Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**PUBLIC SCHOOL 133K**
DBN (*i.e. 01M001*):	**13K133**
Principal:	**HEATHER FOSTER-MANN**
Principal Email:	**HFOSTER@SCHOOLS.NYC.GOV**
Superintendent:	**BARBARA FREEMAN**
Network Leader:	**CYNTHIA FELIX**

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
Heather Foster Mann	*Principal or Designee	
Vivian Mendez Quintero	*UFT Chapter Leader or Designee	
Kevin Ryan Young	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Celeste Stern	Member/ Parent	
Matthew Voisine	Member/ Parent	
Chiquita Payne	Member/ Parent	
Jason Burgeous	Member/ Parent	
Natasha Harbin	Member/ Staff	
Judith Hudson	Member/ Staff	
Dalilah Rabsatt	Member/ Staff	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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.

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 50% or more of 2nd graders and 50% or more of 5th graders will move at least one level on the writing continuum as measured by student writing samples, rubrics, and student and teacher feedback.

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.

1. After reviewing our formative and summative assessments, both the NYS English Language Arts (ELA) Exam specifically Book 2 and Book 3, our end of year Measures of Student Learning (MOSL) writing tasks, and the On Demand Writing Tasks, it is evident that school wide we need to be cohesive by using a standard writing continuum ***Writing Pathways –Performance Assessment and Learning Progression by Lucy Calkins*** across all grades. We have selected to focus on grade 2 and 5 as the critical grades in which to focus.

Instructional Strategies/Activities

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

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

1. Incorporate genre specific writing rubrics during, before and after writing units so that students will know the expectations
2. Use student modeled writing pieces to show the quality of work that is expected according to the rubric
3. Incorporate the use of peer to peer feedback and teacher feedback to lift the level of student writing and develop next steps for instruction
4. Inquiry teams will meet to revise curriculum to ensure that units and lessons are fully aligned to the Common Core Learning Standards (CCLS) including scaffolds to provide entry points for all students.
5. Grade 1 and 2 teacher and Literacy Coach will attend year-long professional development using the writing continuum and turnkey to grade 2 teacher with Literacy Coach working with grade 5 teachers
6. Teacher and student studies the craft of a specific writing genre
7. Work with vertical teams to align writing instruction across grades

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

1. Classroom Teachers
2. Students and Classroom Teachers
3. Classroom Teachers
4. Vertical Grade level teams
5. Grade 1 and 2 teacher along with Literacy Coach attends professional development in the area of writing and then will turnkey strategies to each grade 2 and 5 respectively
6. Teachers,
7. Vertical Inquiry Teams,Teachers, Literacy Coach,

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

1. Administer writing pre-assessment performance task before each unit
2. Use of writing continuum exemplar
3. Use writing continuum checklist to provide specific feedback
4. Use anchor papers from the writing continuum as a rubric against student writing to modify instruction
5. Grade level teams go through the inquiry cycle using Data Driven Instruction Protocol at the end of each unit assessment approximately 4-6 weeks
6. Administrative team monitors assessments (writing December, February, April to assess the number of students moving on the writing continuum, and makes necessary adjustments
7. Administrators will debrief with attendees to ensure that information is turn-keyed as necessary

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

1. Beginning in October 2014, teachers will administer writing pre-assessment
2. September 2014 - June 2015 teachers will incorporate the use of writing continuum exemplars from the Writing Pathways –Performance Assessment and Learning Progression by Lucy Calkins
3. September 2014 – June 2015 teachers will use writing continuum checklist with students
4. October 2014 – May 2015 teachers will use anchor papers with students

5. October 2014 – April 2015 grade level inquiry team work begins
6. October 2014, January 2015, April 2015 Administrative team monitors writing assessments to provide feedback
7. October 2014 – April 2015 grade level inquiry team work begins

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

1. Engage teachers in a book study of the Writing Pathways –Performance Assessment and Learning Progression by Lucy Calkins
2. Literacy Coach and grade 2 teacher attends professional development sessions
3. Provide common planning time for grade level teams to meet
4. Provide teachers with copies of the Writing Pathways –Performance Assessment and Learning Progression
5. Provide common planning time for grade level teams to meet
6. No programmatic changes needed
7. No programmatic changes needed

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).

