



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: FRED R MOORE ACADEMY
DBN (i.e. 01M001): 05M133
Principal: PATRICIA E. BALBUENA
Principal Email: PBALBUE@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: MARGE STRUCK

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Patricia Balbuena	*Principal or Designee	
Shavon Varner	*UFT Chapter Leader or Designee	
Jalissa Rios	*PA/PTA President or Designated Co-President	
Diane Russell	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jessica Posillico	Member/ Teacher	
Kelvin Almonte	Member/ Teacher	
SybilThompkins	Member/ Teacher	
Ginelly Gomez	Member/ Paraprofessional	
Stephanie Ortiz	Member/ Parent	
Trece Grant	Member/ Parent	
Carmen Rivera	Member/ Parent	
Roberta Polite	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By January 2014, 100% of students will be grouped according to Tiered Instruction. 50% of students will demonstrate 2 levels of progress in their reading levels as per the Fountas and Pinnell assessments.

Comprehensive Needs Assessment

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

According to the current data, 54.5% of our 2012-2013 Grades 3-5 students did not meet the ELA exam. In addition, we did not meet the AYP for the Special Education population and the English Language Learners as well. According to the 2012 Quality Review, we as a school must improve on "accommodating a variety of learners so that tasks emphasize rigorous habits and higher order skills across grades." This triangulation of data led to a school-wide focus on differentiation of instruction across all grades, a RTI model and strategic and explicit reading instruction and intervention for the early childhood grades and upper grades students. These strategies will be implemented in order to meet the needs of all our students especially our SWDs and ELLs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Strategy #1: Grades Kindergarten to 2nd will receive strategic research-based Phonics instruction through the Reading Reform program. With Reading Reform, students are taught the written form of the sounds of English. They will write the words, learn approximately 2 dozen spelling rules that govern English. They will also learn to examine words for their roots and meanings, allowing for more thoughtful reading and better comprehension. Students will explicitly learn the scaffolds needed to begin to read at grade level. Students will be exposed and instructed with on level texts in connection with the ReadyGen curriculum. In addition, teachers will be supported through the Reading Reform program as it also provides a co-teaching and coaching model in the classroom.
2. Strategy #2: Implementation of a RTI team which focuses on identifying Tiered 1, 2 and 3 students and creating intervention or enrichment action plans for all students based on tiered instruction and classroom student grouping. The students will also be provided with strategic and focused interventions by Intervention Teachers.
3. Strategy #3: Teachers will utilize ReadyGen and GoMath differentiated tasks and grouping based on "continuous checks for understanding" and other formative assessments in order to support all students.
4. Strategy #4: Tier 2 and Tier 3 students will be provided with additional literacy and math supports in order to meet the diverse needs of the students.
5. Strategy #5: Data Analysis Team will continuously monitor student data and assessments to ensure appropriate instruction and interventions are being provided and monitor its success.
6. Strategy #6: The Common Planning meetings and lunch and learns, inquiry meetings and meetings with Teaching Matters consultant will provide a learning opportunity for teachers to plan together and support the grouping and instruction of their students.

B. Key personnel and other resources used to implement each strategy/activity

1. Reading Reform provided classroom support 2 times a week with a Reading Reform consultant and is implemented 5 times a week for 1 period a day by the classroom teacher.
2. Administration, Support Teacher, Special Education Teacher, Teaching Matters consultant, classroom teachers
3. F&P Intervention Kits

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By mid-year, all students will be tiered according to data.
2. 5% of students from Tier 3 will progress to Tier 2 by the 2nd six week cycle.
3. 5% of students from Tier 2 will progress to Tier 1 by the 1st six week cycle.
4. By June 2013, all Tier 2 and Tier 3 students will demonstrate 25% progress for reading and math.

D. Timeline for implementation and completion including start and end dates

1. September 2013- Reading Reform will commence.
2. October 11, 2013 students will be grouped according to baseline data.

3. January 3, 2014 students will be grouped according to mid-year assessments into Tiers 1 and 2.
4. March 14, 2014 students will be reassessed according to specific targeted assessments and grouped into Tier 2 and 3.
5. May 5, 2014 students will be grouped into the last cycle based on the end of year assessments.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Kindergarten-2nd grade will receive Reading Reform instruction daily for one period.
2. RTI team will meet once a week to analyze data and student work.
3. Teachers will meet once a week for Inquiry focused work.
4. Teachers will meet once a week with administration, Teaching Matters consultant and colleagues to discuss and develop differentiated tasks for all students.
5. Teachers will attend professional development focused on how to meet the needs of all our students, especially our ELLs and SWDs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be supported through workshops about Reading Reform. Parents will be introduced to strategies utilized by Reading Reform. In addition, the teachers will provide the parents with updates about Reading Reform success. The parents will also be informed of all RTI updates and strategies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, parental involvement will increase by 20% as evident by the school learning environment.

