



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 133Q  
**DBN (i.e. 01M001):** 26Q133  
**Principal:** MARIANNE SHERIDAN  
**Principal Email:** MSHERID@SCHOOL.NYC.GOV  
**Superintendent:** ANITA SAUNDERS  
**Network Leader:** MARY JO PISACANO

**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 |
|----------------------|--|-----------|
| Marianne Sheridan    | *Principal or Designee   |           |
| Rhoda Ruchefsky      | *UFT Chapter Leader or Designee  |           |
| Oscar Gomez          | *PA/PTA President or Designated Co-President   |           |
| Roxanne Ugas         | DC 37 Representative, if applicable  |           |
| NA                   | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| NA                   | CBO Representative, if applicable  |           |
| Renee Sabbagh        | Member/ UFT  |           |
| Ellen Schwartz       | Member/ UFT  |           |
| John Trimble         | Member/ UFT  |           |
| Ronald Di Maria      | Member/ Parent   |           |
| Reshma Goorahoo      | Member/ Parent   |           |
| Rory Menendez        | Member/ Parent   |           |
| Pandora Stamatelatos | Member/ Parent   |           |
| Anita Thakaar        | 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 |  |
|--|--|
| <b>x</b>   | <b>School Leadership Team Signature Page</b>   |
|  | <b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>             |
|  | ▪ Annual Goal  |
| <b>x</b>   | ▪ 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)                           |
| <b>x</b>   | <b>Academic Intervention Services (AIS)</b>  |
| <b>x</b>   | <b>Title I Plan (Only for schools receiving Title I funding)</b>                                 |
| <b>x</b>   | <b>Parent Involvement Policy (PIP)</b>   |

## 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 June 2014, 80% of all students in grades K-5 will improve on their comprehension skills as measured by making at least one -year's growth on the TCRWP benchmarks for progress on reading levels.

### **Comprehensive Needs Assessment**

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

- School needs assessments is an ongoing process conducted at School Leadership Team meetings, UFT Consultation Committee meetings, PTA, grade level conferences, PPC Committee meetings, Interdisciplinary and grade Inquiry Team meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments.
- The percentage of students achieving proficiency as measured on the 2013 State ELA was 50.2% as compared to 77% in 2012 (percentage of students at Level 3 or 4).
- Students in grades 4 and 5 scored an **A** for Student Progress for ELA on the 2012-2013 Progress Report as compared to a **B** in 2011-2012.
- Students in grades 4 and 5 scored an **A** in Student Performance and the overall score for the 2012-2013 Progress Report was an **A**.
- Teachers, Inquiry Teams, School Administration and the Data Specialist reviewed results from the 2013 ELA for testing grades and the last three years. After looking at our results over the past 3 years, we have noticed that our Level 3 & 4 students keep decreasing in number. Therefore, it is necessary to focus our attention on raising the achievement of our Level 3 students to move to Level 4.

| <b>ELA</b> | <b>2011<br/>Level 3&amp;4</b> | <b>2012<br/>Level 3&amp;4</b> | <b>2013<br/>Level 3&amp;4</b> | <b>2013<br/>Level 2</b> | <b>2013<br/>Level 1</b> |
|------------|-------------------------------|-------------------------------|-------------------------------|-------------------------|-------------------------|
| Grade 3    | 68.6%                         | 77.0%                         | 47.5%                         | 39.4%                   | 13.1%                   |
| Grade 4    | 80.4%                         | 80.4%                         | 42.6%                         | 44.3%                   | 13.1%                   |

- Progress towards closing the achievement gap for our Students with Disabilities and English Language Learner students is reflected in the "additional credit" that we received for the past six years as noted on the Progress Reports. Efforts are ongoing to address the needs of these subgroups who continue to perform at levels significantly below their peers.
- As a school community, we continue to focus on increasing the percentage of students making at least 1 year of progress in English Language Arts. This remains a focal point of our work as a school community.

### **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

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

- A minimum of six observations for each classroom teacher will take place for Option 2 and a minimum of four observations including a formal observation for teachers choosing Option 1 to evaluate practices across all competencies included in Domains 1, 2, 3 and 4 of Charlotte Danielson's Framework for Teaching. Teachers will incorporate 22 components into their daily practice.
- Teachers will receive a minimum of 3 hours professional development each month to support best practices in ELA and the 2013-2104 Instructional Expectations. Professional development will be provided by the principal and the assistant principal at faculty conferences, grade conferences during professional development days in September, November and June and formative feedback sessions following classroom observations and visits. In addition teachers will participate in professional development activities on Thursdays for 37 minutes. PD will also be provided by the network specialists, Ready Gen facilitators, and teachers attending professional development workshops at Pearson, Lead Teacher turnkey workshops and participating in monthly Teacher Inquiry Teams.
- Together with the 2013-2014 Quality Review Rubric teachers will use the 2013-2014 Citywide Instructional Expectations to build upon the practices engaged in over the past few years and focus efforts to implement in moving students toward meeting higher standards.
- Continue to focus on analyzing soft data to drive instruction including TCRWP assessments, reading inventories, IEP's, teacher tests, periodic assessments, and teacher conference notes.
- Identify at risk students including SWD and ELL and plan academic intervention to support classroom instruction including UDL, RTI and multiple entry points for learning.
- School Administrators will collect and evaluate students' independent reading level progression data 4 times a year using the standardized Fountas & Pinnell running records and TC benchmarks.
- Teachers will continue to incorporate the use of technology, including online resources and tutorials and interactive white boards, as instructional aids in ELA instruction.
- Study Island software internet program will be provided for students in grades 2-5 to enhance their literacy skills and to monitor their progress.
- Listening and computer centers will be used to challenge and support the literacy skills for ELLs, students at-risk, and students who are performing at an advanced level.
- The components of Ready Gen reading program will be used to scaffold the learning for students to become proficient readers with an emphasis on small group instruction and close reading strategies.
- Principal and assistant principal will organize the school to meet the needs of all students including SWD and ELL, ensure curricula is aligned to standards in all content areas, participate in PPC Committee to ensure all students have access to tiered interventions including access to advanced coursework and engage in activities that build a shared school wide understanding of what effective teaching looks like.

- Common planning time will be scheduled so teachers can meet on a regular basis to develop rubrics that align to the DOE / CCLS standards for Informational and opinion writing and response to literature. In addition teachers will share best practices and plan units of study in ELA.
- Teachers will align their classroom libraries with the CCLS Appendix B- Text exemplars that were given to all classroom teachers.
- Cluster teacher in Technology, Science and Art will incorporate the CCLS into their teaching and planning to support student learning and use DOK specific for Science, Visual Arts and technology.
- Teachers will incorporate all components of the CCLS aligned Ready Gen curriculum into their classroom planning and teaching strategies in addition to using the Instructional Expectations and the ELA CCLS as guidelines for appropriate grade level curriculum learning expectations.