- Common Core Learning Standards (CCLS) workshops are held so that parents are aware of the shifts taking place in the curriculum and the type of questions they should elicit from their children
- Monthly grade level newsletter communications to families the writing unit expectations for students regarding the CCSS
- Provide students and parents with writing rubric and exemplar writing response assessment results
- PTA meetings and Principals' Coffee Chat takes place monthly which provides additional opportunities for two way communication with families
- Teachers of all grades facilitate a Common Core ELA/Math Parent workshop in order to present parents with a more clear and concise understanding of the literacy and math lessons that their children are engaged in throughout the day.

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.

No additional fund sources necessary.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, students' in grades 3-5 will demonstrate progress in mathematics as measured by the NYS Mathematics Exam, the MOSL performance tasks and the exemplars problem solving tasks.

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.
After careful review of formative and summative data (i.e., Measures of Student Learning (MOSL), New York State Math Exam, classroom observations, end of unit assessments, data reveals that although students are increasing in the area of performance in proficiency levels, they are not making adequate progress in mathematics especially in the area of problem solving and critical thinking on the extended response of the NYS Math assessment. By aligning instruction to the Common Core learning Standards (CCLS), and revamping our curriculum maps, teachers and students will be better able to perform more rigorous tasks that are multistep in nature. A comprehensive look at our data shows that students are able to perform when scaffolds are in place; however, when the scaffolds are gradually removed students have difficulty performing on the open ended response questions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Implement use of Exemplars performance-based tasks as a part of formative assessments within each unit of study 2. K-2 and 3-5 grade representative attends professional development sessions and turn key strategies across the grade 3. Morning math games provided by NY Cares 1x week to reinforce basic math skills for students in developing fluency 4. Teacher Leaders participate in CFN Math Instructional Lead Study Groups with Deb Armitage author of Exemplars 5. Vertical team of teachers grade levels 2-5 meet to discuss and complete the inquiry cycle with Data Specialist and Literacy Coach.
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principal, all teachers K – 5, Network Achievement Coach, Exemplars tasks 2. Assistant Principal, identified teachers, grades 2 and 3 3. Grade level Inquiry teams meet and plan during common planning times 2-3 times/week to plan rigorous instruction 4. NY Cares volunteers 5. Exemplars consultant, Deputy Network Leader, Network Achievement Coach, Math teacher leaders
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. At the end of each unit approximately every 4-6 weeks, teachers will go through the inquiry cycle of looking at student work using the Data Driven Instruction Protocol to identify the 3 Anchor Standards met and what needs to be re-taught. target skills/concepts not mastered and plan lessons to re-teach skill 2. Administrative team will conduct short focused observations in math lab site classrooms monthly to ensure that they continue to grow as lab sites 3. Administrative team will monitor progress of students to ensure that they are meeting proficiency 3x a year 4. Assistant Principal will observe NY Cares morning group monthly to ensure that students are demonstrating growth. 5. Principal and Assistant Principal will meet with teachers following workshops in order to plan for the turn-key of information and to strategize next steps.
D. Timeline for implementation and completion including start and end dates
1. Monthly September 2014 – June 2015 teachers will implement the use of problem solving activities (exemplars) 2. October 2014 – June 2015 NY Cares volunteers work with students 3. October 2014 – June 2015 teachers involved in professional development school wide 4. October 2014 – June 2015 vertical teams cycle through the Inquiry cycle 5. October 2014 – June 2015 vertical teams cycle through the Inquiry cycle
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Assistant Principal provides per diem coverage to meet with selected teachers 2. NY Cares is a grant funded volunteer program. 3. Per Diem is provided to cover classroom teachers to attend workshops. 4. On Tuesdays, the day is extended from 4-5, where grade bands K-2 and 3-5 meet in teacher teams 5. CFN Professional Development sessions take place monthly