Comprehensive Needs Assessment

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

We evaluated the Learning Environment Survey. The current parental response rate decreased from 2012 at 88% to 2013 at 69%. As a result, we will focus on increasing parental involvement as well as parent communication in order to increase student progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide parents with monthly meetings (twice a month) one for literacy and one for math starting December 2013 in order to ensure that parents understand the school-wide curriculum.
2. Provide parents with a series of workshops, parenting classes and/or events that support the school wide academic goals and grade expectations.
3. Offer ongoing parenting classes which will be provided by the Parent Coordinator focused on the Leader in Me school-wide initiative.
4. Teachers will provide parents with a progress report and behavior update weekly or monthly depending on the student's needs.
5. Conduct Java Fridays with the principal on a monthly basis.
6. Offer family events such as Literacy Bingo Night, Movie Night, Jeopardy Night and Book Fairs.
7. Commence Learning Leaders and Parent Academy program.

B. Key personnel and other resources used to implement each strategy/activity

1. Principals, Teachers, Parent Coordinators, Community Based Organization (Harlem Children's Zone), Learning Leaders and Parent Association
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Develop and analyze school-based survey's to gather ongoing input and data from the parents – February 2014, 2. End of year analysis of the implementation of strategies learned in workshops by the families based on parental and teacher input.
D. Timeline for implementation and completion including start and end dates
1. Monthly parent meetings which will take place twice a month will begin on September 2013 and end in June 2014. 2. Provide parents with a series of workshops, parenting classes and/or events that support the school wide academic goals and grade expectations which will begin on September 2013 and end June 2014. 3. Offer ongoing parenting classes which will be provided by the Parent Coordinator will begin on January 2014 and end June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Provide parents with grade specific Common Core Learning Standards in both Literacy and Math and inform them of the school wide goals and school-wide initiatives given by the Special Education Support Teacher once a month. 2. Parent Coordinator will provide a Leader in Me workshop once a month. 3. Java Friday will meet once a month. 4. Surveys will be held 2 times a year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Provide parents will incentives such as raffles, incentives, and/or door prizes. Conduct Fall "Meet & Greet" and "Spring Chat & Chew" for parents and Teachers. Create partnerships with local businesses within the school community. Provide monthly "Java Friday" – daytime and evening meetings where parents can sit and speak to the principal.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 85% of students will be actively engaged in our Leader in Me school-wide initiative, which will in turn improve the CS 133 school learning culture and student achievement as evidenced by an increase in the ELA and Math exams by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
We evaluated the Learning Environment Survey. The analysis focused on identifying which areas needed the most improvement as per the parental feedback. In addition, we gathered teacher's input and daily observations. According to the Environment Survey:

- 30% of parents believe that teachers treat students unfairly.
- 37% of parents state that students get into physical fights.
- 25% of parents state that there is gang activity.
- 38% of parents state that students harass and bully other students and 38% parents believe it's based on differences.
- 46% of teachers believe that students are often harassed or bullied in school.

This data informed our decision to address the school learning and social emotional culture in order to provide the environment needed for students to effectively learn.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. First the whole school-initiative of Leader in Me, where all students meet as a school community to engage in LIM activities.
2. Classroom focused discussions and activities focused on how to live by and focus on the 7 Habits.
3. The identified subgroups and focus students receive additional support and time to engage in the 7 Habits work.
4. Strategic activities and games throughout lunch/recess and celebration of student's accomplishments.

B. Key personnel and other resources used to implement each strategy/activity

1. Leader in Me consultant, administration, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. OORS will reflect a decrease in incidents occurring throughout the day by June 2014.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – all students will be exposed to the habits and provided with opportunities to learn about each habit.
2. January 2014- Leadership Notebooks will begin.
3. February 2014- Leader in Me Symposium held at the school.
4. April 2014- Leader in Me Assembly
5. June 2014 – Leader in Me Reflection and Action Plan

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily School-wide 5 minute morning assembly 2. One Leader in Me 50 minutes period weekly for each class. 3. Leader in Me Lighthouse meeting held once a month