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

- Teachers on grade levels and Inquiry team members will meet regularly to effectively adjust curriculum and instruction to help students move toward the expectations of the CCLS and 2012-2013 Instructional Expectations.
- Meet at least bi monthly with PPC, Special Education Liaison and ELL teacher to ensure that students with IEP's or special needs are provided with the supports and resources needed to succeed. Conference with teachers to make sure that all students who need extra support are receiving ongoing AIS services including extended day.
- ESL teacher will continue to support literacy during mandated periods by focusing on building vocabulary, listening comprehension, writing skills and higher order thinking skills. Additionally, the ESL teacher will participate in Inquiry team work to share effective strategies with classroom teachers that will assist with planning and classroom instruction.
- The Data Specialist will collect data from existing management systems, conducting assessment item analysis and assisting administration and Inquiry Team members in how best to utilize that data to improve student learning outcomes.
- Funds will be allocated for teacher coverage and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Expectations, Congruence meetings, Saturday academy for ELL and lower third students).
- School Administrators will monitor student learning by collecting teacher data binders, conferencing with teachers, reviewing Mosl assessments, and through frequent classroom visits using The Framework for Teaching as an evaluation tool.
- Parents will be invited to Parent Teacher Conferences, orientation meetings, PTA, SLT, and workshops to review and learn about best practices in ELA.

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

- In teacher teams teachers will look closely at current student work to understand the steps needed to reach the level of performance that the CCLS demands. Student work will be analyzed and critiqued at monthly inquiry meetings to see impact of teaching and the progression of learning.
- Running records for independent reading evaluation will be implemented 4/5 times a year to assess progress.
- K-5 Mosl assessments in Fall and Spring to assess student growth.
- Periodic Assessments in Fall and Spring for grade 3-5.
- Evaluation at least 6 times a year to assess teaching, including how teachers create a culture of learning, design coherent instruction and engage students in learning.
- Administration and faculty will engage students and families in reciprocal and ongoing discussions regarding student progress towards meeting grade level expectations.
- 

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

- September 2013-June 2014

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

- Develop schedules to support instructional goals.
- Provide Professional development for teachers to improve teaching and support learning.
- Teacher Teams will meet to analyze student work, data and impact on learning.
- ELA lead teacher will attend network professional development once a month and turn-key during teacher PD time.
- The School SBO for an 8 period day will continue and will provide opportunities for individual and/or small group tutoring for both remediation and enrichment.
- Common planning time will be scheduled so teachers can meet on a regular basis to develop rubrics that align to the DOE / CCLS standards for Informational and opinion writing and response to literature. In addition teachers will share best practices and plan units of study in ELA

***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).

- Orientation meetings for parents in September 2013 to share ELA learning goals for year with parents.
- Monthly Parent –Teacher Association meetings to provide and disseminate information concerning reading strategies and meeting the instructional expectations.
- PS 133Q school website with online resources for parents.

- Provide parents the opportunities to gain a better understanding of goals and objectives for student learning and to better understand student performance by providing workshops, parent orientation meetings, conferences and information dialogs as part of the monthly PTA meetings
- Partnership with Alistair King to align CCLS speaking and listening standards with the performing arts program.
- Parent workshops to support student learning including CCLS, ELA and Testing. Paraprofessionals are utilized as translators for ELL parents. Provide information related to school and parent programs, meetings and other activities in a variety of formats including monthly calendars, Newsletters and School web site.
- Provide parents with timely information regarding student performance profiles, assessments and progress.
- Maintain a Parent Coordinator to serve as a liaison between school and families on a daily basis. Parent coordinator provides a variety of parent workshops based on the assessed needs of the parents of children who attend our school.
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**Budget and Resource Alignment**

|   |                 |  |                 |  |                  |  |                  |  |                  |               |
|---|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. |                 |  |                 |  |                  |  |                  |  |                  |               |
| <b>X</b>  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> | <b>Grants</b> |
| 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.   |
| <ul style="list-style-type: none"> <li>• By June 2014, 80% of students in grades K-5 will improve their level of mathematical achievement or maintain proficiency by demonstrating an increase in their ability to solve and explain mathematical problems in written or oral form as measured by maintaining proficiency or moving at least one level on the GoMath End of unit assessments and periodic assessments in grades 3-5.</li> </ul> |

**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.  |
| <ul style="list-style-type: none"> <li>• School needs assessments are conducted at School Leadership Team meetings, UFT Consultative Committee meetings, PTA, grade level conferences, PPC Committee meetings, Interdisciplinary and grade Inquiry Team meetings as well as, informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments.</li> <li>• The percentage of students achieving Level 3 and 4 proficiency as measured on the 2013 State Math Test was 75% as compared to 89% in 2012. This change is consistent with a Citywide (and Statewide) pattern and reflects new criteria for determining levels of student achievement as measured on the state test.</li> <li>• Students in grades 4 and 5 scored an <b>A</b> for Student Progress for Math on the 2012-2013 Progress Report as compared to a <b>B</b> in 2011-2012.</li> <li>• Students in grades 4 and 5 scored an <b>A</b> in Student Performance and the overall score for the 2012-2013 Progress Report was an <b>A</b>.</li> </ul> |

- Teachers, Inquiry Teams, School Administration and the Data Specialist reviewed results from the 2013 Math for testing grades and the last three years. After looking at our results over the past 3 years, we have noticed that our Level 3 & 4 students keep decreasing in number. Therefore, it is necessary to focus our attention on raising the achievement of our Level 3 students to move to Level 4.

| Math    | 2011 Level 3&4 | 2012 Level 3&4 | 2013 Level 3&4 | 2013 Level 2 | 2013 Level 1 |
|---------|----------------|----------------|----------------|--------------|--------------|
| Grade 3 | 82%            | 83.3%          | 64%            | 31.1%        | 6.55%        |
| Grade 4 | 92.6%          | 93%            | 82.5%          | 12.6%        | 3.1%         |

- Progress towards closing the achievement gap for our Students with Disabilities and English Language Learner students is reflected in the “additional credit” that we received for the past six years as noted on the Progress Reports. Efforts are ongoing to address the needs of these subgroups who continue to perform at levels significantly below their peers.
- As a school community, we continue to focus on increasing the percentage of students making at least 1 year of progress in English Language Arts. This remains a focal point of our work as a school community.

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

- Students in grades K-5 will experience Go Math CCLS aligned units in mathematics.
- Teachers and School Administration will address the Citywide Instructional Expectations for 2013-2014 by deepening and broadening the work of the 2012-2013 Instructional Expectations including the pedagogical aspects of the special education reform in mathematics.
- Inquiry Teacher teams will discuss and evaluate present practices, study current research and will implement change strategies, monitor the progress of targeted students and share strategies with the school community.
- Identify at risk students and plan academic intervention to support classroom instruction in Math including UDL, RTI and multiple entry points for learning.
- Small group tutoring will be provided for at risk students in mathematics during the extended day three days a week.

