



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: TIMOTHY DWIGHT ELEMENTARY

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

PRINCIPAL: MS. LYNETTE SANTOS

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SUPERINTENDENT: MS. MELODIE MASHEL

**MISSION AND VISION STATEMENT
2012-2013**

IT IS THE MISSION OF P.S. 33 TO CREATE A SCHOOL ENVIRONMENT WHERE ALL MEMBERS OF THE LEARNING COMMUNITY ARE ACTIVELY IMMERSSED IN THE LEARNING PROCESS WITH THE SHARED GOAL OF MEETING AND SURPASSING ACADEMIC STANDARDS. MEMBERS OF THE LEARNING COMMUNITY ARE COMMITTED TO REACH THEIR FULL POTENTIAL AS LEARNERS AND INFLUENTIAL CITIZENS OF THE GLOBAL COMMUNITY.

IT IS THE VISION OF P.S. 33 TO PREPARE CHILDREN TO BECOME CRITICAL THINKERS AND PROBLEM SOLVERS IN THE 21ST CENTURY. CHILDREN WILL LEARN HOW TO LEARN-THAT IS TO OBSERVE, ANALYZE, PROBLEM SOLVE AND SELF-ASSESS. OUR VISION IS FOR OUR STUDENTS TO BECOME LITERATE CITIZENS WHO WILL LEAD THEIR IMMEDIATE COMMUNITY AND THE GREATER WORLD.

IN ORDER TO REACH OUR LAUDABLE GOALS WE MUST:

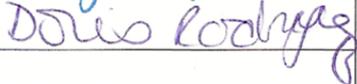
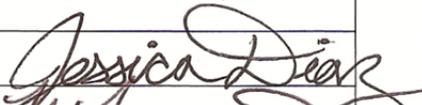
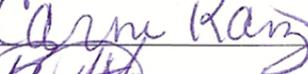
- HELP ALL STUDENTS DEVELOP THEIR CRITICAL THINKING ABILITIES**
- ENGAGE STUDENTS IN MEANINGFUL HANDS-ON AND MINDS-ON ACTIVITIES USING LEARNING TECHNOLOGIES, MULTIMEDIA RESOURCES, MANIPULATIVES, AND OTHER LEARNING TOOLS**
- PROVIDE A SAFE LEARNING ENVIRONMENT WHERE ACADEMIC EXCELLENCE IS THE NORM**
- NURTURE A SCHOOL CULTURE THAT FOSTERS AND MAINTAINS CARE, CONCERN AND RESPECT AMONG STUDENTS, PARENTS AND STAFF, AS WELL AS OTHERS WITHIN THE LEARNING COMMUNITY**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lynette Santos	*Principal or Designee	
Corey Taylor	*UFT Chapter Leader or Designee	
Ms. Doris Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Ms. Jessica Diaz	Member/UFT Clerk	
Ms. Nancy Fuentes	Member/UFT Secretary	
Mr. Wednaud Ronelus	Member/UFT Chairperson	
Ariana Romero	Member/Parent Secretary	
Ms. Carmen Ramirez	Member/Parent Treasurer	
Ms. Reynalda Maceda	Member/Parent of ELL's	
Ms. Christina Mercado	Member/Parent of Sp. Ed.	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress Report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Promote greater consistency in pedagogical practices so that all lesson plans engage students of all ability levels. QR1.2, Page 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
 - 2.2 School leader’s vision
 - 2.3 Systems and structures for school development
 - 2.4 School leader’s use of resources
 - 2.5 Use of data and teacher mid-management effectiveness

The school leader has a fully functional system in place to conduct targeted and frequent observations, track progress of teacher practices based on student data, feedback and professional development opportunities and holds administrators and staff accountable for continuous improvement.

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Professional Development to Improve Teacher Effectiveness:

By June 2013, [95%] of all pedagogical staff will participate in differentiated professional development related to CCLS-aligned curricular activities with a particular focus on higher order questioning and discussion techniques, resulting in improvement in the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS.

- We will be using the Danielson's Framework for Teaching and Learning paired with ongoing informal and formal observations, which will include post conferences for informal observations and pre and post conferences for formal observation. This level of professional feedback will help us to expound on and continue to nurture a culture of excellence that supports the school's shared vision of fostering great minds.

-To ensure that teachers are clear about the Common Core Learning Standards and the City's Instructional Expectations.

- Common Core grade level leaders will facilitate Common Core Standard interpretations and monthly curriculum calendar audits. This practice will ensure that it's coherent and aligned to the CCLS with lessons that emphasize higher order thinking that supports the key standards across the school and includes scaffold activities that meet the needs of all learners (QR).
- Bi-monthly goal setting meetings will be held with supervisors and coaches to differentiate professional development for all staff aligned with monthly units of study (Common Core Replacement Units, Criteria Charts, Rubrics, Differentiated Instruction, Use of Data in Students' Work Writing to address 3 desired Students' Thinking per a Lesson, Read Aloud with Accountable Talks to develop students' centered classrooms, Literature Circles grades 2-5 to promote students' centered classroom environment. Cambridge Curriculum Design Toolkit Implementation, Looking at Students' Math Task work and planning lessons to scaffold learning of each student, Thinking Maps Implementation for Critical Thinking Development and scaffold of Performance Tasks, English as a Second Language Methodologies & Practices, etc.)
- On a bi-weekly basis The Cambridge Common Priorities Toolkit Protocols will be used to assist the staff in Collaborative Lesson Design for Writing Replacement Units methodologies and Math Tasks' methodologies for rigor in students' thinking curriculum
- On a bi-weekly basis Peer Review Lab-sites (demo of Collaborative Lesson Design for Writing/Math) will be held for staff on Writing Replacement Units. Using The Cambridge Common Priorities Toolkit Protocols in this process we will facilitate the implementation of effective pedagogical practices that engage students' of all abilities (QR).
- On a monthly basis professional development will be given on Thinking Maps by 10 in-school certified trainers for school-wide implementation and usage for The Units of Study.
- The Data Inquiry Team Initiative will be implemented for 90% participation.
- Using The Cambridge Common Priorities Protocols for Data Talk will facilitate the improvement of the teachers' data analysis skills and usage of school wide rubrics aligned to standards across subjects that provide clear expectations with actionable feedback, for students' self-assessments and peer assessments (QR).
- The implementation of the ELL/Bilingual Coordinator to present professional development and facilitate weekly planning meetings with teachers of our school's ELL/Bilingual population in order to increase that populations acquisition of the English language and ability

to increase performance levels on ELA and Mathematics assessments.

- Through technology being introduced to the ELL/Bilingual classrooms and afterschool program teachers in those classes will begin to implement a model which will help increase small group differentiated instruction to meet the various needs of students in that setting.
- Ongoing professional development will be conducted on goal setting with teachers using the Danielson's Framework for Teaching through a collaborative approach with Network Leader Ms. Lamb, administrators and teachers (QR).

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) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Time-line for implementation.

Principal with administrators engaged teachers with developing a shared vision and mission and on what it means for us when our focus is on Clarity: As it relates to a shared vision of high expectations that promotes increased students' achievement. We will make clear the expectations to meet CCLS and will ensure that lesson plans reflect the CCLS. During school year 2011-2012 (as a result of a CCLS Pilot school yr. 2) teachers interpreted the Common Core Learning Standards and develop their replacement units for the entire school year for each grade level. These replacement units have specific goals and both students and parents with teachers reflected on them for improvements for school year 2012-2013.

To ensure that we are meeting expectations an implementing our professional development, Administrators will conduct at least a series of 10-20 formative teacher observations using the Danielson's Frameworks Rubric Indicators and Teacher Tenure Rubrics to support teachers with their ongoing professional development. Specific focus will be on the progress of the 3-5 domains identified and how they are improving their practices for each component identified. Administrators will use the Danielson's Domains with descriptors for elements and its critical attributes to give teacher quality feedback throughout the year to improve their practices for increased student achievement.

As the professional collaborations continue with teacher and administrator, administrator with coaches, trainers, grade level facilitators and common core grade leaders will plan differentiated Professional Development opportunities for all staff aligned with monthly units of study and not limited to (common core replacement units, Criteria Charts, Rubrics, Differentiated Instruction, use of Data in Students' Work Writing to address 3 Desired Students Thinking per a Lesson, Cambridge Curriculum Design Toolkit Implementation, Looking at Students' Math Task work and planning lessons to scaffold learning of each student, Thinking Maps Implementation for Critical Thinking Development and scaffold of Performance Tasks, English as a Second Language Methodologies & Practices, etc.).