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will also receive training and workshops about Leader in Me and its purpose and impact on their families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Harlem Children Zone has funded our CS 133 Leader in Me initiative for 3 years.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	The strategy is utilizing literature focusing on literary elements, text-based vocabulary and words in context.	The method of delivery is small group intervention of Tier 1- Tier 3 students. Utilizing data, the 109 extended day students are grouped and intensive support is delivered to them. The afterschool program groups are based on data and the students are grouped utilizing a 30 minute direct instruction intensive approach. The number of students for the afterschool program is about 190 students from kindergarten – fifth grade. During the school day, the students will be tiered in order to develop strategic interventions and action plans for each students not demonstrating progress.	During the day, students will be provided with RTI intervention by the SETSS teacher and the Speech teacher at varied times depending on the individualized student action plan. Students in grades 1 – 5 are receiving ELA AIS during extended day on Tuesday, for 50 minutes. Rally materials and I-Ready, an interactive computer based program, are the instruments used for the afterschool program.
Mathematics	The instructional focus for math revolves around the mathematical shifts, (focus, fluency, deep understandings, and application).	The method of delivery is small group intervention of Tier 1- Tier 3 students. Utilizing data, the 109 extended day students are grouped and intensive support is delivered to them. The afterschool program groups are based on data and the students are grouped utilizing a 30 minute direct instruction intensive approach. The number of students for the afterschool program is about 143 students from kindergarten – fifth grade. The kindergarten -2 grades is focusing on Reading Reform.	Students in grades 1 – 5 are receiving Math AIS during extended day, Wednesday, for 50 minutes. The afterschool program runs for four days. Rally materials and I-Ready, an interactive computer based program, are the instruments used for the afterschool program
Science	Students are utilizing grade specific science materials and informational texts to support the science curriculum. Technology is also an instrument that the classroom teacher utilizes to infuse research in their writing and performance task.	The delivery is also based on data and students are grouped based on the Tiered levels.	Services are provided during the school day with the classroom teacher, and SETTS teacher. During afterschool and extended day science is focused on through the literature that is provided.
Social Studies	Social studies content is provided in conjunction with an interdisciplinary approach using literature in grades k-2 (trade books) and social studies textbooks in grades 3-5. The strategy is using performance tasks to guide instructions.	The delivery is also based on data and students are grouped based on the Tier levels.	Services are provided during the school day with the classroom teacher, and SETTS teacher. During afterschool and extended day science is focused on through the literature that is provided.
At-risk services (e.g. provided by the Guidance Counselor, School	At risk services are provided by the social worker, and guidance counselor in regard to specific topics in conjunction with meetings	Counseling can be one-to-one or in groups of 3-5. Students utilize the Leader in Me philosophy to discuss their issues. Leader in	These services are provided during school, during extended day or in after school via conflict resolution strategies.

Psychologist, Social Worker, etc.)	of the student's teacher	Me weekly periods are used to develop their own action and provide time to self-reflect on their progress.	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

The strategies used by PS 133 to recruit, retain and support teachers and ensure highly qualified teachers are the following: PS 133 utilizes the Open Market System and New Teacher Finder to find highly qualified teachers, especially for our special education population. We also work closely with the ASD of Horizon Program to recruit Special Education Teachers that have experience and training with children on the Autism Spectrum. Administration attends hiring fairs and Network run recruitment sessions. In anticipation of possible hires we give out our preference sheet in May. We ask the question, "Who may not be returning in September?" We then reach out to local Universities that our school has a good working relationship with to recruit possible highly qualified candidates.

We provide ongoing professional development for our teachers in house and we have recently created a school-wide study of rigor using a school-wide text. We have support from the CFN 551 to train our teachers as lead facilitators of teacher teams. Part of our PD is to address the school-wide trends we noticed in our observations such as "Developing" ratings in 3a and 3b. We utilize the strategy of the "Slice Protocol" to conduct Learning Walks to gauge our improvements in task development and questioning.

We have identified three grade facilitators to support our new and struggling teachers. They lead our common planning meetings and visit classes regularly to support teachers with strategies discussed in the meetings. We have regular Network support to assist with developing our common planning meetings and our school Principal leads a weekly whole school Inquiry Meeting. Several teachers participate in Danielson Professional Development, Network 551 Component Studies and outside workshops lead by Teaching Matters.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The entire staff meets regularly to align ReadyGen and GO Math! Curriculum Maps to the Common Core Learning Standards. Teachers and Paraprofessionals meet weekly to map curriculum and design lessons. In addition to CCLS alignment our Horizon Teachers and Paraprofessionals attend weekly meetings on classroom management and social/emotional strategies to de-escalate defiant behavioral situations.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The school effectively uses Tax Levy, Title 1 and other resources serve the needs of all populations of students based on the purpose of the funding source. Per session funds are scheduled for professional development and after school training programs. Our Network budget person ensures that all fiscal requirements are fully met.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Parents of our Pre-K students are invited to a beginning of the year orientation session where goals of the program discussed. Our Pre-K teacher share home to school strategies with the parents. She has explained the preparation necessary for students to transition into a CCLS aligned Kindergarten and has disseminated information of the Common Core in Pre-K using materials from Reading Street Program.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