- Grades 3-5 will focus on problem solving, data gathering, and analysis of information to differentiate instruction and monitor student progress; using Go Math, various entry points, RTI strategies and planning for UDL.
- Teachers will utilize math manipulative in centers and flexible grouping to develop mathematical concepts and problem solving skills and to differentiate instruction.
- Teachers will incorporate the use of open-ended responses in the Go Math curriculum in order to engage students in mathematical conversations and raise the level of student thinking and understanding of mathematical concepts.
- Teachers will model “accountable talk” in daily math instruction and foster critical thinking skills through discussion and sharing of explanations and alternative solutions to mathematical problems.
- A minimum of six observations for each classroom teacher will take place for Option 2 and a minimum of four observations including a formal observation for teachers choosing Option 1 to evaluate practices across all competencies included in Domains 1,2 3 and 4 of Charlotte Danielson’s Framework for Teaching. Teachers will incorporate 22 components into their daily practice
- Teachers will receive a minimum of 3 hours professional development each month to support best practices in Math and the 2013-2104 Instructional Expectations. Professional development will be provided by the principal and the assistant principal at faculty conferences, grade conferences during professional development days in September, November and June and formative feedback sessions following classroom observations and visits. In addition teachers will participate in professional development activities on Thursdays for 37 minutes. PD will also be provided by the network specialists, Go Math facilitators, and teachers attending professional development workshops presented by the Go Math professional developers, and participating in monthly Teacher Inquiry Teams.
- Together with the 2013-2014 Quality Review Rubric teachers will use the 2013-2014 Citywide Instructional Expectations to build upon the practices engaged in over the past few years and focus efforts to implement in moving students toward meeting higher standards.
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## **2. Key personnel and other resources used to implement each strategy/activity**

- Teachers will engage in job embedded professional learning as they explore ways to implement pedagogical practices that focus on instructional shifts as outlined in the Citywide Instructional Expectations for 2013-2014.
- School administration and faculty will engage students and families in reciprocal and ongoing discussions regarding student progress towards meeting school and class expectations.
- Meet at least bi monthly with PPC, Special Education Liaison and ELL teacher to ensure that students with IEP’s or special needs are provided with the supports and resources needed to succeed. Conference with teachers to make sure that all students who need extra support are receiving ongoing small group support including extended day.
- The Data Specialist will collect data from existing management systems, conducting assessment item analysis and assisting administration and Inquiry Team members in how best to utilize that data to improve student learning outcomes. Data specialist will continue to provide training to teachers on the use of ARIS, School Net, Study Island, Think Central and STARS along with other assessment tools to access and analyze data.

- Teachers will incorporate the Mathematics Depth of Knowledge Questioning, Go Math re-teach and enrich resources into their planning and teaching to improve critical thinking skills.
- Teachers will continue to incorporate the use of technology, including online resources and tutorials and interactive white boards, as instructional aids in math instruction.
- School Administrators will monitor student learning by collecting teacher data binders, conferencing with teachers, reviewing MOSL assessments, and through frequent classroom visits using The Framework for Teaching as an evaluation tool.

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

- Inquiry Teacher teams will discuss and evaluate present practices, study current research and will implement change strategies, monitor the progress of targeted students and share strategies with the school community.
- Identify at risk students and plan academic intervention to support classroom instruction including UDL, RTI and multiple entry points for learning.
- Go Math pre/post unit assessments; Fall/Spring period assessments for grades 3-5 and Grade 3 Fall/Spring Measure of Student Learning (Mosl).
- School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback as per *The Framework for Teaching 2013*.
- Administration and faculty engage students and families in reciprocal and ongoing discussions regarding student progress towards meeting grade level expectations.

### **4. Timeline for implementation and completion including start and end dates**

- September 2013 – June 2014

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

- Common planning time will be scheduled for teachers on the grade to meet weekly to plan instruction, to look at student work, to participate in the inquiry team process, to share ideas and resources and to discuss the Common Core State Standards.
- The SBO for an 8 period school day will continue and will provide opportunities for individual and/or small group tutoring for remediation and enrichment.
- Develop schedules to support instructional goals.
- Per Diem days will be used for teachers to attend workshops to increase their content knowledge in mathematics and to deepen their understanding of how students learn and think about math.
- Teachers will meet on Thursday afternoons for professional development and Inquiry Teacher Teams.

- Study Island software internet program will be provided for students in grades 2-5 to enhance their mathematical skills and to monitor their progress.
- Full day professional development in September, November and June will be used to continue school wide focus and to share information, new initiatives and provide needed support in addition to Thursday PD, grade conferences and faculty meetings.

**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).

- Orientation meetings for parents in September 2013 to share ELA learning goals for year with parents.
- PS 133Q school website with online resources for parents.
- Monthly SLT meetings to discuss and ensure the implementation of our CEP goals.
- Parent workshops will focus on activities and strategies for parents to support students' mathematical development.
- Provide parents with timely information regarding student performance profiles, assessments and progress.
- Parent workshops to support student learning including CCLS, Math and Testing. Paraprofessionals are utilized as translators for ELL parents to provide information related to school and parent programs, meetings and other activities in a variety of formats including monthly calendars, Newsletters and School web site.
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**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, 80% of students in grades K-5 will maintain proficiency or show improvement of at least one level in written analysis of informational and opinion text and will improve their ability to respond to grade appropriate CCLS aligned content area texts as measured by Ready Gen CCLS rubrics and the NYC Performance Assessment rubrics from Fall 2013 and Spring 2014.

**Comprehensive Needs Assessment**

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

- School needs assessments is an ongoing process conducted at School Leadership Team meetings, UFT Consultation Committee meetings, PTA, grade level conferences, PPC Committee meetings, Interdisciplinary and grade Inquiry Team meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal cumulative and summative assessments.
- The percentage of students achieving proficiency as measured on the 2013 State ELA was 50.2% as compared to 77% in 2012 (percentage of

students at Level 3 or 4).

- Students in grades 4 and 5 scored an **A** for Student Progress for ELA on the 2012-2013 Progress Report as compared to a **B** in 2011-2012.
- Students in grades 4 and 5 scored an **A** in Student Performance and the overall score for the 2012-2013 Progress Report was an **A**.
- Teachers, Inquiry Teams, School Administration and the Data Specialist reviewed results from the 2013 ELA for testing grades and the last three years. After looking at our results over the past 3 years, we have noticed that our Level 3 & 4 students keep decreasing in number. Therefore, it is necessary to focus our attention on raising the achievement of our Level 3 students to move to Level 4.

| ELA     | 2011<br>Level 3&4 | 2012<br>Level 3&4 | 2013<br>Level 3&4 | 2013<br>Level 2 | 2013<br>Level 1 |
|---------|-------------------|-------------------|-------------------|-----------------|-----------------|
| Grade 3 | 68.6%             | 77.0%             | 47.5%             | 39.4%           | 13.1%           |
| Grade 4 | 80.4%             | 80.4%             | 42.6%             | 44.3%           | 13.1%           |

- Progress towards closing the achievement gap for our Students with Disabilities and English Language Learner students is reflected in the “additional credit” that we received for the past six years as noted on the Progress Reports. Efforts are ongoing to address the needs of these subgroups who continue to perform at levels significantly below their peers.
- As a school community, we continue to focus on increasing the percentage of students making at least 1 year of progress in English Language Arts. This remains a focal point of our work as a school community.