During these professional development sessions, teacher will focus on *"how do students learn best? What are the evidences of students' centered*

environment." As of result, of these professional conversations, teachers will utilize effective teaching practices to improve students' achievement.

To deepen our skills for looking at students' work and acting on the data. It is our goal to continue to train our staff with a common tuning protocol for looking at students' work as recommended by resources in ARIS Link (The Well Developed Classroom NYC Public Schools, Bondie, R. 2010). The data collected on students' current thinking vs. their desired thinking will be used to plan instruction to address their desired thinking outcomes for Writing and Math Problem Solving Tasks. This work takes place monthly at every grade level meetings. These meetings are facilitated by the Grade Level Facilitator and Co-Facilitator.

Teachers will then use the data collected to plan bi-monthly Collaborative Lesson on Writing Replacement Units' methodologies and Math Tasks' methodologies for rigor in students' thinking curriculum using Cambridge Common Priorities Toolkit Protocols. This work will take place Week 1 at grade level meetings on a monthly basis. The teachers will then nominate their colleague to conduct the demo of the lesson for peer review. At week 2 grade level meeting, the teachers will be engaged in providing bi-weekly Peer Review Labsites (demo of Collaborative Lesson Design for Writing/Math) on Writing Replacement Units' methodologies and Math Tasks' methodologies for rigor in students' thinking curriculum using Cambridge Common Priorities Toolkit Protocols. This work is facilitated by our F-Status staff developer and supported by our Grade Level Facilitators.

To promote critical thinking in our students, we are in our 3 of using Thinking Maps as Language of Learning for our students' critical thinking development. Therefore, we will provide staff with monthly professional development on Thinking Maps by 14 in-school certified trainers for school-wide implementation and usage for The Units of Study. This research based support is an excellent tool to support differentiation for our English Language Learners and our Students with IEPs. This professional development activity takes place monthly during the 90 minute grade level meetings. Teachers are trained by their grade level Thinking Maps Trainers on how to use the Thinking Maps for the next month's Unit of Study.

Last school year; we were a pilot school for Common Core Labsites K-5. We learned so much from this experience and have decided as a school to ensure that we continue to have a Common Core Grade Leader to support us with the City's Instructional expectations. Therefore, conducting ongoing Curriculum Calendar audits on a monthly basis gives teachers hands on experience interpreting and understanding the Common Core Standards and unpacking the expectations for our Replacement Units.

We believe that effective teaching practices include differentiation to meet the diverse needs of our students. Our Data Inquiry Team Initiative supports our teachers by engaging them in monthly grade level workshops. Our Data Inquiry Team is comprised of a teacher from each grade level that is either certified in Special Needs or Bilingual/English as a Second Language. The core team meets weekly to plan their action research and expedite their research with our Inquiry students on Tuesdays and Wednesdays from 8:00 AM-8: 50 AM. Our Inquiry team's focus is on our English Language Learner and Special Needs Students' learning outcomes in English Language Arts critical thinking skills.

As a result of our 2011-2012 Progress report the indicators exhibited a need for us to be very strategic about the way that we reach our ELL/Bilingual population. In addition to what is addressed above about the data inquiry team, this year we added an ELL/Bilingual Coordinator position to our schools organization. This position was filled by a highly effective and well-trained educator who will be working with our ELL/Bilingual teachers as a facilitator of professional development, common planning and mentoring. The Ell/Bilingual Coordinator will be facilitating the necessary work to guarantee our students

an affective acquisition of the English language and increase performance on ELA and Mathematics assessments. In addition to this technology has been given a strong push in these classrooms, not just to present another avenue for the students to learn but also to give the teacher in the classroom time to work with guided groups in order to address the various different levels of intervention needed in the classroom. This same model is also to be implemented in the after school program that is geared toward servicing this segment of our schools population.

P. S. 33

Lynette Santos, Principal
 Leonardo Castro, Assistant Principal
 Margarita Ceara, Assistant Principal
 ``Maria Cruz, Assistant Principal

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ELA Trends of All Students Tested 2005-2012

As of September 2012

Year	# Tested		Level 1		Level 2		Level 3 & 4	
	#		#	%	#	%	#	%
2005	376		25	6.6	74	19.7	189	50.3
2006	420		57	13.3	165	39.3	184	43.8
2007	501		114	28.8	207	41.3	173	34.5
2008	485		57	11.8	220	45.4	206	42.9
2009	424		28	6.6	164	38.7	232	54.7
2010	443		88	19.1	189	42.7	166	37.5
2011	463		84	18.1	232	50.1	147	31.7
2012	471		116	24.6	217	46.1	138	29.3

Math Trends of All Students Tested 2005-2012

Year	# Tested	Level 1		Level 2		Level 3 & 4	
		#	%	#	%	#	%
2005	527	24	4.6	65	12.3	213	40.4
2006	538	99	18.4	179	33.3	213	39.6
2007	519	81	15.6	165	31.8	233	44.9
2008	489	39	8.0	134	27.4	309	64.6
2009	447	19	4.3	62	13.9	366	81.0
2010	456	66	14.5	196	43.0	194	42.5
2011	477	70	14.7	211	44.2	196	41.1
2012	489	69	14.1	231	47.2	189	38.9

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy Program PF-Academic Intervention Services (AIS)
- Galaxy Program PF-Parent Engagement
- Galaxy Program PF-Inquiry Teams
- Galaxy Program PF-Instructional Supplies (Leveled Books for Critical Thinking, Wilson Kit and PD, paper, markers, pencils, folders,toner for copies of pre and post assessment , reimburse staff for out of pocket materials expenditures such as enlarging criteria charts, rubrics, etc.)
- Galaxy Program PF-Teacher Per Session (Vacation Program to Support Level 1 & Level 2 Students in ELA and Math getting them ready for the 2013 NYS

Exams. Winter Recess Program : at 3 days x 5 hrs x 11 teachers = 165 hrs; Spring Recess Program at 3 days x 5 hrs x 12 teachers = 180 hrs; After School Enrichment Program at 23 sessions x 2 hrs x 9 x teachers = 414 hrs
English Language Arts/Mathematics Coach, Math/ELA Curriculum Team, Teachers, 4 Bank Street Teacher Leaders, Monthly Lab sites, Principal, Tax Levy, Staff Developers, Contracts for Excellence Funds, Title 1 ELL Program FY 13, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, teacher's per-session for vacation and after school programs, instructional supplies such as units of study library books and materials, etc.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Augment coherence and alignment in the school's curriculum to design lessons that emphasize higher order thinking and identified key standards across the school and scaffold activities to meet the needs of all learners. Promote greater consistency in pedagogical practices so that all lesson plans engage students of all ability levels. QR 1.1-1.2 Page 5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking and build deep conceptual understanding and knowledge around specific content.

The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology, and other enrichment opportunities.

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, [95%] of all teachers will enact rigorous curricula that are appropriately aligned to the CCLS.

Instructional strategies/activities

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

We are currently using and will continue to use the Thinking Maps cognitive tool to ensure that all teachers are using a research-based instructional tool to design lessons, activities, and curricula and other pedagogical resources.

All staff will be trained in using Thinking Maps software to develop innovative instructional activities that will be used to assess students' deep understanding in all content domains. There will be a common instructional focus amongst staff as a result of the synergistic approach of using Thinking Maps as a school wide initiative.

The Thinking Maps tool will be used to help students develop robust understanding of concepts, ideas and fundamental principles that are often difficult to comprehend without visual aides. This cognitive tool will be used to create learning activities that are designed to help students develop higher order critical thinking and problem solving skills. Grade level facilitators and coaches will be the driving force behind this novel approach to teaching and learning. They will be trained in using Thinking Maps to develop school wide curriculum units in all content areas. Grade level facilitators and coaches will introduce teachers to this novel pedagogical approach by modeling learning activities that are created using Thinking Maps resources. Teachers will continue to work with grade level facilitators and coaches until they are able to create innovative learning activities using Thinking Maps software and other resources.

Learning technologies will be integrated throughout this process. Grade level facilitators, coaches, teachers and other members of the learning community will use learning technology to enact curricula in the classroom-learning environment. The Thinking Maps software will be used to create schematics and other visualizations diagrams that are designed to help students develop deep understanding and content mastery.

We will continue to create replacement units for both Mathematics and English Language Arts (ELA). All curricula will be in alignment with the Common Core Learning Standards (CCLS). We will continue to develop mathematical units that are designed to help students develop higher order cognitive and problem solving skills. Students will be engaged in hands-on activities that are designed to help them develop higher order processing skills, which they will use to answer questions on the Common Core-based assessments that will be administered this year. English Language Arts activities that in alignment with Common Core Learning Standards will be develop to help students understanding complex informational text, which they are likely to encounter in the Common Core-based ELA assessment this year.