This year PS 133 created a MOSL committee as per the citywide instructional expectations. The MOSL committee was responsible for assessment selections that will be used to rate teacher performance. When the decision by the committee was made they informed the rest of the staff of the school's selection. The staff participated in professional development sessions conducted by the DOE. We used data from the MOSL writing traits rubric to inform our professional development and classroom instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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:

- 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;
- 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;

- Having our parents at the beginning of the school year sign a student behavior agreement, in the form of a pledge, to help them to support the school and buy into what the school's behavioral goals are for the students here.
- holding monthly parent "Leader-In-Me" focus groups to keep our parent aware of our leadership philosophy in the building so parent can use this model at home when helping and supporting their child to become leaders.
- Encouraging parents to become Learning Leader Volunteers in the building to help support the teacher in the classroom and help with lunch and recess during the school day.
- Our election this school year to have Cool Culture join our school family which offers free family pass to cultural institution in the five boroughs will give our families and students access and exposure to the arts and will as a consequence foster real hands on learning for both parent and child in a relaxed and fun way.
- 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 05	Borough Manhattan	School Number 133
School Name The Fred R. Moore Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Patricia Balbuena	Assistant Principal Ms. Joan B. Mitchell
Coach type here	Coach type here
ESL Teacher Ms. Agnes Zodiatis	Guidance Counselor Mr. Felix De LaCruz
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. David Alleyne
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Margaret Struk	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	252	Total number of ELLs	20	ELLs as share of total student population (%)	7.94%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15	0	1	5	0	1	0	0	0	20
Total	15	0	1	5	0	1	0	0	0	20

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	5	2	4	2								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				2		1								3
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	1	1	5	4	5	4	0	0	0	0	0	0	0	20

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	3	3	2	0								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	0	0	3	3								6
Advanced (A)	0	0	2	1	0	1								4
Total	1	1	5	4	5	4	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	0			5
4	1	2			3
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		1						5
4	2		1						3
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2				3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

CS 133 uses Fountas and Pintell to assess the literacy skills for ELLs and benchmark assessments. In addition this year CS 133 participated in the ELL periodic assessment for the upper grades, grades 3-5. The data gave us the insights that our ELLs in the lower grades has deficiencies with decoding and comprehension. The school is utilizing Reading Reform to address the phonemic awareness/ instructions of the ELLs in the lower grade. In the upper grades, the data reflects challenges with comprehension. The modality of writing needs to be focused on writing informative/explanatory writng. The focus will be on the mechanics and writing content to improve the rigor of their writing.

Last year CS133 did not meet AYP or AMAO. As a result, there was a shift from a pull-out model to one that is a combination of push-in and pull-out. By utilizing both push-in and pull out model we are assuring that the students meet their mandated minutes while being exposed to constant and uninterrupted Literacy/content area instruction by the classroom teacher and ESL teacher. This is also a benefit when we refer to differentiation of instruction. The information helps to inform our instructional plan by helping us target those students who need additional assistance in order for them to meet their targets in the upper grades.

Data: CS 133 has a small ELL population. An analysis of the NYSESLAT indicates that only two students moved a level. As a school, we did not meet our AMAO but, two students remained at the same level but also gained 43 points. Two students went down a level. The rest remained at the same level making less than a gain of 43 points. These students will be tracked and monitored to support instruction in all modalities.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The Lab-R scores are often quite low but after a year's service most students develop good listening and speaking skills or what is termed BICS skills. The NYSESLAT data shows ELLs who are at the beginning level are mostly newcomers (first year immigrants). It also shows that students need to develop CALP since reading and writing are usually the areas that keep ELLs from testing out of ESL.

After a review of the NYSESLAT data, the patterns revealed were:

- The Speaking category indicates general abilities for the majority of the intermediate and advanced students. It is the Reading and Writing skills that are holding our intermediate and advanced students back from the meeting proficiency level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate, causing some students to remain on the advanced and intermediate level. Since the ELL program is now both push-in and pull out, the ESL teacher, Ms. Zodiatis, works with ELL students during all stages of the writing process. This allows the ESL teacher to focus on the areas in which students need help. Instructional decisions will be based on the data and the findings which will be a collaborative effort with the classroom teacher.

4. For each program, answer the following:

- a. 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?