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).
1. Math Workshops are held so that parents are aware of the work that is happening during the school day and are taught how to support their students' needs at home. 2. Monthly communications in the form of teacher newsletters to families outline the expectations for students regarding the shifts that are being made in the CCSS 3. Teachers send home progress reports 3x a year that delineates the expectations of the CCSS and where child is in relation to meeting them 4. On Parent Engagement Tuesdays , teachers provide math workshops for Engage NY math and math problem solving strategies (exemplars) 5. Principals' Coffee Chat takes place monthly which provides additional opportunities for two way communication with families in the area of mathematics. These sessions are led by teachers.

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.											
No additional fund sources necessary.											

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.
To continue enhancing our safe and supportive environment for both staff and students through The Leader In Me process (TLIM), PS 133 will be a designated a Lighthouse School as measured by the Path to Lighthouse Self-Evaluation Checklist.

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.
After analyzing the Learning Environment Survey, attendance data as measured by our peer group of schools, referral rates to guidance counselor we saw the need for students to have personal and academic behaviors that would foster lifelong habits to prepare them for college and beyond. In order for this to happen, all stakeholders of our community must be on board. This was done through the entire staff Leader In Me training two years ago by the Franklin Covey Institute.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. All staff trained in the Leader In Me Process 2. Establish a Team that will lead the Leader in Me initiatives. They meet bi-weekly to discuss evidence of meeting the Self Evaluation Lighthouse Checklist 3. The Leader In Me (TLIM) Coach meets with Lighthouse Team and Administrative Cabinet both through virtual coaching and onsite coaching 4. Students use Leadership Binders to track their goals in reading, math, and implementation of the 7 Habits to their lives 5. Students monitor Leadership Scoreboards for progress in meeting the classroom goals 6. Inter-visitations to The Leader In Me (TLIM) schools to share best practices in Leadership
B. Key personnel and other resources used to implement each strategy/activity
1. TLIM Coach and Parent Facilitator 2. At least 2 classroom teachers on each grade level constitutes the Lighthouse and Action Teams 3. Leader In Me Coach 4. Students and Teachers 5. Students 6. Members of the Lighthouse Team and Administrative Cabinet
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. 1x per year (August entire staff receives booster training 2. December 2014, Lighthouse teams receives training to check the evidence against Self Evaluation Lighthouse Checklist 3. Student Leadership Day celebration in February/March of each year. 4. Student Led Conferences in November and March 5. Visual scoreboards track students' progress towards meeting goals monthly 6. Goals are set according to visits and info gleaned from Self Evaluation Checklist and feedback from TLIM Coach
D. Timeline for implementation and completion including start and end dates
1. By November 2014 all new staff to PS 133 are trained in the Leader In Me Process 2. Lighthouse team meets bi-weekly October 204-June 2015 3. TLIM Coach does a full staff booster training in September 2014, Lighthouse team does a check in with TLIM Coach in December 2014, 4. October 2014 and February 2015 Teacher Leaders roll out the training for staff and students for the Student Lead Conferences 5. November 2014 Leadership Binders are assessed school wide for continuity across grades by Lighthouse Team with support of virtual coaching 6. At least twice between October 2014 – June 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. $5,000 budget to off-set grant received from Leader In Me Foundation 2. Lighthouse team meets afterschool – no cost 3. Per Diem sub provided for inter-visitations 4. As per the NYC DOE parent teacher conference schedule. 5. No additional resources needed. 6. Per Diem sub provided for inter-visitations

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).
Established Parent Facilitated Lighthouse Team to train new members of the school community. Information shared at PTA meetings Student Led Conferences incorporate The Leader In Me Process. Students shared their Leadership binders with their families Leadership Symposium hosted by students each year in February /March to share their leadership skills with visitors and families from the entire community and across the country.