***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.

**1. Strategies/activities that encompass the needs of identified subgroups**

- Students will be required to ground writing and discussion in evidence from text in all content areas.
- Students in grades K-5 will experience two NYC Writing-Performance Assessments CCLS aligned to the literacy standards in ELA, social studies, and/or science.
- Teachers will use data based on pre and post writing assessments, writing rubrics, teacher judgment / conference notes, and student writing portfolios to differentiate instruction by using a variety of entry points, UDL and RTI strategies.
- Common planning time will be scheduled so teachers can meet on a regular basis to develop rubrics that align to the DOE / CCLS standards for Informational and opinion writing and response to literature. In addition teachers will share best practices and plan units of study in ELA.

- Identify at risk students and plan academic intervention to support classroom instruction including UDL, RTI and multiple entry points for learning.
- Principal and assistant principal will organize the school to meet the needs of all students including SWD and ELL, ensure curricula is aligned to standards in all content areas, participate in PPC Committee to ensure all students have access to tiered interventions including access to advanced coursework and engage in activities that build a shared school wide understanding of what effective teaching looks like.
- Teachers will incorporate all components of the CCLS aligned Ready Gen curriculum into their classroom planning and teaching strategies in addition to using the Instructional Expectations and the ELA CCLS as guidelines for appropriate grade level curriculum learning expectations in writing.
- Teachers will maintain writing portfolios for all students; rubrics will be attached to the student product.

## **2. Key personnel and other resources used to implement each strategy/activity**

- The Network Literacy Specialist will assist teachers in using student work to develop assessment tools to measure progress in responding to informational text and/or opinion writing. This will be provided through rigorous classroom instruction that is aligned to the CCLS.
- Teachers on grade levels and Inquiry team members will meet regularly to effectively adjust curriculum and instruction to help students move toward the expectations of the CCLS in writing.
- ESL teacher will continue to support writing during mandated periods by focusing on building academic vocabulary, writing skills, and higher order thinking skills.
- Pupil Personnel Committee will meet regularly to support classroom teachers in developing intervention and RTI strategies for improvement.
- Meet at least bi monthly with PPC, Special Education Liaison and ELL teacher to ensure that students with IEP's or special needs are provided with the supports and resources needed to succeed. Conference with teachers to make sure that all students who need extra support are receiving ongoing AIS services including extended day.
- 

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

- In teacher teams teachers will look closely at current student work to understand the steps needed to reach the level of performance that the CCLS demands. Student work will be analyzed and critiqued at monthly inquiry meetings to see impact of teaching and the progression of learning.
- K-5 Mosl assessments in Fall and Spring to assess student growth.
- End of unit writing will be assessed using the Ready Gen writing rubrics.
- Evaluation at least 6 times a year to assess teaching, including how teachers allow for multiple entry points, scaffold and design coherent

instruction to engage all students in learning.

- School Administrators will monitor student learning by collecting teacher data binders, conferencing with teachers, reviewing Mosl assessments, and through frequent classroom visits using The Framework for Teaching as an evaluation tool.

**4. Timeline for implementation and completion including start and end dates**

- September 2013-June 2014.

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

- Develop schedules to allow for at least one period of writing during the instructional day.
- Provide Professional development for teachers to improve teaching and support learning.
- Teacher Teams will meet to analyze student work, data and impact on learning during grade conferences and Thursday afternoon PD.
- The School SBO for an 8 period day will continue and will provide opportunities for individual and/or small group tutoring for both remediation and enrichment.
- Common planning time will be scheduled so teachers can meet on a regular basis to develop rubrics that align to the DOE / CCLS standards for Informational and opinion writing and response to literature

***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).

- Orientation meetings for parents in September 2013 to share ELA learning goals for year with parents.
- Monthly Parent –Teacher Association meetings to provide and disseminate information from SLT and Instructional expectations.
- PS 133Q school website with online resources for parents.
- Provide parents the opportunities to gain a better understanding of goals and objectives for student learning and to better understand student performance by providing workshops, parent orientation meetings, conferences and information dialogs as part of the monthly PTA meetings
- Partnership with Young Audiences.
- Parent workshops to support student learning including CCLS, ELA and Testing. Paraprofessionals are utilized as translators for ELL parents. Provide information related to school and parent programs, meetings and other activities in a variety of formats including monthly calendars, Newsletters and School web site.
- Provide parents with timely information regarding student performance profiles, assessments and progress.
- Maintain a Parent Coordinator to serve as a liaison between school and families on a daily basis. Parent coordinator provides a variety of parent workshops based on the assessed needs of the parents of children who attend our school.
- Administration and faculty will engage students and families in reciprocal and ongoing discussions regarding student progress towards meeting

grade level expectations.

**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 #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.

**1. Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

**4. Timeline for implementation and completion including start and end dates**

6.

**5. 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.

| 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 #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.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 6.
- **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.

|  | <b>Tax Levy</b> | <b>Title IA</b> | <b>Title IIA</b> | <b>Title III</b> | <b>Set Aside</b> | <b>Grants</b> |
|--|-----------------|-----------------|------------------|------------------|------------------|---------------|
| 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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>  | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>                                     |
|---|--|---|--|
| <b>ELA</b>  | Strategies: <ul style="list-style-type: none"> <li>• Close reading of short shared text</li> <li>• Repeated readings</li> <li>• Independent practice</li> <li>• Guided practice</li> <li>• Modeled instruction</li> <li>• Constructed response writing</li> <li>• Collaborative annotation</li> </ul>  | Method: <ul style="list-style-type: none"> <li>• Small group-pull out program</li> <li>• Approximately 63 students being served by one AIS teacher</li> </ul> | <ul style="list-style-type: none"> <li>• During the school day; three times a week per group in grades 2, 3, 4 &amp; 5</li> </ul>  |
| <b>Mathematics</b>  | Students in Grades K through 5 receive small group Math AIS services provided during the school day, as well as during the 37.5 minute Extended day sessions. Teachers utilize best practices and resources from Envisions curriculum and Exemplars problems. Students in all grades work on problem solving using reasoning and proof as well as learning their math facts. | <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>   | <ul style="list-style-type: none"> <li>• During the day</li> <li>• During the 37.5 minute extended day</li> </ul>                  |
| <b>Science</b>  | Science AIS service is provided by the science teacher and classroom teachers through the use literacy and math practices in small groups with a focus on content and strategies. Some of the strategies utilized may be following step by step instructions, hands-on approach, observing and recording experiments   | <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>   | <ul style="list-style-type: none"> <li>• During the day</li> <li>• During the 37.5 minute extended day</li> </ul>                  |
| <b>Social Studies</b>   | We integrate Social Studies content with ELA non fiction guided practices  | <ul style="list-style-type: none"> <li>• Small Group</li> <li>• One-to-one</li> <li>• Tutoring</li> </ul>   | <ul style="list-style-type: none"> <li>• During the day</li> <li>• During the 37.5 minute extended day</li> </ul>                  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | <b>School Psychologist:</b><br>1. Individual Counseling<br>2. Group Counseling<br><b>Guidance Counselor:</b><br>1. Individual Counseling   | <b>School Psychologist:</b><br>1. One to one<br>2. Group of 8 students<br><b>Guidance counselor:</b><br>1. One to one (three students)                        | 1. During school day; once a week for 30 minutes<br>2. During school day; once a week for 45 minutes<br><b>Guidance Counselor:</b> |

|  |  |  |  |
|--|--|--|--|
|  | <p>2. Group Counseling<br/>3. Push-in Class</p> <p><b><u>Social Worker:</u></b><br/>1. Individual Counseling</p> | <p>2. Small Group of 8 students<br/>3. One to one (two students)</p> <p><b><u>Social Worker:</u></b><br/>1. One to one group</p> | <p>1. During the school day; ½ hour; once a week<br/>2. During the school day; 50 minutes<br/>3. During school day</p> <p><b><u>Social Worker:</u></b><br/>1. During the school day- half an hour per week</p> |
|--|--|--|--|