We are current using many content knowledge resources that are designed to address the type of questions students are likely to encounter on the standardize exams this year. Although we are still using the Every Math Curriculum, we are also using the following math resources to enhance students understanding: EDM Math Games, Math Manipulative, Web-based math tools, Rubicon Curriculum Map Math Steps3, Math Intervention Programs: Math Navigator, Math Attack, Options, Continental Press, Kaplan Momentum Math, Math Advantage, I-Ready, Rally formative Assessment Rally Essential Skills for Math Success, Read-Common Core Edition.

In regards to ELA, we will continue to align the replacements units to the Common Core Learning Standards. We will continue to use learning technologies to help all students develop foundational skills. Our student center classroom environments are designed to fully immersed students in the reading and writing process. Students will use authentic informational texts and other resources that are aligned CCLS. We will continue to use research-based instructional resources such as the Wilson Program and Lexia that are designed to help students develop their reading and cognitive skills. We will also continue to implement rigorous academic intervention such as 2 SETTS teachers, 2 speech teachers, 2 additional ESL teaches. The guided reading program and AIS programs are meticulously design to help students master fundamental concepts in Mathematics and reading and comprehension skills and strategies in English Language Arts. During AIS, students are engaged in inquiry-based activities that are designed to help them develop higher order thinking and problem solving skills and strategies.

The Thinking Maps will be the underlying framework that is used throughout this process to ensure that we maintain academic rigor and that all staff are in sync and that they are actively engaged in creating a learning environment where students are fully engaged in solving problems and reading complex informational texts which they are likely to encounter in the Common Core-based assessments which will be administered this year.

We will continue to use the Rally formative assessments to assess students' content mastery in both Mathematics and English Language Arts. We will continue to analyze interim assessments: Baseline and Benchmark. We will carryout co relational analysis using the rally, benchmark and baseline assessments. We will continue to design teacher-based formative assessments and correlate these data with the other assessments mentioned above. We will also use Common Core-based formative assessments and correlate findings with the interim and formative assessments mentioned previously.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy Program PF-Common Core State Standard
- Galaxy Program PF-Inquiry Teams
- Galaxy Program PF-Instructional Supplies (Leveled Books for Critical Thinking, Wilson Kit and PD, paper, markers, pencils, folders,toner for copies of pre and post assessment , reimburse staff for out of pocket materials expenditures such as enlarging criteria charts, rubrics, etc.)
- Galaxy Program PF-Teacher Per Session (Vacation Program to Support Level 1 & Level 2 Students in ELA and Math getting the ready for the 2013 NYS Exams. Winter Recess Program : at 3 days x 5 hrs x 11 teachers = 165 hrs; Spring Recess Program at 3 days x 5 hrs x 12 teachers = 180 hrs; After School Enrichment Program at 23 sessions x 2 hrs x 9 x teachers = 414 hrs
- Science Cluster, English Language Arts/Mathematics Coach, Math/ELA Curriculum Team, Teachers, 4 Bank Street Teacher Leaders, Monthly Lab sites, Principal, Tax Levy, Staff Developers, Contracts for Excellence Funds, Title 1 ELL Program FY 13, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, teacher's per-session for vacation and after school programs, instructional supplies such as units of study library books and materials, etc.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Aspects that are tied within the realm of TEACHER PRACTICES AND DECISIONS – and were cited as recommendations in our QR for 2011-2012 were the following:

To promote greater consistency in pedagogical practices so that all lesson plans engage students of all ability levels (1.2)

To augment coherence and alignment in the school’s curriculum in order to design lessons that emphasize higher-order thinking and identify key standards school-wide that allow for scaffolding of activities that meet the needs of all learners (1.1)

To deepen the school’s use of rubrics by aligning them with State Standards across subject areas to provide clear expectations, self-assessment opportunities for students, and provide next steps / feedback for improvement (2.2)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.

_____ 4.3 Comprehensive plans for teaching

___ 4.4 Classroom environment and culture

___ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, [95%] of all pedagogical staff will use research-based instructional practices and strategies that are aligned to the CCLS. Teachers, grade level facilitators, coaches, and administrative staff will implement these research-based instructional practices and strategies during professional development.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

We will continue those practices that have proven effective as per our QR, assuring to further fine-tune said practices – both individualized professional reflective / goal-setting practices as well as school-wide / grade-wide collaborative processes - to guarantee that student learning outcomes are improved. These practices include teachers collaborating in examining student work and weekly assessments, actively participating in common planning and inter-class visitations / lab-sites, and sharing best teaching practices in order to improve student outcomes. Teachers will collaborate weekly on their respective grade-level teams to develop collaborative lesson plans and new curriculum units as established by the new Common Core Replacement Units in Literacy and Math. Collaborative teacher planning and instruction regularly will foster ownership and promote distributive leadership. Teachers will continue gathering and analyzing multiple assessment data – via students' English Language Arts and Math portfolios, weekly performance task assessments, item analyses of Acuity periodic assessments and summative assessments, and conferencing notes. On-going lab-sites and inter-class visitations – among grade-level team members and across grade levels - using a Cambridge protocol for observation and debriefing as well as the Danielson Frameworks, will facilitate improved instruction, strengthen collegiality, improve pedagogy with regards to deepening understanding of Common Core Standards throughout the grades and emphasize how scaffolding of those skills throughout the grades will improve student outcomes in the long run.

Thinking Maps will continue to be used as a cognitive tool. Teachers will continue to receive professional development / training in using this research-based instructional tool to design lessons, activities, and curriculum units that provide multiple entry points for students to gain new understanding, tap into prior knowledge and clarify thinking. Thinking Maps, and the instructional activities in which they are used, will be used to assess students' deep understanding in all content knowledge domains. There will be a common instructional focus amongst staff as a result of the synergistic approach of using Thinking Maps as a school-wide initiative.

We will continue to create replacement units for both the Mathematics and ELA. All curricula will be in alignment with the Common Core Learning Standards (CCLS). We will continue to develop mathematical units that are designed to help students develop higher order cognitive and problem solving skills. Math lessons will be carried out with more consistent use of hands-on manipulative and visual aides / models to allow for multiple entry points of understanding / learning for students at various performance levels. Students will be engaged in hands-on activities that are designed to help them develop higher order processing skills, which they will use to answer questions on the Common Core-based assessments that will be administered this year. English Language Arts (ELA) activities that are in alignment with Common Core Learning Standards will be developed to help students' understanding of complex informational text, which they are likely to encounter in the Common Core-based ELA assessment this year. Along with explicit strategy instruction, teachers will model expectations for demonstrating grade level mastery of said skills – both via comprehension tasks and production of published writing pieces. Students will also be guided by teachers to analyze their work, and that of their peers, using content- / task-specific criteria charts and rubrics that identify what are the necessary components to demonstrate deep understanding and grade-level appropriate performance / skill mastery.

We are currently using many content knowledge resources that are designed to address the type of questions students are likely to encounter on the standardized exams this year. Although we are still using the Every Math Curriculum, we are also using the following math resources to enhance students understanding: EDM Math Games, Math Manipulative, Web-based math tools, Rubicon Curriculum Map Math Steps3, Math Intervention Programs: Math Navigator, Math Attack, Options, Continental Press, Kaplan Momentum Math, Math Advantage, I-Ready, Rally formative Assessment, Read-Common Core Edition.

The Thinking Maps will be the underlying framework that is used throughout this process to ensure that we maintain academic rigor and that all staff are in sync. Teachers will continue to actively establish and maintain learning environments where students are fully engaged in solving problems and reading complex informational texts, which they are likely to encounter in the Common Core-based assessments, which will be administered this year. In addition to the use of Thinking Maps, utilization of Turn-and-Talk, Think / Pair / Share, and other cooperative small group discussion / learning processes will be used to heighten student engagement and ownership for their own learning. Teachers will strive to promote a more student-centered / student-driven classroom and create more student-centered / student-driven learning experiences by becoming more cognizant of the Depths of Knowledge questioning domains. This will ensure that teachers reach all students at their individualized comprehension and instructional levels – paying close attention to vary the types of questions posed (i.e. – touching upon all 4 of the questioning domains, with special attention to enhancing rigor via Level 3 and Level 4 questioning methods) as a facilitator to students’ learning.

