Inquiry Teams and shares strategies and resources with teachers and staff to help support learning for our ELL students throughout the year.

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: At P.S. 133, the administration, classroom teachers, the ESL teacher and the Parent Coordinator work together to ensure that parents are welcomed, informed and involved in their children's education. To further involve and communicate effectively with parents of ELLs, P.S. 133 makes sure that all parents are aware of the free adult ESL classes offered at local schools for family and

Part D: Parental Engagement Activities

friends of the community to improve their English skills. Those adult ESL classes are offered from September to June on Mondays and Wednesdays from 11:00 A.M. to 2:00 P.M. The classes that we direct our parents to are part of the NYCDOE Initiative .

Parents’ needs are discussed at monthly meetings including PTA and School Leadership Team. Additionally, parents and teachers share suggestions regarding ways to support students and strengthen the home/ school connection. Workshops and parental involvement activities held throughout the year reflect the input of both parents and staff. Notices that are sent home are always stamped in a variety of languages notifying parents to get information translated. Parents are notified of Translation services supplied by the DOE. We often arrange when possible to have a para who speaks Punjabi, Urdu , Mandarin, Sign Language or Spanish to be available for parent conferences or telephone calls during the year. Translation Interpretation Services are used for PT conferences in November and March. Parents are notified beforehand and have the opportunity to request a translator. Parent workshops given by staff in the evening will have paras available for translation when possible. Communication to parents includes school notices, monthly newsletters and a comprehensive school website.

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 	\$6,720	Per session for extended day program and evening parent workshops. Teacher/ Supervisor cost per session is \$50.06/\$52.39 After School Program (February 8th- May 31st Tuesdays and Wednesdays) 2 teachers x 30 sessions= \$ 3,003.06 1 supervisor x 30 sessions= \$1,571.70 Saturday Program for 3rd, 4th and 5th grade students (test preparation strategies) March 3rd- March 24th 2 hours x 4 sessions = 8 sessions 8 sessions x 50.06=400.48 (supervisor will be on site for another program in building) Parent Workshops Teacher: 6 sessions x 50.06=300.36 Supervisor:6 sessionsx52.39=314.34 Parent Workshops and Conferences Interpreters/Translators per session for paraprofessionals (\$29.00 per session) who will be translating for parents during workshops that will

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.
		enrich parent engagement and support learning (3 translators) x\$29.00= \$87.00 \$87.00 x12 sesions= \$1044.00
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. 	\$4,400	Materials for content area instruction, test sophistication and bilingual dictionaries ,home guides
Educational Software (Object Code 199)	\$500.00	Appropriate software to be used to supplement curriculum using specific strtegies that will support ELL students
Travel		
Other		
TOTAL	\$11,200	

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: 133Q	DBN: 26Q205
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

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: Public School 133 has a free standing ELL program that follows the pull-out/push in model of instruction. A full time certified ESL teacher provides instruction to a total of 34 students. Students identified as English Language Learners (ELL) receive services as part of their instructional day. Services are provided based on mandates for beginning, intermediate and advanced students. P.S. 133 implements the Essential Elements of Effective Programs for LEP/ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus continues to be on improving Literacy and Math. The ELL program utilizes the Teachers College Balanced Literacy workshop model. Differentiated curriculum and ELL instructional strategies are used in accordance with the Principles of Learning, the Common Core Learning Standards and the Learning Standards for English as a Second Language. ESL classes support academic development in content areas. Content area instruction is taught using scaffolding strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation and metacognition. To ensure that the LEP students meet the standards, P.S. 133 follows the Chancellor's Seven Recommendations for ELLs and the New York State Department of Education's 12 Steps to Assist LEP/ELLs in meeting the CCLS in ELA and math. Clear teaching goals in the ESL curriculum are aligned with the CCLS to boost reading, writing, listening and speaking skills of our students.

For the 2012-2013 school year, our Title III program will consist of a Saturday Academy program, ongoing professional development for staff and yearlong parental involvement initiatives. Identified students in grades 3-5 who have scored at the beginning, intermediate, advanced or proficient levels on the NYSESLAT and/or have been in in the United States for less than two years will be eligible to participate in the Saturday Academy. The program will consist of six Saturday sessions (March 2, March 9, March 16, April 6, April 13, April 20) of 2 hours of additional and targeted instruction. Students will be divided into subgroups determined by their level on the LAB-R or NYSESLAT. Instruction will be provided to support, supplement and enrich the core curriculum that is part of the regular school day. The proposed program will include instruction in ELA, math and content area subjects. Instruction will be provided by a certified ESL teacher and 4 other NYC licenced common branch teacher who will provide extra support in ELA, math and in the content areas subjects. Preference will be given to any teacher that possesses an ESL license or certification. The ESL teacher and the four common branch teachers will collaborate lesson plans and co teach during the push in period. In addition, teachers will meet with the ELL teacher for 30 minutes weekly to review appropriate strategies and techniques that are proven successful for improving learning for ELL's. Teachers will be given 30 minutes a week to plan. there will be four classes divided by grade level and by students' NYSESLAT level and ability. The ESL teacher will push in and co teach with each class for 30 mintes. Our school has a multi- ethnic population. The languages represented by the community include Spanish, Punjabi, Urdu, Hindi, Malayalam, Gurjarati,

Part B: Direct Instruction Supplemental Program Information

Hungarian and Burmese. Instruction will be in English.