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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. |                                  |   |                    |
|  | <b>School Wide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>X</b>           |
|  |                                  |   | <b>Non-Title I</b> |

**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.

**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).

**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.).

**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.).

**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.

**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 <b>26</b>     | Borough <b>Queens</b> | School Number <b>133</b> |
| School Name <b>N/A</b> |                       |                          |

### 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 <b>Marianne Sheridan</b>                      | Assistant Principal <b>Laura Avakians</b> |
| Coach   | Coach                                     |
| ESL Teacher <b>Gio Ortellado</b>                        | Guidance Counselor                        |
| Teacher/Subject Area                                    | Parent                                    |
| Teacher/Subject Area                                    | Parent Coordinator <b>Paula Scibilia</b>  |
| Related Service Provider <b>Doreen McDonough/ SETSS</b> | Other                                     |
| Network Leader(Only if working with the LAP team)       | Other                                     |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>409</b> | Total number of ELLs | <b>38</b> | ELLs as share of total student population (%) | <b>9.29%</b> |
|--|------------|----------------------|-----------|---|--------------|

## 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 #  |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>Dual Language</b><br>(50%:50%)  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>Freestanding ESL</b>  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
| Push-In  | 1        |          |          |          |          |          |          |          |          |          |          |          |          | 1        |
| Pull-out   | 1        | 1        | 1        | 1        | 1        | 1        |          |          |          |          |          |          |          | 6        |
| <b>Total</b>   | <b>2</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>0</b> | <b>7</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 38 | Newcomers (ELLs receiving service 0-3 years) | 35 | ELL Students with Disabilities | 2 |
| SIFE                        |    | ELLs receiving service 4-6 years             | 3  | 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     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 35  |      | 1   | 3   |      | 1   |     |      |     | 38    |
| Total         | 35  | 0    | 1   | 3   | 0    | 1   | 0   | 0    | 0   | 38    |

Number of ELLs who have an alternate placement paraprofessional: 1

### 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     |
| <b>TOTAL</b>                                   | 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  |
| <b>TOTAL</b>                                   | 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 |
| <b>TOTAL</b> | 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  | 1 |   |   | 1 |   |   |   |   |    |    |    | 3     |
| Chinese      | 1  |    | 1 |   |   |   |   |   |   |   |    |    |    | 2     |
| Russian      |    |    |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      | 1  |    |   |   |   |   |   |   |   |   |    |    |    | 1     |
| Urdu         | 2  | 2  | 1 |   |   |   |   |   |   |   |    |    |    | 5     |
| Arabic       |    | 2  |   |   |   |   |   |   |   |   |    |    |    | 2     |
| Haitian      |    |    |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French       |    |    |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |    |    |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      | 4  | 7  | 1 | 1 | 1 | 1 |   |   |   |   |    |    |    | 15    |
| Polish       |    |    |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |    |    |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        | 3  | 2  |   | 3 | 1 | 1 |   |   |   |   |    |    |    | 10    |
| <b>TOTAL</b> | 11 | 14 | 4 | 4 | 2 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |

## 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 | 2 |   |   |   | 1 |   |   |   |   |    |    |    | 4     |

| 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)   | 1  | 3  | 3 | 1 | 2 | 2 |   |   |   |   |    |    |    | 12    |
| Advanced (A)  | 9  | 9  | 1 | 3 |   |   |   |   |   |   |    |    |    | 22    |
| Total   | 11 | 14 | 4 | 4 | 2 | 3 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |

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

| NYS ELA               |         |         |         |         |       |
|-----------------------|---------|---------|---------|---------|-------|
| Grade                 | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                     |         | 2       |         |         | 2     |
| 4                     | 1       | 1       |         |         | 2     |
| 5                     | 1       |         |         |         | 1     |
| 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                     |         |    | 1       |    | 1       |    |         |    | 2     |
| 4                     |         |    | 1       |    | 1       |    | 1       |    | 3     |
| 5                     |         |    |         | 1  |         |    |         |    | 1     |
| 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                     |         |    | 2       |    | 1       | 1  |         |    | 4     |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.  
P.S. 133 uses the TCRWP as the early literacy assessment tool to assess the early literacy skills of our ELLs. This comprehensive assessment provides data related to a variety of skills including: Letter Identification Assessment; Word Identification Assessment; Concepts About Print Assessment; Spelling Assessment; and a Text Reading Assessment which determines a student's Independent Reading Level. This data will help teachers differentiate their instruction, form reading groups and target skills needed to improve the early literacy skills of their ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
There are a few patterns found across proficiency levels. The pattern for the Kindergarten LAB-R results shows that most Kindergarteners scored at the Advanced level. It shows that most students entering Kindergarten have some English knowledge but need to expand on it to reach proficiency. Two students in Kindergarten however, were very limited in their English language abilities and scored at the Beginner and Intermediate levels. For grades 1-5 the pattern shows that most students who have been in the ESL Program for 2 or 3 years scored at the Advanced level on the NYSESLAT. Students who scored at the Beginner and Intermediate levels are students who are either Newcomers or students that have left the country for a significant amount of time and returned again.
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 examining students' results in the four modalities (listening, speaking, reading and writing) of the 2013 NYSESLAT, a pattern was shown. Most students in Grades K through 2 scored the lowest on the Speaking and Reading subtests. Most students in Grades 3 through 5 scored the lowest on the Reading and Writing subtests. This suggests that Speaking and Reading tend to be an area of need in the early grades K through 2 and that Reading and Writing tend to be an area of need in the upper grades 3 through 5. To improve the level of proficiency in speaking, students will engage in collaborative activities, in a variety of groupings to discuss, share, reflect, express opinions, and share information and ideas. Students will be encouraged to convey information through the spoken language using the conventions of English appropriate to audience. Students will take turns speaking and listening attentively to each other. To support the students in the areas of reading and writing students will be encouraged to use reading strategies such as reviewing, skimming, visualizing, and predicting to improve comprehension. Graphic organizers, charts, examples of different forms of writing, and incorporating writing across the curriculum will help build up students' writing skills.

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?

Students' performance on the 2013 State Math Test was reviewed. There were two ELL students that participated in the Grade 3 State Math Test. One student received a score of 2 indicating that the student is approaching grade-level standards in Math. One student received a score of 3 indicating that the student is meeting grade-level standards in Math. Students' performance on the 2013 State Math Test was reviewed. Three ELL students participated in the Grade 4 State Math Test. One student received a score of 2 indicating that the student is approaching grade-level standards in Math. One student received a score of 3 indicating that the student has met grade-level standards in Math. One student received a score of 4 indicating that the student exceeds grade-level standards in math. Students' performance on the 2013 State Math Test was reviewed. One ELL students participated in the Grade 5 State Math Test. That student received a score of 2 indicating that the student is approaching grade-level standards in Math.