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.											
PS 133 has a three Year Grant from the Leader In Me Foundation											

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.
N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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.
N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	• Fountas and Pinnell Evaluation System/ Running Records • Guided Reading/Writing • Daily independent reading/writing	• Small group instruction • One-to-one tutoring	• During the school day • After school • Saturday Academy • Early Bird
Mathematics	• Performance Mathematics • Morning Math Games • Math Exemplars • Performance Based Tasks	• Small group instruction • One-to-one tutoring	• During the school day • After school • Saturday Academy • Early Bird
Science	• Science in the content area • Blended option-Harcourt and Foss • Performance Tasks	• Small group instruction	• During the day • Saturday Academy
Social Studies	• Social Studies in the content area	• Small group instruction	• During the day • Saturday Academy
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Speech • Occupational Therapy • Guidance Counselor • School Psychologist • Social Worker • SETTS Teacher • Art Therapist	• Small group instruction • One-to-One counseling	• During the day • Afterschool

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Highly qualified teachers are recruited using the Open Market System, and NYCDOE Teacher Finder and referrals. Potential candidates are interviewed by a joint committee of parents, teachers, and administrators. Potential candidates are also required to conduct a demonstration lesson on the grade level at which the anticipated grade level for hire. Candidates for our DLP program submit a writing sample in the target language and are interviewed in that language by the committee. They also present lessons in the target language. We have a high retention rate for classroom teachers. Staff members who are working toward being highly qualified are provided with tuition assistance to complete the necessary courses. We currently have 2 teachers working toward receiving a bilingual extension certification to ensure that we have 100% HQT. To ensure the ongoing learning of our Highly Qualified Teachers, professional development is also provided in-house by our literacy coach, teacher leaders, as well as by our CFN. Support includes: mentoring for new teachers, in-class coaching assistance, inter-visitations, study groups, and on site consultant visits. Consultants include AUSSIE, 4R's, Leader in Me, and Studio in a School. Professional development sessions provided by CFN or Office of English Language Learners include: Utilizing the Common Core Standards in Math, Estrellita Implementation, Developing Science Task Bundles using the Common Core Standards, Special Education Reform, SESIS Support, Supporting English Language Learners in Literacy and Language Development, and Best Practice in Early Childhood Assessment (Work Sampling System). Danielson snapshot visits conducted by administrators, as well as by teacher leaders are also provided as a form of professional development. Teacher assignments are given based on licenses and teacher preference. Teachers are engaged in study groups based on a professional book that supports the school-wide goals. For example, this year grade leaders are studying *Instructional Rounds* by Richard Elmore. Additionally, to support our dual language program, during the summer, teachers are involved in a 10 day study in the target language. These sessions are conducted by an expert teacher from an existing dual language program. Teachers develop the first two units of study in reading and writing.

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).
• Principal participates in Collaborative Study through the School Leaders Network a professional organization that meets monthly • Principal participates in CFN study groups offered • 6 Instructional Leaders which includes the Assistant Principal and Literacy Coach are provided with ongoing support by participating in the DOE Teacher leaders Support program, a yearlong to build leadership capacity. Teachers are trained in facilitation and leadership skills to work in grade level teams.

- Teachers have common grade level planning times for collaborative inquiry twice each week
- Weekly collaborative peer inter-visitations are built into the schedule to help deepen teachers knowledge of using the Danielson's framework
- Onsite PD provided by Literacy Coach and Assistant Principal
- Math and Literacy AUSSIE Consultants (aka Generation Ready) provides assistance with curriculum modification for CCSS aligned literacy and math curriculum
- Educational Assistants participates in all professional development sessions that takes place during common grade level planning sessions
- Full staff receive ongoing training in Leader In Me process

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

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

- The use of Primary Standards as a guidance to determine if the children are making adequate progress in reading based on the Primary Literacy Standards

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.).