We will continue to use the Rally formative assessments to assess students’ content mastery in both Mathematics and English Language Arts. We will continue to meticulously analyze interim assessments data from the Baseline and Benchmark Assessments. We will carry out co relational analysis using the Rally, benchmark and baseline assessments. We will continue to design teacher-based formative assessments and correlate these data points with the other assessments mentioned above. We will also use Common Core-based formative assessments and correlate findings with the interim and formative assessments mentioned previously.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy Program PF-Common Core State Standard
- Galaxy Program PF-Inquiry Teams
- Galaxy Program PF-Instructional Supplies (Leveled Books for Critical Thinking, Wilson Kit and PD, paper, markers, pencils, folders,toner for copies of pre and post assessment , reimburse staff for out of pocket materials expenditures such as enlarging criteria charts, rubrics, etc.)
- Galaxy Program PF-Teacher Per Session (Vacation Program to Support Level 1 & Level 2 Students in ELA and Math getting the ready for the 2013 NYS Exams. Winter Recess Program : at 3 days x 5 hrs x 11 teachers = 165 hrs; Spring Recess Program at 3 days x 5 hrs x 12 teachers = 180 hrs; After School Enrichment Program at 23 sessions x 2 hrs x 9 x teachers = 414 hrs
- Science Cluster, English Language Arts/Mathematics Coach, Math/ELA Curriculum Team, Teachers, 4 Bank Street Teacher Leaders, Monthly Lab sites, Principal, Tax Levy, Staff Developers, Contracts for Excellence Funds, Title 1 ELL Program FY 13, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, teacher's per-session for vacation and after school programs, instructional supplies such as units of study library books and materials, etc.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Based on the QR statement:

“The principle and staff work as a unified team to create a calm, respectful, and orderly environment. The school uses a Positive Behavior Intervention in Schools program to ensure that the school's safe and respectful environment is maintained. A coach trains the staff and students to use the program and children receive stars for positive actions that can be exchanged for prizes as a reward. Guidance counselors work together with school clinicians to provide ongoing counseling for individual and groups of students while administrators conduct advisory groups with targeted students to ensure social-emotional support. As a result, students are well known by multiple adults, incident occurrence reporting has dropped 50%, and suspension rates are at their lowest levels as compared to prior years.” QR 1.4, Page 3

We find that we are Proficient at criteria 1.4, however to move to a Well Developed status we will continue to use the Positive Behavior Intervention in Schools program. Our School Wide Rules and Expectations S.T.A.R.S.is aligned with The Discipline Code and Bill of Student Rights and Responsibilities, K-12 form of the NYC Department of Education page 12. As students continue to adhere to the School Wide Rules and Expectations (S.T.A.R.S.) their physical, social and emotional security increases within the school community. The criteria stated in our school matrix (S.T.A.R.S.) will support student’s success in Academic Expectations, Communication, Engagement and Safety and Respect.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.

5.4 Safety

All school constituents are able to articulate how the school community is safe, conducive to learning, and fosters a sense of ownership that leads to greater student outcomes.

5.3 Vision for social and emotional developmental health

The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To Increase our school's Learning Environment Survey from a Letter Grade B to an A.**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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Timeline for implementation.
 - e)

Strategies/activities that encompass the needs of identified student subgroups; Our P.B.I.S. (S.T.A.R.S.) program is aligned with the Citywide Standard of Intervention and Discipline Measures of N.Y.C. Department of Education. Each acronym of S.T.A.R.S. outlines behavioral attributes used within the context of the typical setting of the school community. These acronyms stand for the following: **S.** Safety, **T.** Team Player, **A.** Always Prepared, **R.** Respect, **S.** Stay Focused. As students gain proficiency in the adherence of the behavioral attributes set forth in the S.T.A.R.S. expectations their social and emotional wellbeing is developed resulting in greater academic success and citizenship. The S.T.A.R.S. matrix is posted in key focal areas within the school community providing accessibility to teachable reference points for both students and staff. This same matrix is printed on a handy pocket size addition. Students earn them as their behavior models the school wide rules and expectations. Each class has a posted matrix and place where students can store their individually earned stars. In addition, class stars can be earned which encourage students to work cooperatively towards the school wide expectations. Also, each administrator is assigned their own colored star with additional points students can earn. To further reinforce and maintain rapport with parents students bring home a S.T.A.R.S. poster they can hang and refer to when they meet the expectations at home too. Each month all classes are scheduled to visit the S.T.A.R.S. store. Students bring their individually earned stars and exchanged them for items, which require a certain amount of stars for exchange. The earned class stars are exchanged for extra periods of recess, gym, student choice activities and other creative ways, which motivate and keep students engaged in learning outcomes. During the beginning of the school year all classes and parents participate in an assembly to learn about, review, and reinforce the school wide rules and expectations. At the end of the academic year a school a big carnival is hosted in collaboration with key staff personal, parents and members of the community to further share and promote the social and emotional developmental health of students. Throughout the school year we provide additional carnivals, assemblies and workshops to address various needs, which affect the social and emotional health of students.

We also know that it is important to develop the whole child therefore we have expanded our Arts Leadership Team. Our goal is to provide an enriched arts program that meets the needs of all students with special emphasis on at risk students. Students will participate in assembly shows, Holiday Concerts, Gallery Displays, Arts and Dance Festivals, and out-reach to various community organizations such as the Veteran's Hospital, Home of the Aged, Botanical Gardens to name a few.

Key personnel and other resources used to implement these strategies/activities; during the assemblies mentioned guidance personnel, the PBIS team and grade administrators work jointly to present and model the school wide expectations. Parents and students participate in this shared effort. Teachers continually review and reinforce with their students the expectations and support it as they recognize and reward students by giving them the stars as they model the S.T.A.R.S. PBIS expectations. School Aides are an important part of the effort. During lunch transition they too support students in achieving the good results. They refer students to the posters, which are posted in the cafeteria, auditorium, hallways/stairs bathrooms and playground. They reward students and classes accordingly. In place for the social and emotional developmental health of students are inclusive networks of all staff members. The SAPIS and Guidance Department work collectively to assist students to adhere to PBIS. Our school's administrators, teachers, parents and aids work collaboratively to aide student's development of citizenship using

the schools (S.T.A.R.S.) P.B.I.S. program. Community partnership is developed through application of the C.C.L.S. within our school curriculum throughout the grades.

The Art Leadership Team consist of the Music and Art teachers, Dreamyards Teacher, 4 classroom teachers, the Assistant Principle and Principle. The team meets monthly for an hour to plan initiatives to evolve students creatively and develop their artistic talents. They plan and integrate the arts into the school curriculum within the school day. After school programs also involve Dreamyards, which works jointly with New York Cares to further, engage students in rich arts, integrated curriculum. This partnership will further support students' social and emotional developmental health and ensure their increased learning capacity.

Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments. Data binders allow us to look at student achievement, inform instruction by monitoring student progress. Teachers, guidance department, grade administrator work collaboratively with the RIT team to create and implement plans to service students to decrease their learning gaps. Teachers and students set monthly goals. Teacher goals are discussed with their supervisors and modified as necessary. Student goals are shared with parents during the bi-monthly progress reports. While parents and teachers are meeting students are enjoying the carnival or attending an assembly. A monitored rotation system is planned and organized by the PBIS team. S.T.A.R.S students from grades 3-5 are selected by their teacher to assist the P.B.I.S. team to man the stations at the carnivals. Our school grading system is congruent with the N.Y.C. report card rubric. Teachers utilize it when collaboratively planning for the monthly units and weekly strategies. They develop the criteria charts with their students using the performance indicators set forth from the C.C.L.S. and Danielson's Framework, which they have planned for during their grade level meetings. Students select, with teacher guidance, from any number of behaviors from our S.T.A.R.S. matrix, which will assist he/she in accomplishing goals set to increase his/her academic achievement. Teachers use the grading rubric along with student's goals and the S.T.A.R.S. matrix to provide students feedback and next steps in their notes books, homework and bulletin board show cased content area pieces.

There is a Goals Setting Monitoring Committee who monitors the progress of at risk students from the bilingual and ESL classes. There are 5 teachers on the team who are assigned to particular classes. They plan comprehensively with the teacher and give instruction to small groups. They guide students to recognize the behaviors, which will enable them to accomplish the academic goals, set forth. All members of our school community are engaged in the fostering of greater student learning outcomes. As students and all members of our learning community espouse to the application of the schools PBIS S.T.A.R.S. initiative safety and respect results.

Targets to identify and evaluate the progress, effectiveness and impact of the strategies and activities, which include steps taken to involve teachers in the decision-making regarding the use of academic assessments. Student attendance and parent participation in the programs will be used throughout the school year to evaluate success. Teachers and classes will be rotated annually so that both students and staff can equally participate in the Dreamyards initiative. In addition, twice a year classes will be selected to rotate and experience music, art and within the school day. Teachers will indicate targeted students, which they feel, would benefit from these programs based on observation and progress reports.