Students' performance on the 2013 State Science Test was reviewed. Four ELL students participated in the Grade 4 State Science Test. Two students received a score of 2 indicating that they are approaching grade-level standards in Science. Two students received a score of 3 indicating that they have met grade-level standards in Science. One of the students that received a score of 3 was newly admitted at the time of the Science test and was given the test in Spanish, her native language.

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

In lieu of the ELL Periodic Assessments, P.S. 133 uses the NYC Performance Assessments for ELA in grades K through 5 both in the Fall and again in the Spring. The NYC Performance Assessment in Math will also be given in Grade 3. The Math Baseline Assessment will be given to grades 3-5 through SchoolNet. Based on periodic assessment, the LAP will implement a plan focusing on content area instruction. LAP Principle #4, “Explicit ESL and ELA Instruction” and Principle #6, “Content Area Instruction” will be areas of focus for the upcoming school year. Content area instruction will be aligned with the Common Core Learning Standards in Language Arts, Mathematics, Science and Social Studies. There will be content area instruction in English supported by ESL language methodologies and designed to develop the cognitive skills of ELLs as they progress through the stages of language acquisition. Teachers will utilize a wide range of strategies and materials such as accountable talk, read alouds, a print-rich environment, shared reading texts, leveled libraries, and listening centers to scaffold academic language and complex content to support students’ participation in content areas.

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](#).)

PS 133 uses data from formal and informal assessments to guide instruction for ELLs. The RtI framework for grades K-5 offers three Tiers of intervention to support students. Tier 1 provides a strong instructional core that is intended to incorporate high quality instruction for all students in the classroom. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs’ language needs and should be incorporated into research-based intervention strategies.

6. How do you make sure that a child’s second language development is considered in instructional decisions?  
Instruction for ELLs in English language development is provided at the Tier 1 instructional level. This includes five interrelated instructional principles for teachers that have been shown to be effective for ELLs, such as, teachers and students producing together, developing language and literacy across the curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
To evaluate the success of our programs for ELLs, PS 133 uses a variety of measures. Scores on the NYSESLAT, as well as any informal tests that ELLs take will be used to measure students’ progress. Progress monitoring for any RtI interventions will be used to make decisions about student goals, instruction and services. PS 133 will also use the AMAO tool to help measure students’ progress, guide instruction and evaluate the ESL Program.

## 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](#).) Newly enrolled students are administered the Home Language Identification Survey (HLIS) to determine Language Battery Assessment-Revised (LAB-R) eligibility. A pedagogue, such as the ESL teacher assists parents in filling out the HLIS and conducts an informal interview. Whenever needed a member of our multilingual staff will assist in translating any questions on the HLIS. New students are then screened by the ESL teacher based on how they answer the HLIS (answering a language other than English to at least one question from Questions 1-4 and at least two questions from Questions 5-8.) The LAB-R is

administered by the ESL teacher to incoming students who are identified as eligible within the first ten school days that they are admitted. Students who are tested or eligible for services are given the proper entitlement letters to notify parents. Whenever possible, entitlement letters are also sent in the student's native language. Spanish speaking students who are tested using the LAB-R and qualify for ELL services are then administered the Spanish LAB. Original copies of the HLIS are filed in each student's Cumulative Folder and a copy is filed in the Main Office.

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.  
Parents of eligible ELLs are invited to a Parent Orientation to help them understand all three program choices: Transitional Bilingual, Dual Language, Freestanding ESL, and make an informed choice on the Parent Survey and Program Selection Form. The Orientation Video is shown in English and any other available languages that parents request to see. To meet the needs of the ELL parents in their native language, a multilingual translator assists the ESL teacher, Mrs. G. Ortellado at Parent Orientations. The translator, (one of our school's paras, who speaks a few of the Indian languages) helps parents understand the information being presented to them, translate any questions or answers that arise and help parents make informed choices on the Parent Program Selection Form. Parent Orientations for newly enrolled ELLs are tentatively scheduled for Friday, September 20, 2013 and Tuesday, September 24, 2013. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. The dates for any other Parent Orientations that are arranged will be kept by the ESL Teacher. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. Mrs. Ortellado, the ESL Teacher contacts parents of newly enrolled ELLs to schedule Parent Orientation meetings throughout the year. Parents of ELLs are provided with any translated notices and brochures provided by the NYCDOE website.
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 [\[see tool kit\]](#).)  
The ESL teacher keeps a detailed Entitlement Letters Checklist stating which letters were sent to each child, which translated languages of the letter were sent, the date they were sent, and which letters were signed and returned. A copy of each Entitlement Letter they receive will be kept in each student's folder. The original Parent Survey and Program Selection Forms are filed in each student's Cumulative Folder.
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.  
Parents receive the Placement Entitlement Form (Appendix F.) At P.S. 133 parents receive a letter stating that their child has been placed in a Freestanding ESL Program. The Freestanding ESL Program honors 94% of the parents choice. Most all parents prefer the Freestanding ESL Program. Students who score at the Beginner, Intermediate, and Advanced levels on the LAB-R are identified as ELLs. Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week.  
Students are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). Once again, Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week.
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 ESL teacher keeps a detailed checklist listing the names of all the students taking the NYSESLAT. The date that each child receives each subtest is recorded. The ESL teacher can easily see if any student has missed a subtest on this checklist.
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.   
In the past few years 95% or more of parents have chosen the ESL Program as their first choice on the Parent Survey and Program Selection Form. The pull-out and push-in ESL Program at P.S. 133 is aligned with what the parents have been requesting. Parents are informed about ELL instruction, policies and student progress throughout the year. This is achieved through ELL parent orientations, ELL parent workshops, parent\teacher conferences and PTA meetings. To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for Adult ESL classes for parents and family to improve their English skills. The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success.

## Part 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])?

The current ELL instructional program at P.S. 133 is freestanding English as a Second Language pull-out and push-in model. This ESL program enables students in Kindergarten through Grade 5 to receive mandated instruction and enrichment in reading, writing, listening and oral language. After selection, students from various classes are grouped together by grade and by their proficiency level. They receive English instruction in small groups of students. There is one full-time New York State and New York City certified ESL teacher that services six groups of students from Kindergarten through Grade 5. There is a Kindergarten push-in for Beginner and Intermediate level students. There is a Kindergarten pull-out for Advanced level students. There is a pull-out for Grades 1 and 2 Beginner and Intermediate level students and another for Grade 1 and 2 Advanced students. There is a pull-out for Grades 3, 4, and 5 Beginner and Intermediate students and another group including the Advanced students as well.

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)?