For students who have been in the United States less than two years and/ or have scored at the beginning of Intermediate levels on the NYSESLAT, intensive language proficiency language instruction will be provided through the Language Proficiency Intervention Kits. While many students have social fluency in English, their literacy and academic fluency needs reinforcement. The kits supplements both literacy and science content instruction and reinforce all four modalities found on ESL and ELA assessments: listening, reading, writing and speaking. The kits provide for differentiated small group instruction. The components support read alouds, guided reading, guided writing, and partner reading.

The "Leapfrog Language First Instructional Program" provides students with an interactive "LeapPad First" personal learning tool and 36 theme based books that will develop oral language and vocabulary skills. Students will have the opportunity to listen to English read fluently in meaningful contexts with strong audio and visual support.

Everyday Math provides specific support for teachers to meet the needs of the ELL child. Each lesson has a brief lesson summary, vocabulary list and an example or illustration to provide the ELL student with an overview. To support language development for English language Learners support is imbedded in the lessons as well as being available as separate activities.

" On Our Way to English" provides differentiated instruction for all language proficiency levels in content areas. This series also provides motivation and age appropriate instruction that includes projects, hands-on activities, songs, chants and big books to actively involve students The series also has an assessment component with both formal and informal assessmentst to assess the four modalities- listening, speaking, reading and writing.

Our intent is to purchase components of this program for grades 3-5. levels. The Title III funds for 2012-2013 will enable us to purchase materials as needed for selected grades. Additional materials will be ordered through alternate funding sources.

The goals of our Title III program are as follows:

- Provide high quality literacy, math and content area instruction through ESL strategies and techniques
- Support our ELL students in meeting the standards on all State Assessments
- Utilize data (i.e. NYSESLAT, State Assessments, Acuity and TCRWP interim assessments) to inform instruction
- Differentiate classroom instruction based on student needs
- Utilize technology on an increased basis to support student learning

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Teachers who are providing instruction for the Saturday Academy will participate in planning sessions with a certified ESL teacher that detail the specific instructional objectives for each student and outline the activities for each teaching session. This will involve a thorough review and analysis of student work including writing samples, classroom assessments and item analysis of formal assessments, periodic assessments for grades 3-5 including Predictives in math and reading and ITA's in math and reading, state tests in ELA, Math and NYSESLAT, interim assessments, "Acuity", Study Island etc.). Teachers will also evaluate and document student achievement and identify ongoing needs. Professional books will be purchased to aid in the understanding of current research and the latest ESL methodologies.

Professional development activities by a certified ESL teacher will focus on providing staff with added information and resources to implement instruction that is geared to meeting the needs of our ELL students. This includes topics such as the stages of language acquisition, NYSESLAT preparation and data and differentiating instruction for ELL students. Staff development is ongoing and will be provided during faculty conferences and grade meetings. Time is set aside for articulation and congruence meetings between the ESL teacher and classroom teachers. This enables teachers to plan collaboratively, monitor student progress and share best practices. PD for all teachers and support staff will take place during the PD days for P.S. 133 in September, November, and June during which the ESL teacher provides high quality PD. The ESL teacher is part of the school Inquiry Teams and shares strategies and resources with teachers and staff to help support learning for our ELL students throughout the year. In addition the ESL teacher is available for staff development and support during our Thursday afterschool professional development time. In addition, teacher workshops are held periodically as "Lunch and Learn" sessions.

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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

Part D: Parental Engagement Activities

Begin description here: At P.S. 133, the administration, classroom teachers, the ESL teacher and the Parent Coordinator work together to ensure that parents are welcomed, informed and involved in their children’s education. To further involve and communicate effectively with parents of ELLs, P.S. 133 makes sure that all parents are aware of the free adult ESL classes offered at local schools for family and friends of the community to improve their English skills. Those adult ESL classes are offered from September to June on Mondays and Wednesdays from 11:00 A.M. to 2:00 P.M. The classes that we direct our parents to are part of the NYCDOE Initiative .

Parents’ needs are discussed at monthly meetings including PTA and School Leadership Team. Additionally, parents and teachers share suggestions regarding ways to support students and strengthen the home/ school connection. Workshops and parental involvement activities held throughout the year reflect the input of both parents and staff. Notices that are sent home are always stamped in a variety of languages notifying parents to get information translated. Parents are notified of Translation services supplied by the DOE. We often arrange when possible to have a para who speaks Punjabi, Urdu , Hindi or Spanish to be available for parent conferences or telephone calls during the year. Translation Interpretation Services are used for PT conferences in November and March. Parents are notified beforehand and have the opportunity to request a translator. Parent workshops given by staff in the evening will have paras available for translation when possible. Communication to parents includes school notices, monthly newsletters and a comprehensive school website.?????

Part E: Budget

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

Allocation Amount: \$

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 	\$6,230.00	Per session for Saturday Academy program and evening parent workshops. Teacher/ Supervisor cost per session is \$50.19/\$52.52 Saturday Academy Program (March 2- April 20) 5 teachers (3 hours a week) 90 hours x \$50.19 = \$4,517.10 1 supervisor (3.5 hours a week) 21x\$52.52= \$ 1,102.92 Interpreters/Translators per session for paraprofessionals (\$29.00 per

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		session) who will be translating for parents during workshops, conferences that will enrich parent engagement and support learning Urdu, Spanish, Hindi 21 hours x \$29.00= \$ 609.00 Secretary Per Session \$25.87 12 hours x \$25.87= \$310.44
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. 	\$4,450.00	Materials for content area instruction, test sophistication and bilingual dictionaries ,home guides, S.R.A.Guided reading kits, Language Proficiency and Vocabulary Kits
Educational Software (Object Code 199)	\$520.00	Appropriate software to be used to supplement curriculum using specific strategies that will support ELL students
Travel		
Other		
TOTAL	\$11,200	