Timeline for implementation: we have already begun to implement these goals and will continue to rigorously follow and develop them collaboratively with each member of our school community.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy Program-PF Academic Intervention Services (AIS)
- Galaxy Program-PF Parent Engagement
- Galaxy Program PF-Instructional Supplies (Leveled Books for Critical Thinking, Wilson Kit and PD, paper, markers, pencils, folders,toner for copies of pre and post assessment , reimburse staff for out of pocket materials expenditures such as enlarging criteria charts, rubrics, etc.)
- Galaxy Program PF-Teacher Per Session (Vacation Program to Support Level 1 & Level 2 Students in ELA and Math getting the ready for the 2013 NYS Exams. Winter Recess Program : at 3 days x 5 hrs x 11 teachers = 165 hrs; Spring Recess Program at 3 days x 5 hrs x 12 teachers = 180 hrs; After School Enrichment Program at 23 sessions x 2 hrs x 9 x teachers = 414 hrs
- ARRA RTTT Citywide Inst Exp, Contract for Excellence, IDEA IEP Para, IDEA SBST, Title 1 ELL Program FY 13, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, teacher's per-session for vacation and after school programs, instructional supplies such as units of study library books and materials, etc.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

We did not receive feedback on this and are doing well. However, we will continue to engage our families with interim progress report and goal setting on their children's progress.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.

6.3 Reciprocal communication

The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

6.5. Use of data and families

The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Annual Goal #5

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

- Continue seeking parental input and support by increasing positive interaction between home, school, and communication.
- Continue implementing and encouraging an atmosphere where parents and educators work together towards student improvement utilizing various data points, our Weekly Assessments, DRA's, Acuity, ARIS, NYS ELA, Math and Science Results, ATS, ORRS, etc.
- **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 materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.**

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:
 - f) Strategies/activities that encompass the needs of identified student subgroups,
 - g) key personnel and other resources used to implement these strategies/activities,
 - h) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - i) Timeline for implementation.

At P.S. 33, we understand that the success of our students is contingent upon a collaborative approach with our parents, students, and teachers. We will make sure that the initiatives planned out, feedback is provided to evaluate if we are meeting the needs of our families and our goals. We focus on the importance for a family support team. The family support team is represented by administration, staff, parents and the parent coordinator with a primary focus on the following:

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; **Regular workshops on parenting skill for student interventions, Saturday ESL classes to assist parents with acquiring the English language to better facilitate their child's education**
- **Financial workshops and preparing for your child's college**
- Ongoing communication with our parents through; bi- monthly progress reports and goal setting with translations, Parent bring a friend to lunch day, Breakfast for Parents, Open classrooms.
- Bi-weekly workshops on what they can do to support their child at home to improve their learning (We have a series of workshops, scheduled on how to engage your child in an interactive read aloud, strategies for reading before, during and after; family word bingo and storytelling using the words, family math games, classroom visitation to learn key pedagogical strategies that can be used at home for the CCLS Replacement Units, etc.

- Monthly Calendars that communicates the Instructional Unit of Study and Foci for the week by performance indicators.
- We will send out Chancellor's letter in both English and Spanish informing out families about our areas of improvement.
- Involving parents in our School Leadership Team that is comprised of 50% parents and 50% staff.
- Monthly Parent's Association Meeting on every 2nd Friday of the month to increase parental involvement.
- Provided free glasses for vision to students in collaboration with the Department of Health
- Grandparents Read to your Grandchild Class Day, Multicultural Thanksgiving Day Feast, Annual Health Fair, Take a Picture with Santa Claus & Holiday Dinner, Read to Your Child's Class, Martin Luther King's African-American Acknowledgement, Valentine's Day Breakfast, March Women's History Month Acknowledge, Mother's Day Celebration, Spring Festival, Graduation Celebrations, Acknowledgement of Father's Day that strengthen home school connections
- Trips to strengthen home and school connection with child, parent and staff during school, after school and Saturday
 - Trips to Fordham Library
 - Trips to various museums, parks and colleges for a variety of arts presentations
- Parent volunteer programs to address all concerns of parents that will improve attendance, student academic performance.
- Acknowledge our parents for their support and efforts with Awards, Certificates, and Medals in our Annual Awards Assembly Programs
- 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; We hope to engage our SLT parents with our teacher effectiveness classroom observations and feedback to gain more feedback on how we can improve our practices, curriculum and meeting the needs of their children.**

Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy Program-PF Parent Engagement: : Arts Materials for Saturday ESL and ART Parent Classes with Child-Mr. John Nyguen

Galaxy Program-PF Expanded Learning Time: Consultancy Cost for Parents' Workshop on Parenting Skills, Financial Literacy-Preparing for College and

Etiquette Classes With Mr. Seymone (Saturdays & Weekdays 22 sessions @ 2 hours). Students' Etiquette Workshops 20 sessions @ 45 mins for 4 classes with Mr. Seymone; Students' Arts Enrichment Classes to develop Social Emotional Skills 60 sessions @ 2 hrs).

-
- Galaxy Program PF-Instructional Supplies (Leveled Books for Critical Thinking, Wilson Kit and PD, paper, markers, pencils, folders,toner for copies of pre and post assessment , reimburse staff for out of pocket materials expenditures such as enlarging criteria charts, rubrics, etc.)
- Galaxy Program PF-Teacher Per Session (Vacation Program to Support Level 1 & Level 2 Students in ELA and Math getting the ready for the 2013 NYS Exams. Winter Recess Program : at 3 days x 5 hrs x 11 teachers = 165 hrs; Spring Recess Program at 3 days x 5 hrs x 12 teachers = 180 hrs; After School Enrichment Program at 23 sessions x 2 hrs x 9 x teachers = 414 hrs
- ARRA RTTT Citywide Inst Exp, Contract for Excellence, IDEA IEP Para, IDEA SBST, Title 1 ELL Program FY 13, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, teacher's per-session for vacation and after school programs, instructional supplies such as units of study library books and materials, etc.

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>-Our Academic Intervention Services program is held Tuesdays & Wednesdays in the AM 8:00-8:50 AM serving our K-5 student population. We have a ratio of 1 teacher for every 10 students in General Education classrooms and 1 teacher for every 5 students in Special Education. In addition we provide one to one tutoring and smaller groups for students that require this format. ELA/AIS programs we implemented are as follows: programs:</p> <p>-Grades K-2 Receive Explode the Code and Wilson Foundations, Reduce Class Size-push in; Avenues for ESL, Early Childhood Music and The Brian Keyboard Literacy program. These research-based interventions are designed to help students develop vocabulary, decode, and comprehend textual data.</p> <p>-Grades 3-5 implements Goals and Kaplan ELA & Math Advantage. In addition, we also incorporate a</p>	<p>(K-5) Small group, one-to-one, learning technology (computer)</p> <p>(K-2) Explode the Code, small group, ten-to-one</p> <p>(K-3) Wilson Foundations, small group, ten-to-one</p> <p>(K-5 ESL) Avenues, small group, ten-to-one</p> <p>(K-2) Music and The Brain Keyboard Literacy program, small group, ten-to-one</p> <p>(3-5) Goals, small group, ten-to-one</p> <p>(3-5) Kaplan Advantage: ELA and Mathematics, small group, ten-to-one</p> <p>(3-5) Kaplan Test</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day/ After School</p> <p>During the school day</p> <p>AIS (morning session)</p> <p>AIS (morning session)</p>