Beginner and Intermediate level students receive 360 minutes (8 periods) per week of ESL services in English. Advanced level students receive 180 minutes (4 periods) per week of ESL services in English. The classroom teachers with ELLs are given a schedule of the times when those students will be pulled-out or push-in for ESL services. The teachers are aware of proficiency-levels of their ELLs. In addition, they know that Beginner and Intermediate level ELLs will be getting 360 minutes (8 periods) per week of ESL services and Advanced level ELL's will be getting 180 minutes (4 periods) per week of ESL services. Advanced ELLs get 180 minutes of ELA instruction per week as required under CR Part 154.

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.

P.S. 133 will implement The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus will be on improving Literacy and Math. Differentiated curriculum and ESL instructional strategies will be used in accordance with the Principles of Learning, the Common Core Learning Standards, and the Learning Standards for English as a Second Language. ESL classes will support academic development in content areas. Content area instruction will be taught using Scaffolding Strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation, and metacognition.

Instruction in the ESL program is in English to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, music, repetition, visual aids, Total Physical Response and Choral speaking. The ELL students in P.S. 133 spend the entire day in an all-English content area instructional classroom. All ELLs participate in the ReadyGen Literacy Program (a comprehensive core literacy curriculum built specifically for the Common Core Learning Standards) and the GO Math! Program (a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics.) P.S. 133 offers identified ELLs in grades K-5 small group instruction Mondays through Wednesdays in the Extended Day Program.

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

Spanish students that are identified as ELLs are tested in their native language. They are administered the Spanish LAB-R, if they didn't reach a proficiency level on the English LAB-R, to measure their fluency in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELL students have taken the LAB-R upon entering the program and will take the NYSESLAT. These state assessments test the four modalities; Listening, Speaking, Reading and Writing. Students receiving ESL services take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language needs for the following school year. Throughout the year ELLs are appropriately evaluated in all four modalities by teacher evaluations, formal and informal assessments.

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).

At present, P.S. 133 does not have any SIFE students. If a SIFE student were enrolled in the future, that student would be placed in the appropriate ESL pullout group based on his/her proficiency level. These students would also be encouraged to participate in the Extended Day Program to further enrich and support their academic skills. All newcomer ELLs are given the LAB-R within the first ten days of enrollment and are then placed in the appropriate ESL group based on their grade and proficiency level. They are also encouraged to participate in the Extended Day Program to provide extra time and instruction in their new language and environment. Currently, P.S. 133 does not have any long-term ELLs in the ESL Program. If a long-term ELL student were enrolled in the future, teachers would review Interim Assessment scores and State test scores to better understand the needs of the student and drive instruction. The student would then receive differentiated instruction to help the student meet Common Core Standards. P.S. 133 offers continuing transitional support for all ELLs reaching proficiency on the NYSESLAT. After testing proficient on the NYSESLAT, students are pulled out for small group instruction with the AIS Reading teacher. The Reading teacher provides continued support in reading and writing skills, which tend to be the hardest modalities for ELLs to achieve. For additional transitional support, these students are also given the same ELL test accommodations on State tests for two years after they have tested proficient on the NYSESLAT.

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?

The needs of special education ELL students are reviewed and implemented according to their IEPs. “Alternate Placement” students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category. We use instructional strategies and grade-level materials with ELL-SWDs that both provide access to academic content areas and accelerate English language development. Some instructional strategies used with academic content are differentiation, scaffolding, repetition, labeling, using graphic organizer, peer partnerships and having leveled libraries. We also use many math manipulatives such as, fake money (bills and coins), counting blocks, pattern blocks, analog clocks and counting sticks. Teachers of ELL-SWDs use ReadyGen and GoMath! grade-level materials that are aligned to the Common Core Standards.

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?

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The needs of special education ELL students are reviewed and implemented according to their IEPs. “Alternate Placement” students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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### 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

### Native Language Usage and Supports

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



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

native language supports.

## B. Programming and Scheduling Information--Continued

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.
- Students receive Academic Intervention Services (AIS) that offer support in English language arts, math and/or science in programs both during the school day and during the Extended Day Program. Services are provided based upon review of data, including standardized test scores and informal assessments.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ESL instruction is designed to align curriculum and instruction with the Common Core Learning Standards in math and literacy. The ESL teacher provides the ELL students with academic instruction in content areas using ESL methodologies while incorporating a Balanced Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as TPR (Total Physical Response), repetition, choral speaking, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs. Picture dictionaries, bilingual picture dictionaries, and Content Area picture dictionaries are available in the ESL and mainstream classrooms to support students. Math and Science glossaries are also provided in various languages. The Longman Cornerstone Series, the Empire State NYSESLAT/ ELL series by Continental, leveled libraries in different genres, word/picture cards, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, PS 133 has adopted the ReadyGen Literacy Program and the GO Math! Program to meet and align with the Common Core Standards.
12. What programs/services for ELLs will be discontinued and why?
- We are discontinuing the Everyday Math Program because they do not match the level of rigor called for by the Common Core State Standards (CCSS). The new ReadyGEN and GOMath! Core Curriculum programs are recommended by the NYCDOE and better reflect the demands of the CCSS.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- P.S. 133 offers a variety of extracurricular activities. ELLs participate in these activities as a part of their mainstream class. All ELLs participate in a specialized Art Program during the school day. ELL students also participate in a variety of programs that incorporate the arts into our daily curriculum. These programs include artist residencies in musical theatre. In addition, at risk support services (i.e. Speech, Counseling) are provided to students who are identified by the Pupil Personal Committee once parental consent is given. AIS for Math and Science is provided to identified students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Picture dictionaries, bilingual picture dictionaries, and Content Area picture dictionaries are available in the ESL and mainstream classrooms to support students. Math and Science glossaries are also provided in various languages. The internet is used as a resource to help ELLs understand content using pictures or online translation sources. The Longman Cornerstone Series, leveled libraries in different genres, word/picture cards, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ESL classroom instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- At PS 133, ELLs receive a variety of native language support. Classroom teachers are encouraged to find newcomers a "language buddy" who speaks the same language. If not, an older student who speaks the native language may be asked to help with any translations, etc. Students are provided the English and Native Language versions of formal assessments when available. Since many of the languages at PS 133 are the low incidence languages, translation services are also used to hire a translator for State assessments if there is no one on staff that can assist.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELLs at PS 133 receive their mandated time of service. Beginner and Intermediate level students receive 8 periods (360 minutes) per week and Advanced level students receive 4 periods (180 minutes) per week. They are grouped by proficiency and grade level.
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.

Since the Principal is available during most of July and August, newly enrolled students and parents may make an appointment for an informal orientation meeting before school begins. The Parent Coordinator is also available to assist families.

18. What language electives are offered to ELLs?

N/A

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.