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

b. In previous years C.S.133 did not administer the ELL Periodic Assessment test.

c. C.S.133 will utilize the Periodic Assessment Fall 2013 results to target ELLs students' academic weaknesses and develop strategies to aid ELLs in achieving academic proficiency. We will look at trends from the LAB-R, NYSESLAT, and ELA scores to further inform instruction. As noted before, there is a rapid acquisition of BICS and a slower mastery of the CALP skills. C.S. 133 does not use Native Language as a language of instruction due to the small size of our ELL population of 20 students. In Grades K to 2 the Reading Reform Program is used. The ESL teacher uses phonics approaches to reinforce what is being taught in class, and works with classroom teachers to better improve strategies for ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

In addition to looking at past exams, C.S. 133 administers baseline assessments and then performs an item analysis. Teachers then discuss the results at weekly Inquiry meetings where they determine students' area of strength and what areas need support. During our inquiry meetings we discuss students who are having difficulty with vocabulary acquisition and discuss methods that we can employ (i.e. one-to-one explicit instruction) to assist them in this area.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Student's second language development is considered and reinforced in instructional decisions. We utilize bilingual glossaries, bilingual dictionaries and peer tutoring as some of the strategies in order to take into consideration their native language during instruction. Students are involved in all aspects of the school social activities. They attend our afterschool program which services students from K- 5. Our ELL program is given by the ESL teacher in conjunction with the classroom teacher. They analyze the areas of weaknesses where the students will need additional support. Academic progress is measured through the school curriculum assessments which includes ReadyGen, Go Math, Science (Harcourt School Publishers) and social studies (Houghton Mifflin Harcourt Publishers). The NYSESLAT Modality report will also be used to help drive instruction for our ELLs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

After reviewing last years' AYP and AMAO report C.S.133 has shifted its focus from solely a pullout program to one that is a combination of pullout and push-in. Ms. Zodiatis will work in collaboration with classroom teachers in order to ensure that ELL students do not miss core subjects and that their vocabulary is supported through the use of scaffolding strategies such as pictures and realia.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

At registration, parents are given a Home Language Survey (HLIS) to identify the child's language proficiency by a pedagogue. If

the child is identified as an eligible candidate for ELL instructional services, an informal interview is given to the candidate by a trained pedagogue and the Language Battery Assessment (LAB-R) is given within 10 days to identify the child as an English Language Learner or English Proficient. According to the Lab-R, if the child is eligible for language services an entitlement letter is provided to parents to inform them about the child's identification. The next step is for the parents to view a CD describing the three language support programs that are available in the NYC public schools and a parent survey and program selection is given to the parents in both English and the home language and explained by a trained pedagogue. Parents may opt from three educational programs: Transitional bilingual education, Dual language and Freestanding ESL. While Transitional Bilingual and Dual language programs are not offered at C.S.133 because of the size of our ELL population they are available and a list of schools where these programs are available is provided for parents. The presentation of these three program options are presented to parents in an unbiased approach. Every effort is made to give parents an unbiased presentation and parent choices are honored and facilitated at C.S.133, and that their child is enrolled in the appropriate program within ten days. CS 133 has If the parent speaks a language for which we do not have a translator the NYCDOE translation unit is called and the parent is informed of their rights and program options over the telephone. Our Parent Coordinator is present at Parent Orientation to explain the services offered to ELLs and their parents.

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

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

2. 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.
Because C.S. 133 is a small school it is possible at registration, to inform ELL parents of their options of their choice of one of three language following program options that are available, Transition Bilingual, Dual Language, or Freestanding ESL by a licensed trained pedagogue in a language of the parents' choice. Currently we have pedagogues fluent in Spanish and French. If the parental language is other than Spanish, French or English the NYCDOE language translation service is contacted and the interview is conducted over the phone as the parent is informed of program options in their native language. At registration, the parents view the NYCDOE video on the three language program options in their native language or English if they prefer. While the parent views this video, the child is tested using the LAB-R and the Spanish Lab-R for Spanish speakers. If the child scores below proficiency, the parents are given an Entitlement letter and a Program Survey and Program selection Letter in both English and the preferred parent language and after LAB-R testing a Placement letter or a Non-entitlement letter for proficient students. Parent choice is always honored and facilitated. An unbiased presentation of all three programs is given based on the latest NYCDOE research on program models. Because of size of our ELL population, C.S. 133 only offers a Freestanding ESL Program. If parents request a Transitional Bilingual or Dual language program, lists of schools where these services are offered are made available and a transfer is facilitated by C.S. 133. Giving the parent orientation and LAB-R immediately at registration insures that all ELLs at C.S. 133 are tested and placed well in advance of the ten day timeline.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
C.S. 133 ensures the timely return of Entitlement letters and Parent Surveys and Program Selection forms by distributing them during the parent orientation meeting which is given by a licensed trained pedagogue. It is explained in a language of the parents' choice and the parents rights and program choices and further explains by having the parents see the NYCDOE video on parent

choice so that the parents can make an informed choice. All appropriate paperwork is completed at registration. All communication with parents are documented and kept in a ELL's binder by the ESL teacher.

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.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps used to administer the NYSESLAT are related to the procedures set for all State testing exams. Students are first given the speaking, listening, reading and writing modalities. The ESL teacher administer the Speaking but she cannot score that modality. The assessment team administer the NYSESLAT exam to the students. Lists are generated for each section of the NYSESLAT to ensure that all students are tested. Schedules are set and students are gathered to be adminisitered the sections needed.