	<p>special technology program called I-Ready and Wilson program for our Special Ed. We are currently implementing “Ready New York CCLS” which is designed to engage students in content learning they are likely to encounter in the Common Core-based assessments they will take this Year. As a data driven school, we have collected both summative and formative data and have carried out data analysis using statistical analysis and data mining tools. We incorporate the use of technology by using Smart boards; study Zone.org for specific skills and strategies, which also include student individual assessments. We also have a daily push in program in which experience staff personnel work with a small group of students.</p>	<p>Companion: ELA and Mathematics, small group, five-to-one</p> <p>(3-5) I-Ready, small group, five-to-one</p> <p>Wilson Reading, small group, five-to-one</p> <p>Essential Skills for Reading, tutoring, small group, five-to-one</p> <p>Finish Line for the ELLs, small group, ten-to-one</p> <p>Getting Ready for the NYSESLAT and Beyond, small group, ten-to-one</p>	<p>During the school day</p> <p>AIS (morning session)</p> <p>AIS (morning session)/ During the school day</p> <p>After school</p> <p>After school</p> <p>After school</p>
<p>Mathematics</p>	<p>Our Academic Intervention Service Program for Mathematics is held Tues & Wednesday in the AM 37.5 mins @ 50 mins sessions serving our K-5 student population. Focus in Mathematics for Grades K-2 Math attack, Grades 3-5 Math Navigator. We also incorporate the use of math manipulative and real world strategies and skills. Some of the additional programs used are, Continental Press Math, Buckle Down Math, Options, during the school day, before and after school, Vacation Enrichment, in groups, guided math, one to one (1-5, 1-10)</p>	<p>(K-5) Small group, one-to-one, learning technology (computer)</p> <p>(K-2) Math Attack, small group, ten-to-one</p> <p>(K-3) Buckle Down Mathematics, small group, ten-to-one</p> <p>(K-5) Continental Press, ten-to-one</p> <p>(K-2) Options, small group, ten-to-one</p>	<p>During the school day</p>

	<p>(4th grade) 1-15 (3rd-5th grade). Our testing grades 3-5 incorporate a test prep session utilizing Options, comprehension connections and focus programs. We are currently using the “Ready New York CCLS” program which is designed to help students develop content knowledge that will be assessed in the Common Core-based assessments this Year. We have been collecting Interim assessments such as Math Acuity, Rally, assessment, Ready New York CCLS ...etc. Data analyses have been carried out using these assessments. As a data driven school, we have been using collected data to design effective intervention in order to prepare students for the CCLS assessments.</p>	<p>(3-5) Math Navigator, small group, ten-to-one</p> <p>(3-5) Kaplan Advantage: ELA and Mathematics, small group, ten-to-one</p> <p>(3-5) Kaplan Test Companion: ELA and Mathematics, small group, five-to-one</p> <p>(3-5) I-Ready, small group, five-to-one</p> <p>(3-5) Math Steps, tutoring, small group, five-to-one</p> <p>(3-5) Ready-Tool Box, tutoring, small group, five-to-one</p>	<p>AIS (morning session)</p> <p>AIS (morning session)</p> <p>During the school day</p> <p>AIS (morning session)/ During the school day</p> <p>After school</p> <p>After school</p>
Science	<p>In science, students have been engaged in hands-on inquiry-based activities that are designed to help students develop deep understanding of fundamental science concepts and ideas. Learning technologies are currently being used to help students develop robust understanding of 21st Century knowledge and skills. We are currently immersed in Multi-User Virtual Learning game entitled “Virtual Machu Picchu.” This educational game is designed to help students develop sound understanding of the mathematical</p>	<p>Whole class, small group, one-to-one, learning technology</p> <p>(K-5) Virtual Machu Picchu, small group, one-to-one, learning technology</p> <p>(3-5) MKomazi-Saving the Black Rhino, small group, one-to-one, learning technology</p>	<p>During the school day, home using wikis and blogs</p> <p>During the school day</p> <p>During the school day, afterschool, home using wikis and blogs</p>

	<p>concepts of place values, numbers and operation in base 10. Students will also engaged in “MKomazi-Saving the Black Rhino” an educational game that is designed to help students develop deep understanding of dynamic ecosystems, conservation and ecological issues that are currently challenging our modern understanding of nature. The educational games are sponsored by the U.S Department of Education. These games are been piloted by Mr. Ronelus who is the science specialist at P.S.33. Mr. Ronelus has created a science club that is designed to help students develop scientific habits of mind and help students develop scientific reasoning skills and become citizen scientists. Students are engaged in learning activities that are meaningful to them. Here is the wiki and blog websites which showcase students works: http://thealchemistclub.blogspot.com/ http://alchemistclub.wikispaces.com/ http://alchemistclubrhinoproject.blogspot.com/</p>		
Social Studies	<p>Social Studies AIS include providing additional instruction to build a body of knowledge from grade to grade to sharpen geography skills, map reading, reading, writing and speaking skills during the school day integrated with Common Core Replacement Units, to use nonfiction materials Provided through a variety</p>	Whole class, small group	During the school day

	of publishers books that were purchased.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Support services include two guidance counselors Ms. Pagan (Pre K – 2 nd grade) and Mr. Weisel (additional guidance counselor for 3 rd - 5 th grade). A comprehensive guidance program that promotes students' academic and social development.	One-to-one	During the school day

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy Program-PF Parent Engagement: for Saturday ESL and ART Parent Classes with Child-Mr. John Nyguen
- Galaxy Program-PF Expanded Learning Time: After School Programs for Level 1 & Level 2 Students
- Galaxy Program PF-Instructional Supplies (Leveled Books for Critical Thinking, Wilson Kit and PD, paper, markers, pencils, folders,toner for copies of pre and post assessment , reimburse staff for out of pocket materials expenditures such as enlarging criteria charts, rubrics, etc. =7,500.)
- Galaxy Program PF-Teacher Per Session (Vacation Program to Support Level 1 & Level 2 Students in ELA and Math getting the ready for the 2013 NYS Exams. Winter Recess Program : at 3 days x 5 hrs x 11 teachers = 165 hrs; Spring Recess Program at 3 days x 5 hrs x 12 teachers = 180 hrs; After School Enrichment Program at 23 sessions x 2 hrs x 9 x teachers = 414 hrs; After School Enrichment for Level 1 & 2 Students focus on Critical Thinking and Problem Solving , Reading Stamina: 2hrs x 42 sessions x 9 teachers = 757.12 hrs
- Galaxy Program PF Bulk Supervising School Aide for Snacks and clerical 3 hrs x 41 sessions= 123.48 hrs
- Galaxy Program PF Bulk School aide for parent translation services, dismissal and late pick ups 2 hrs x 2 school aides x 41 sessions =123 hrs
- Galaxy Program PF Bulk Educational Paras for After School Tutoring Program 2 hrs X 10 paras X 40 sessions=800 hrs
- Galaxy Program PF Bulk Educational Paras for Vacation Program to Support Level 1 & Level 2 Students in ELA and Math getting the ready for the 2013 NYS Exams. Winter Recess Program 5 hrs x 2 paras x 6 sessions = 60 hrs

- ARRA RTTT Citywide Inst Exp, Contract for Excellence, IDEA IEP Para, IDEA SBST, Title 1 ELL Program FY 13, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, teacher's per-session for vacation and after school programs, instructional supplies such as units of study library books and materials, etc.

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

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

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

Some of our Professional Development Initiatives/topics are:

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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
MAY 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.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Galaxy Program-PF Parent Engagement: Saturday ESL and ART Parent Classes with Child-Mr. John Nyguen (4 hrs x 30 sessions)
- Galaxy Program-PF Expanded Learning Time: Galaxy Program PF-Consultancy Cost for Parents' Workshop on Parenting Skills, Financial Literacy-Preparing for College and Etiquette Classes With Mr. Seymone (Saturdays & Weekdays 22 sessions @ 2 hours). Students' Etiquette Workshops 20 sessions @ 45 mins for 4 classes with Mr. Seymone; Students' Arts Enrichment Classes to develop Social Emotional Skills 60 sessions @ 2 hrs).
- Galaxy Program PF-Instructional Supplies: Arts Materials for Saturday ESL and ART Parent Classes with Child-Mr. John Nyguen
- ARRA RTTT Citywide Inst Exp, Contract for Excellence, IDEA IEP Para, IDEA SBST, Title 1 ELL Program FY 13, Title 1 SWP, Title 1 Translation SWP, TL IEP Para, TL Mandated Counseling, TL Mandated Speech Shared, TL Fair Student Funding, TL NYSTL Hardware, TL NYSTL Textbooks, TL NYSTL Software, teacher's per-session for vacation and after school programs, instructional supplies such as units of study library books and materials, etc.

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	7	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional	1	1	1	1	1	1								6

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	133	4	0	16	1	0	1		1	150
Dual Language										0
ESL	132	4	30	36		11				168
Total	265	8	30	52	1	11	1	0	1	318

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	28	30	25	16	26	27	0	152						

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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	43	54	49	63	72	63								344
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2												3
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	2	2	7								14
TOTAL	44	58	50	65	74	71	0	362						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

Out RTI teams meet weekly to discuss these matters. In addition our SETTS, Bilingual staff, and ESL teachers meet with classroom teachers, review our school wide curriculum pacing calendar, students assessment data, and their IEP to develop a program schedule as well as lesson plans and materials/resources available. This process allows teachers to provide small group and individualize instruction at an appropriate level for students' language and learning needs.