There is one fully certified ESL teacher at PS 133. She receives Professional Development emails from the Office of English Language Learners. Professional Development workshops are chosen with discretion to the importance of the workshop. The ESL teacher is sent to any ELL Professional Development workshops given by the senior ELL CPS. The NYCDOE website also offers a link to The Office of English Language Learners The OELL offers multiple resources including high quality professional development series, Common Core-aligned lesson samples and documents, and an ever-growing video library. P.S. 133 will plan professional development opportunities to target the needs of teachers of ELLs. Staff Development plans for teachers will include a review of ESL Standards, a review of the "The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs," a review of "Effective Instruction for ELLs using an RtI Approach" and a review of the school's Language Allocation Policy. Staff Development will also include the different stages of language acquisition and ESL teaching strategies to help teachers develop academic language through content. P.S. 133 will also plan congruence time between the classroom teacher and the ESL teacher. This will provide opportunities to work collaboratively to evaluate student work and plan together to maximize English language acquisition for ELLs. Staff Development will target classroom teachers, support personnel and administrators. Additional support will be provided for teachers and support staff throughout the year during faculty conferences and/or grade conferences. To support staff when ELLs from PS 133 transfer to middle school their cumulative record folders go with them. A student's cumulative record folder will have their original Home Language Identification Survey, Parent Survey and Program Selection Form and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school.

Professional development opportunities are offered to all school staff members during Workshops, Staff Development, and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. New classroom and support staff receive the mandated 7.5 hours of ELL training through professional development at staff meetings and on professional development days. Special Education and SETSS teachers receive an additional 2.5 hours of training. Participants, meeting dates, and agendas are maintained by the teacher and serve as a record of this training.

## 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?

At P.S. 133, the administration, classroom teachers, the ESL teacher and the Parent Coordinator work together to ensure that parents are welcomed, informed and involved in their children's education. At the beginning of the school year, each grade has a Parent Orientation Meeting for parents. Parents meet with their child's teacher and are informed about what their child will be learning that year and the expectations. To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for example; Adult ESL classes for parents and family to improve their English skills are held at PS 26. The Parent Coordinator also sends home flyers notifying parents of The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success. To evaluate the needs of the parents, they are asked fill out the Language Needs Survey to identify what language parents would like to receive written information from the school and oral communication with school staff. Parents' needs are discussed at monthly meetings including PTA and School Leadership Team. Additionally, parents and teachers share suggestions regarding ways to support students and strengthen the home/ school connection. Workshops and parental involvement activities reflect the input of both parents and staff. Communication to parents includes school notices, monthly newsletters and a comprehensive school website. To promote parent involvement, of the entire school, the parent coordinator offers parent workshops serving various purposes and needs to support education. Workshops for parents will include information and assistance in understanding the Common Core Standards in ELA and Math. Translators are available to help assist parents during the workshops. Flyers for meetings are sent home and also posted in the lobby on the Parent Coordinators bulletin board. Bilingual math, science and social studies glossaries are sent home in their native language if available. At PS 133 there are many parents that assist other parents that speak the same native language when translation services are needed. We also utilize the Translation Unit when in-house translators are not available. We encourage parents to use the ARIS parent link which shows their child's progress.

## 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: \_\_\_\_\_

School DBN: 26Q133

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

| Name (PRINT)            | Title                | Signature | Date (mm/dd/yy) |
|-------------------------|----------------------|-----------|-----------------|
| Marianne Sheridan       | Principal            |           | 10/1/13         |
| Laura Avakians          | Assistant Principal  |           | 10/1/13         |
| Paula Scibilia          | Parent Coordinator   |           | 10/1/13         |
| Gio Ortellado           | ESL Teacher          |           | 10/1/13         |
|                         | Parent               |           | 1/1/01          |
| Doreen McDonough/ SETSS | Teacher/Subject Area |           | 10/1/13         |
|                         | 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: 26Q133 School Name:

Cluster: 2 Network: 2.05

**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**

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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.

ATS reports were generated and reviewed. i.e. Ethnic Survey, Admission reports, Home Language Surveys, Test Data, RHLA (Home Language Aggregation), BIOS (Biographical Information) and RELC (Current ELL Biographical Data Report). In addition to official reports, information / data was collected through consultation with the staff, PTA, parents and School Leadership Team.

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.

The data collected through formal and informal means indicates that the major languages spoken by children and parents in our community are: Punjabi, Urdu, Hindi, Gujarati, Spanish, Bengali, Malayalam and Chinese. Based on the discussions with the ESL teacher, classroom teachers, the parent coordinator, the PTA and parents of ELL students, we determined that in most instances, our parents are able to have our written school notices translated by friends and/or relatives. Many parents bring friends or relatives along to translate during parent-teacher conferences. There is a need, however, to provide oral translations for parents who request assistance at meetings and/or workshops. School notices are stamped with a message in 5 languages.

## Part B: Strategies and Activities

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

We will contact the Translation and Interpretation Unit whenever the need arises. We will plan, to the best of our ability, to allow enough time for notices to be translated in time for distribution. Important school notices are also stamped with a message for parents to have the notice translated by a friend or relative. We will purchase translated Parent Guides when available in these languages to further assist parents. Parents will have the opportunity to receive report cards in other languages.

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

P.S. 133 is fortunate to have a multilingual staff. We utilize our paraprofessionals during Fall and Spring Parent-Teacher Conferences, both in the afternoon and in the evening (subject to funding made available by the DOE). We will contact LIS Translations and make arrangements for any other translators that may be needed. Our multilingual school staff is available to serve as translators at these conferences and meetings throughout the year. Based upon parent responses to workshops, translators will be requested for additional days. We will also utilize the "over-the phone" services that are provided through the Translation and Interpretation Unit of the Department of Education. These services will enable our parents to achieve a greater comfort level regarding participation in school workshops and a better understanding of the material being presented.

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>.

Information will be posted in the lobby area on designated bulletin boards. The Parent Coordinator will maintain a folder containing all information related to available translation and interpretation services and will assist parents in accessing such services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information   |             |
|--|-------------|
| Name of School: 133Q   | DBN: 26Q205 |
| This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) |             |
| <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)     |             |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):<br><input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:   |
| Total # of ELLs to be served: 36   |
| Grades to be served by this program (check all that apply):<br><input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 5   |
| # of certified ESL/Bilingual teachers: 1   |
| # of content area teachers: 4  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Hungarian and Burmese. Instruction will be in English.

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

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

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

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

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

The goals of our Title III program are as follows:

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

## Part C: Professional Development

### Part C: Professional Development

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

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

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

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

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### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | \$6,230.00      | Per session for Saturday Academy program and evening parent workshops. Teacher/ Supervisor cost per session is \$50.19/\$52.52<br><br>Saturday Academy Program<br>( March 2- April 20)<br><br>5 teachers (3 hours a week)<br><br>90 hours x \$50.19 = \$4,517.10<br><br>1 supervisor (3.5 hours a week)<br><br>21x\$52.52= \$ 1,102.92<br><br>Interpreters/Translators per session for paraprofessionals (\$29.00 per |

**Part E: Budget**

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

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|---|-----------------|---|
|   |                 | session) who will be translating for parents during workshops, conferences that will enrich parent engagement and support learning Urdu, Spanish, Hindi<br>21 hours x \$29.00= \$ 609.00<br>Secretary Per Session \$25.87<br>12 hours x \$25.87= \$310.44 |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | ?????           | ??  |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | \$4,450.00      | Materials for content area instruction, test sophistication and bilingual dictionaries ,home guides, S.R.A.Guided reading kits, Language Proficiency and Vocabulary Kits  |
| Educational Software (Object Code 199)  | \$520.00        | Appropriate software to be used to supplement curriculum using specific strategies that will support ELL students   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  | \$11,200        |   |