6. 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.) 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. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

C.S. 133 has a staff of qualified teachers and support personnel. Our ESL teacher Ms. Agnes Zodiatis is a fully certified ESL teacher. Our ESL teacher articulates on a regular basis with our classroom and cluster teachers.

- a. ELL instruction uses a Freestanding ESL Program with a combination of a Pull-Out and Push-in model of organization. Co-teaching is also another model that we utilize here at CS 133.
- b. C.S.133 employs a heterogeneous model of mixed proficiency. In order to provide the mandated minutes of service our ELLs are divided based on proficiency level and by grade. In our Freestanding ESL component we have 20 students, from K-5 grades. They range from zero level newcomers to Intermediate and Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL services. Our teacher in the ESL program is fully certified.

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

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

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

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

2. 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)?

C.S. 133 only offers a Freestanding ESL program that ensures that our ELLs receive the services as mandated by law. Beginners and intermediate students receive 360 minutes of weekly service and our advanced ELLs receive 180 minutes of service a week. Students are programed utilizing six periods of their seven period day.

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 foster language development and meet the demands of the Common Core Learning Standards.

In our Freestanding ESL program, English is the target language of instruction. Bilingual dictionaries are available in class as well as Math Glossories in Spanish and Arabic.

The ESL program uses a variety of grammar infused reading and writing texts aligned to CCLS. The ELL instructional model

reflects the Balanced literacy program with an emphasis on the steps in the writing process. ELLs need more grammar support and editing conferences than mainstream students and this is facilitated through small class instruction. As in Balanced literacy, reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly than reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. To this end, a writing sample based on responding to literature or factual research is collected on a daily basis. To target the writing skills needed on the NYSESLAT, C.S. 133 uses Empire State's NYSESLAT test prep material. Best Practices in Reading grade based readers from Option publishers are used with pairing fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that lets them develop phonics based reading and writing skills. Other internet sites such as PBS Kids, Brain Pop and Internet4classrooms, that aid literacy and math skills are successfully employed.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are not evaluated in their own language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students participate fully in all academic subjects. Students are given a baseline at the beginning of the year, and then monitored through observation, the use of test prep materials, as well as their performance in the classroom.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation of instruction for ELL subgroups are .

- a. Plan for SIFE

The SIFE population is zero. Our contingency plan calls for:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Use of technology such as computer programs such as English in a Flash, Starfall, AR reading, and various other

programs to support acquisition of English and Math skills.

- b. Plan for Newcomers

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

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

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

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

- An after school program, targeting reading and writing during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

d. Although currently there are no long term ELLs in C.S.133 they would be serviced as follows:

Making an individualized student needs assessment.

Creation of an AIS plan for the student to focus on the literacy and math component

Grade appropriate instructional support materials.

Differentiation of instruction in all areas.

Use of technology such as computer programs such as English in a Flash, Starfall, AR reading, and other various programs to support the acquisition of English and math skills.

e. ELL students who have tested proficient receive extra time during state exams

7. 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?

Some of the ways the school is using curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs are:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills, including increased use technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the language skills necessary to pass the ELA and the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

C.S. 133 has a combination of Push-in and Pull-out this allows Ms. Zodiatis to work with ELL students during different periods if the need arises.

The ESL program uses a variety of grammar infused reading and writing texts aligned to CCLS. The ELL teacher has access to both the Ready Gen and Go Math websites so she could plan collaboratively with classroom teachers. The ELL instructional model reflects the Balanced literacy program with an emphasis on the steps in the writing process. ELLs need more grammar support and editing conferences than mainstream students and this is facilitated through small class instruction. As in Balanced literacy, reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly than reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. To this end, a writing sample based on responding to literature or factual research is collected on a daily basis. To target the writing skills needed on the NYSESLAT, C.S. 133 uses Empire State NYSESLAT. Best Practices in Reading grade based readers from Option publishers pair fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running: Exploring Idioms in English from Options publishing as well as the Language Handbook series from Steck Vaughn Publishers provide structure for our students to achieve writing proficiency. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that lets students develop phonics based reading and writing skills.