Paste response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

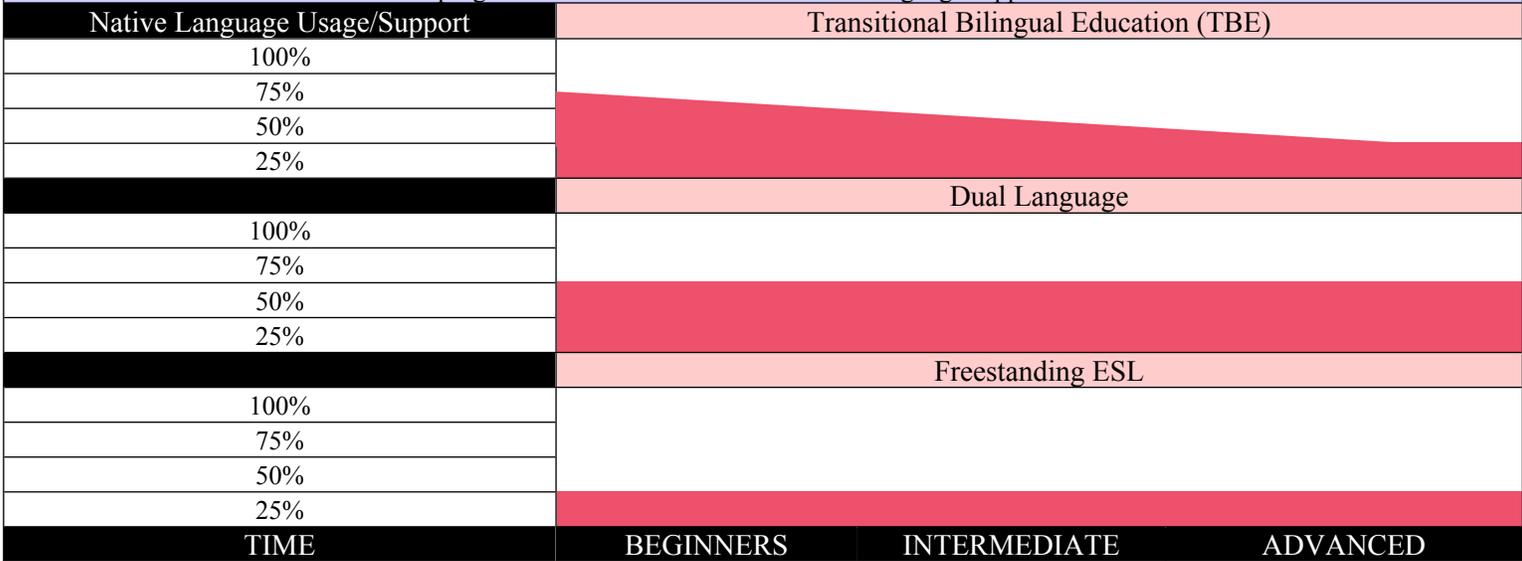
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

For our ELL Enrichment Program we utilize a new program, Continental 'Finish line for ELL's' proficiency Practice that focus on linguistic, writing and reading skills. Teacher's incorporate NLA into the program depending on the level and need of the student. The intent is to scaffold instructional techniques to allow ELL students to acquire proficient English language and maintain or build their native language as well. To assist us in our goals for our ELL students we have added the 'Estrellita' Accelerated Beginning Spanish reading program. Another new learning tool is the use of I-pads. The data Inquiry Team is in the process of developing small group instruction which allows students to work with the I-pads. They will also utilize the I-pads as an assessment tool to monitor student's progress. In addition ELL students that have met proficiency level (2years) are invited to attend all afterschool activities including holiday enrichment programs. These students are also provided testing modification for 2 years on all standardized test.

The mission of the Bilingual/ESL program is to support our teachers as they work to enable our limited English proficient students to develop the linguistic, cognitive, and cultural skills necessary in our school and beyond. Teachers assist classes in curriculum development as well as professional development to clarify bilingual and ESL program goals and models and the uses of native language and English in bilingual and ESL programs and to plan a native language literacy program based on our Literacy Framework/curriculum. We currently do not have a program in place that allows us to assist newly enrolled ELL students before the beginning of the year as we are an elementary school and most of our newly enrolled ELL are kindergarten students and or register throughout the school year.

aste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff pg7 (questions 1-3)

The ELL staff continues to attend Professional development sessions offered by the Department of Education, and our CFN and our school to enhance our students' comprehension of the English language and ESL methodologies. We will also develop our students' academic language proficiency in our curriculum planning. This team meets monthly from October 2011-June 2012, specifics dates and times vary depending on school activities. We continue our book study group for our ELL staff which is facilitated by our ESL teacher and also held monthly, dates vary depending on teacher availability. Our focus this year is to increase awareness and best practice in Differentiated instruction. We are reading "Fulfilling the Promise of the Differentiated Classroom", by Carol Ann Tomlinson and 'Learning to Learn in a second language' by Pauline Gibbons.

Our school wide policy entails weekly common planning time for all classroom teachers by specific grades. Every Tuesdays, the 4th & 5th grade teachers meet, Wednesdays 2nd & 3rd Grade teachers meet, and Thursdays K & 1 grade Teachers meet. During this common planning session teachers design lessons that address the needs of our ELL students through the concept that incorporates background culture and language proficiency.

We have implemented Thinking Maps as a school wide initiative. This visual language tool involves all teachers utilizing the eight maps in all content areas to promote critical thinking skills for our students. Teachers receive monthly professional development on aligning the maps to the curriculum to further develop the cognition of students' content base learning. This is a valuable tool for our ELL students as it enables the teacher to address various ESL methodologies. Professional development for thinking Maps are provided throughout the school year, during common planning time as well as monthly staff conferences and specific dates that are set by our Network team for the school year 2011-12.

In addition our Data Inquiry Team, which meets every Mondays, is addressing the needs of our ELLs with IEP's by using researched based instructional learning styles to develop learning stations that incorporate ESL methodologies, technology and specific performance indicators. This process is then turn-keyed to the classroom teachers to implement effective instructional lessons for differentiated instruction to meet the needs of our ELL students. We also have our ELL team attend RTI for English language learners, professional Development workshops to further develop the RTI team and system in our school. The school Assistant Principals, coaches, and ELL teachers that are in the Bilingual/ESL committee attended ELL RTI professional development workshops in June, July and August of 2011. In order to ensure that our 5th grade ELL students have a smooth transition to middle school, our ELL committee meets and provide suggestions to the classroom teachers. We also have the guidance counselor meet with students to discuss any issues or concerns that may arise. Lastly we invite former ELL students to come our school and share their experience in middle school.

To ensure that our general staff, non ELL teachers, Guidance Counselors, para Professionals/Educational Assistants, SBST, speech therapists, speech therapists, and parents coordinators complete ESL/ELL professional Development required by Jose P. our school held professional Development on the first 2 Staff conference days in September 2011 and October 2011. Also our Network held a workshop for our Para Professionals, educational assistants on November 21, 2011 which covered Strategies to teach vocabulary to ELL's.

Our Network ELL team has also planned the following workshops as per Jose P. and to support our ELL student population: December 7, 2011- Workshop for All Related Service personal, January 6 and 20th Clerical staff and parent coordinator.

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

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

Paste response to questions 1-3 here

E. Parental Involvement

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

E. Parental Involvement pg 7

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

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

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

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	35	33	19	18	22	13								140
Intermediate(I)	6	28	29	23	15	19								120
Advanced (A)	27	4	5	12	29	24								101
Total	68	65	53	53	66	56	0	0	0	0	0	0	0	361

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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)	19	14	10	7				
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.

Pas Page10. B. After reviewing and analyzing the assessment data, (questions 1-6)

P.S.33 uses a variety of assessment tools to assess the early literacy skills of our ELLs. For grades K-3 we use ECLAS, EL SOL, and Bi-weekly school wide assessments. Grades 4 & 5 utilize DRA's, the entire school implements Fountas and Pinnell.

After reviewing data assessments our Findings are as follows:

- 85 % of our Bilingual Kindergarten and New Arrival ELLs(across the grades) do not know the alphabet and have limited knowledge of print
- 84% of our ESL students in grades k-2 have a good grasp on rhyming and know their alphabets word recognition, sounds and syllables
- 90% have difficulty with segmenting and word blends
- As students progress to upper grades both Bilingual and ESL students have difficulty in vocabulary development and critical thinking skills.

We will continue to implement Wilson's Foundation program and Words their way for lower grades and new arrivals as well Estriella Spanish program. We will continue to monitor the progress of our ELL students with both our quantitative and qualitative assessment to adjust and or modify our school curriculum to meet the needs of our ELL population.