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

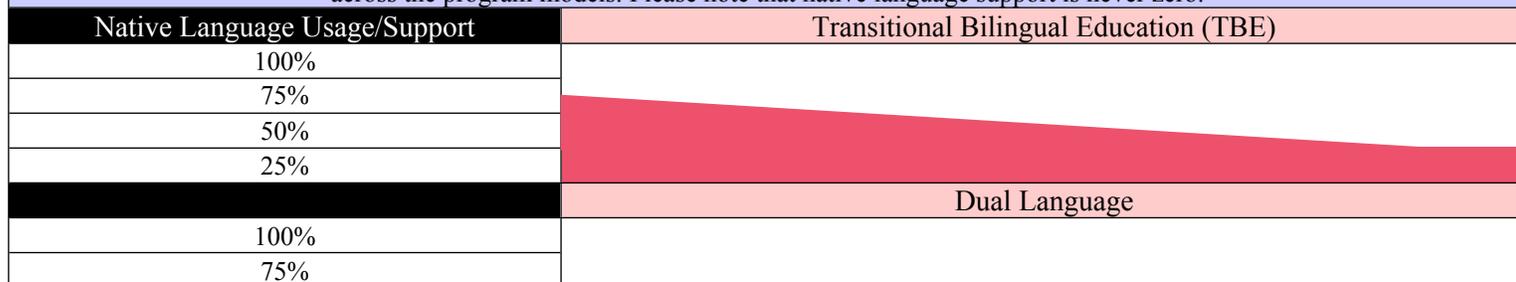
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

The school uses Small Group Intervention (SGI) from 2:50 to 3:40 and targets those student who need additional assistance in their literacy and content area subjects. Two teachers work in small groups and provide phonics and comprehension strategies.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our program is measured by utilizing the curriculum, tracking the data, differentiating instruction and supporting our ELLs in all aspects of their school life.

11. What new programs or improvements will be considered for the upcoming school year?

As a result of doing more pushin this year the ESL teacher will begin to use Ready Gen and Go Math.

12. What programs/services for ELLs will be discontinued and why?

No programs and services will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The Read Live/Read Naurally program are computerized programs. Hit the Ground Running and Best Practices are additional programs that are used. ReadyGen and Go Math are our current curriculum that will be utilized. Our school wide Accelerated Reading program (part of the Welcome to Renaissance kiosk of computer software) is mirrored in our Ell instructional model. The AR program is well supported by an extensive collection of leveled AR texts as well as computers to allow

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

C.S.133 does not have a large enough ELL program to provide Transitional Bilingual or Dual language program. This school is too small to currently support a foreign language program and as a result C.S.133 does not offer any native language support beyond dual language dictionaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our required service support and resources reflect ELL age and grade levels as evidenced by our division of Freestanding ELL services based on grade level and proficiency level. If a student is a newcomer or struggling reader he or she will be placed in a pull-out group that focuses on the use of more phonics based instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

This year C.S. 133 has incorporated "The Leader In Me." All staff was encouraged to attend a workshop that began before the beginning of the school year. The principles taught were incorporated on the first day of school and reinforced every day during morning assembly.

18. What language electives are offered to ELLs?

Due to the size of our school population, C.S.133 is unable to provide language electives. Our required service support and resources reflect ELL age and grade levels as evidenced by our division of Freestanding ELL services into three groupings K-1, 2-3, and 4-5 based on age and grade level. Native languages are supported in the Freestanding ESL program by the use of bilingual libraries and the AR reading program that provides texts and computer assessments in reading comprehension and vocabulary to maintain and develop native language skills

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. CS 133 provides its staff with various professional developments through out the year such as monthly Lunch and Learns that cover topics such goal setting, and helping students create their own goals.

All teachers at C.S. 133 are involved in instructing ELLs. All staff at C.S.133 are given the opportunity every year to fulfill tprofessional development that teachers of ELLs are required to have in their career to meet NYCDOE requirements. Our ELL teacher attends professional development. These professional developments provide our ESL teacher with the latest research on learning techniques and both current and new regulations and mandates concerning ESL.

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

- School Staff: Within the schools Professional Development program, the focus is on:
 - o The literacy needs of our ELL population.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

- Support Personnel: Workshops taken by teachers on our ESL staff have included:

- o Scaffolding in the content areas
- o Differentiation in the ESL classroom

- Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teacher.

The ESL teacher provides support to the classroom teachers in demonstrating strategies and meethodolgies that can be used for ELLs as well as reluctant readers. The ESL teacher turn-keys strategies and information received from attendance at workshops provided by the Network outside the school.

3.. Our Bilingual Guidance Counselor, Mr. Felix De La Cruz provide assistance to our ELLs in choosing Middle Schools based on academic needs and goals. Every ELL student is provided with a list of available Middle schools and is informed of the programs they offer. Mr. De la Cruprovide a parent workshop for ELLs and their parents to enlighten, inform and facilitate their choice of Middle school.

4. As per Jose P. a minimum of 7.5 hours of professional development is offered yearly at C.S.133. The topics of these professional developments include: Making Content Comprehensible for ELLs, Contextualizing Themes, Creating a Print Rich Environment, Accountable Talk. Teacher attendance of participation at the ELL trainings for Jopse P. are maintained in the office by the Sechool Secreatary.

D. Parental Involvement

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

1. The English Language Learner's (ELL's) parent involvement at C.S. 133-Fred R. Moore Academy is an extension of our Parent Compact piece for parent involvement of the Comprehensive Education Plan (CEP) for the school. All parents are encouraged to be involved at the school. We pull from many segments of the school community to outreach and support parents and our ELL's families, including the School Based Support Team, the School Based Clinic, the Guidance Counselor, and the ESL teacher, the Parent Association (PA), the School Leadership Team (SLT), the Principal/ Vice Principal and the Parent Coordinator. Our goal is to support and service all the families that make up our wonderful school community.

2. During the school registration process Mr. Alleyne gives to all new parents whose children are being enrolled his contact information. All parents are made to feel welcomed and to become part of the school community. He makes his business card available again during the school's annual Meet & Greet night. It is also here that we find out what some of the needs our parents are. Additionally, a parent survey, goes out at the beginning of the school year from the Parent Coordinator along with the Parent Association in order to further hone in on the needs of the parents, including ELL's parents and based upon their response to the survey we bring in programs, conduct workshops, provide classes and hold meeting to address those needs. A school calendar is sent home monthly with the children giving an overview of all the activities and events that are available for parents to participate in during that month. Their questions and concerns are taken very seriously during meeting and are brought up at SLT meeting. Also when children at the school are identified needing english Mr. Alleyne calls those parents to come in for a video presentation of the three programs being offered by the DOE regarding its language arts program; Free ESL, Dual Language and Transitional Bilingual. Attendance is taken and the video is shown. Ms. Zodiatis the ESL teacher gives the parent the paper work to fill out and after going over the options with them they make their choice of what program they would like their child to participate in. There is a monthly parents focus group that is well attended and all parents are welcome to attend. Another outlet that parents have to address issues of concerns is during the monthly Coffee with the Principal.

3. Through Mr. Alleyne's long term relationship with Harlem Hospital's Community outreach and many medical insurance programs, Parent JobNet and a host of other CBO's both in and outside the school, we continue to give to our parents' awareness workshop that will help them stay healthy and make health care assessable to all, and as aforementioned provided Job preparedness class and free computer classes to parents. The Parent's Room, a room where there are computers, a conference table with chairs and a long lounge chair and refrigerator is the primary room where the parents frequent; they can comfortably lounge when waiting for an appointment, hold meeting or just congregate and socialize. The SLT is constantly assessing the needs of the students of the school and how we can help parents help their children. Information is always critical and language is sometimes a barrier so to help us to accommodate the needs of our parent our social worker on the SBST helps us to communicate with our parents. Mr. De-La-Cruz the school's Guidance Counselor helps us communicate with or Spanish speaking parents. If we need a letter, flyer, brochure or newsletter to send home with a student and there's a family that doesn't speak the English language we use the Dept. of Education translation unit to word the form in the primary language of the family. Also when necessary we utilize there service for an interpreter at parent meeting when necessary.

4. Parents at C.S.133-Fred R. Moore Academy can feel welcome at the child's school. They can also feel that the school is not only here to give their child the best education possible, but, also, that we are here for them. We are addressing the needs of our parents by offering parents services, holding awareness workshops, increasing their skill base by providing computer class, helping parents in need get prepared for the job market through a job readiness classes.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Fred R. Moore

School DBN: 05M133

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia Balbuena	Principal		11/15/13
Joan B. Mitchell	Assistant Principal		11/15/13
David Alleyne	Parent Coordinator		11/15/13
Agnes Zodiatis	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **05M133** School Name: **Fred R. Moore Academy**

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

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

Part A: Needs Assessment Findings

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

All students at CS 133M complete blue emergency card forms which require parents to inform the school their translation needs. ELL parents or newcomers are also administered the home language survey and have an informal interview to ensure that the school is aware of all translation and interpretation needs. The parent coordinator works with teachers, the DOE, and outside contractors to ensure all parents' translation needs are met.

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.

Spanish translation are in highest need. Parent coordinator and ESL teachers communicated with teachers and administration the needs of students and the available translation services we have when teachers or administration may need to contact families. Families were also made aware of translation needs in a meeting and orientation for new families at the beginning of each school year.

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.

All Spanish translation is provided by in-house staff. For other languages, we will contact the DOE or have parent volunteers to assist in the translation of documents. Important documents have already been translated in order to ensure all needs of families are met.

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.

Spanish oral interpretation may be provided in house for meetings between teachers, administration, parents, and students. For other languages, the school will use a DOE translator or reach out to parent volunteers.

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>.

The school will assure that the Multilingual Welcome Poster is visible in a conspicuous location as well as the accompanying interpretation services signs.