After reviewing the LAB-R and NYSESLAT DATA the findings are as follows:

- * Most Kindergarten ELL students, 75%, score within the intermediate, advance level, with the exception of students that are spanish dominant in their homes.
- * Also students that are new to this country score low in the LAB and require intense one to one instruction.
- Progress level of beginners decrease as they move up in grade level
- Our kindergarten students needs are to be addressed in all modalities
- Our 1st, 2nd, 3rd, 4th and 5th grade student's needs are more focused on reading and writing modalities.

We have developed a plan as follows for students needs in each modality, as our targeted sub-groups are as follows:

Reading:

- Quality academic one-on-one instructional time with students that will help them develop their linguistic, cognitive and cultural skills.
- Hands-on or highly interactive activities directly related to increase vocabulary and grammar.(increase comprehension use of expository prose)PM AIS program,
- Adjust instructional task which will allow students to learn the skills necessary to complete tasks independently.
- Increase use of visual aids, modeling, demonstrations, graphic organizers, Thinking Maps, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, jigsaw text reading and native language support.
- Create a non-threatening environment where students feel comfortable taking risks with language.

- Make connections with content and students' prior knowledge and focus on expanding our students' vocabulary.

Writing:

- Increase writing activities, one-on-one tutoring, push-in, pull-out small group instruction.
- Depending on student proficiency levels, offer multiple assessments for students to demonstrate their understanding of the content, i.e. project based work, performance-based individual assessments, portfolios, writing assignment, etc.
- Increase use of graphic organizers, Thinking Maps, and leveled study guides, to help our students in their writing skills.
- Scaffolding approach Techniques are also implemented in all content areas

Speaking/Listening

- Integrate language and content and infuse socio-cultural awareness.
- Increase verbal practices by adjusting student's speech, having them paraphrase and provide analogies to elaborate their responses.
- Every classroom has a listening center
- Expose students to multiple taped texts, made available for both home and school learning center use.

Special Education:

- In addition to complying with the IEP, students with special needs will receive authentic meaningful experiences that will allow them the opportunity to make connections between what they know and what they are learning by relating classroom experiences to their own lives.

In addition, we offer an ELL Extended Day Program and for our ELL's students that require additional tutoring in English proficiency, reading, writing, and listening.

We evaluate the success of our program by giving special academic support to LEP students and have found the following:

- Our school holds high expectations for our learning and personal development of our LEP
 - The curriculum will continue to be integrated across disciplines and made real life applications related to student experiences.
 - LEP students become independent learners who can take responsibility for their own learning cooperative learning is used extensively.
 - * We assess our ELL's growth by reviewing all school data analysis tools, NYSESLAT, DRA's, ECLAS, ESOL Estriella, the bi-monthly assessments, Students Portifolios, Students monthly assessment progress reports and students school report card. The teacher as well as the administrative teams review all assessment tools to monitor ELL student progress.
 - A good majority of our ELL students have exceeded our general Education student population as our last two students to move on to middle school, were Valedictorian and Salutatorian and former ELL's
 - P.S.33 is "Parent Friendly" and we have many bilingual staff members. We also provide Saturday ESL Classes for parents of our ELL community and include childcare services to ensure good attendance. We believe by enhancing parent linguistic skill in the English language it will have a positive impact on our student's academic performance.
- te response to questions 1-6 here

Additional Information

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

PLast pg 10 Additional Information

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

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

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

Action Plan For ELL's:

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

We will provide appropriate resource materials such as leveled Classroom Libraries, Spanish/English Dictionaries, Thesaurus, NYSESLAT Test Prep Material, Spanish reading books, Avenues program specifically developed for ELL students, Explode the Code, and Foundations for Grades K-2 Goals for Grades3-5, Wilson Program and Technology Program Head Sprout for all ELLs. In addition all teachers received Professional development on how to utilize student DATA LAB-R, NYSESLAT, ELA, Math Assessments to develop differentiated instruction and small guided groups. We have also developed a Data Inquiry Team that focus on the learning styles/differentiated instruction and instructional implementation of various strategies and ESL methodologies that help student performance. Based on the School Report Card and Quality review, although, we have depicted gains in our ELL population, we will continue to support , review and revise school policies and curriculum to support our ELL's and ensure that they get the best education and meet proficiency level.
aste additional information here

Part VI: LAP Assurances

School Name: <u>P.S.33</u>		School DBN: <u>10/CFN</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lynette Santos	Principal		1/1/01
Maria Cruz	Assistant Principal		1/1/01
Denise Ledesma	Parent Coordinator		1/1/11

School Name: P.S.33

School DBN: 10/CFN

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: CFN **Network:** 407

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: The Timothy Dwight School	DBN: 10X033
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: 250
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: 8
of certified ESL/Bilingual teachers: 5
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We plan on implementing an After-School ELL Enrichment program. This program is scheduled for Tuesdays and Wednesdays for 2 hours each day and set to run from November 2012-May 2013. Based on our school data Analysis, LAB-R, NYSESLAT, school student registration, 3rd Grade, E-CLASS assessments as well as Grades 3 & 4 ELA/Math State Exams, we find that there is a need to support student learning and address the needs of the following student Population:

- * Students with limited verse of the English Language based on the LAB-R
- * Students that scored in the beginning Level of the NYSESLAT on the modalities of Reading and writing.
- * Students that scored advanced in NYSESLAT and high level 2 in the ELA and math State test
- * Students that scored Level 1 & 2 in the NYS Math Exam and are long term ELL's

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

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

- * 'Foundations, Wilson language base program' for English Language development focusing on Phonological Awareness, vocabulary, fluency, sight words and reading and writing comprehension

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

- * The Continental Press, Empire State is NYSESLAT also used to help prepare English language learners for the New York State English as a Second Language Achievement Test.

We will have one 3rd grade Bilingual class with (10-15) students and a certified Bilingual teacher, one 4th grade bilingual class with (10-12) students and one certified Bilingual teacher and one 5th grade Bilingual class with (10-15) students and one certified Bilingual teacher

Students that are advanced in the NYSESLAT and scored level 1 & 2 in the ELA/Math state test will be provided with the following:

Part B: Direct Instruction Supplemental Program Information

* Avenues, Success in Language, Literacy and Content; A Comprehensive grammar instructional program with extensive practice that leads to oral and written fluency through thematic units that lend itself to our daily schoolwide curriculum

* Options math Comprehensive and Math Assessments that will enhance student performance based on performance indicators and students areas of weakness through the process of Diagnose, instruct, Practice and test. with the use on manipulatives, and visual aids.

* Students with also use Getting ready for the NYSESLAT anf beyond. A Program developed by publishers Attanasio & Associates. To enhance skills needed to become proficient in the NYSESLAT.

As well as materials mentioned aboved(in the beginners portion) as they are catered to their grade level and each student's individual instructional level based on their performance indicator, NYSESLAT and classwork. We will have 3 Common Branch teachers for grades 3, 4 & 5 and 2 push in ESL teacher. Each class will consist on 15-20 Students of which the common branch teachers will provide instruction and the ESL teacher will push in to work with small groups utilizing ESL methodolgies and provide intense differentiated instruction.

Part C: Professional Development

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

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

Begin description here: Based on our school Report card, school data analysis, student outcomes and teacher feedback, we will utitlize our Title III professional development funding to provide professional development as follows:

* Profesional Development on Avenues program, lesson planning and Developing Pre-Mid-Post Assessments (2 hour session) Asisstant Principal of Bilingual/ESL staff will facilitate, session will take place one week prior to program.

* Professional Development ELL Core Curriculum Standards, Use of NYSESLAT Data to plan differentiated Instruction (2 hour session) Bilingual Coach will facilitate, session will take place Dec. 2012

Part D: Parental Engagement Activities

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: This year we would like to provide parents with workshops that will provide them with a clear lens of the expectations , goals and needs of our ELL student population. The following is a list of workshops that we will offer:

- * NYSESLAT What is it? How does it impact my child's learning? How can I help my child become proficient in the English language? (2 hour workshop). (Facilitator: Administrator/Coach)
- * Core Standards: What are they? How does this effect my child's learning? How can I help my child at home? (2hour workshop). (Facilitators: Bilingual Coach & Parent Coordinator)
- * Tools for the future: How can I help prepare my child for college? What resources are available to ensure a selection process for a good middle school/High School and College? What is a GPA? How does my child's grade affect him/her in school? (2 hour session) (Facilitator: Guidance Counselor & Bilingual Coach)

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 		
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 		

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		