- Family workshops hosted by Pre-K teachers and social worker to assist with transition to Kindergarten
- Turning Fives are done by SBST
- Tours provided by parent coordinator for current and new families about the various programs we offer for kindergarten
- Summer Orientations done each August for all incoming Kindergarten families with classroom teachers. Families are able to meet classroom teacher and other children for play during this time.
- Phase in Schedule the first week of school to help with child and parent adjustment
- Planning between the Pre-K and K teachers occur in June to ensure continuity for the students
- Pre-K students visit Kindergarten classrooms in June to help with transition
- Kindergarten teachers conduct informal assessments/interviews with outgoing Pre-k students
- The use of Primary Standards as a guidance to determine if the children are making adequate progress in reading based on the primary literacy standards

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.

- Staff elected 4 members and Principal appointed 4 members to MOSL team.
- Team received summer training on various MOSL assessments and submitted plan to principal for review and approval.
- Full staff provided with ongoing PD on MOSL by Literacy Coach
- CFN provided additional support on using MOSL assessments 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

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

Public School 133K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$299,506.68	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$43,392.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,514,161.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of

the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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 13	Borough Brooklyn	School Number 133
School Name William A. Butler Elementary		

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 Heather Foster-Mann	Assistant Principal Deanne McGhie
Coach Sha Wonda Williams-Credle	Coach
ESL Teacher Myra Lopez	Guidance Counselor Joyce Wingfield
Teacher/Subject Area Dalila Rabsatt	Parent Renee Burke
Teacher/Subject Area Vivian Quintero-Mendez	Parent Coordinator Ahmed Dickerson
Related Service Provider	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.	2	Number of certified bilingual teachers not 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 not 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)	397	Total number of ELLs	14	ELLs as share of total student population (%)	3.53%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☒	No☐	If yes, indicate language(s): Spanish & French

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0									0
Dual Language (50%:50%)	5	4	1	0	0									10
Freestanding ESL														
Push-In	0	1	2	0	1									4
Pull-out	0	0	0	2	0									2
Total	5	5	3	2	1	0	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	**Newcomers (ELLs receiving service 0-3 years)**	15	**ELL Students with Disabilities**	
SIFE	0	**ELLs receiving service 4-6 years**	1	**Long-Term (completed 6+ years)**	0

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	11	0	0	0	0	0	0	0	0	11
ESL	4	0	0	3	0	0	0	0	0	7

	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
Total	15	0	0	3	0	0	0	0	0	18
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	5	36	2	19	1	18													8	73
French	0	35	1	35															1	70
SELECT ONE																			0	0
TOTAL	5	71	3	54	1	18	0	0	0	0	0	0	0	0	0	0	0	0	9	143

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
TOTAL	0	0	0	0	0	0	0	0	0	0

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

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

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)	4	1	2	0										7
Intermediate(I)	2	0	0	1										3
Advanced (A)	0	4	1	1										6
Total	6	5	3	2	0	0	0	0	0	0	0	0	0	16

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   Assessment tools our school uses to assess the early literacy skills of our ELLs include Fountas and Pinell reading levels English and Spanish (K-1Spanish DLP classes), and TCRWP assessments. Progress is monitored on an ongoing basis. The data that is derived from these assessments are used to plan and drive instruction, and to create student grouping. Differentiated instruction takes place in

reading, writing and math in order to support and enrich all of our students.

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

Fall 2013 Lab scores show that the children who were tested and who are ELLs have scored at beginner and/or intermediate levels. Based on the Spring 2013 NYSESLAT, scores of those students have shown progress from beginners to intermediate and intermediate to advanced have shown that there has been an increase in the listening and speaking strands, but students continue to have difficultywith reading comprehension and with writing. We need to focus on these two strands emphazising on vocabulary, word fluency, and comprehension. During inquiry students are grouped accordingly. Writing activities are differentiated in small groups. The ELL Periodic assessment that was administered in the Fall gives a snapshot of what the teachers can do to support these students. Scores are shared by the ESL teacher with all the classroom teachers so meaningful interventions can be put in place quickly and accurately.

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)

RNMR report is not available as of 10/24

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?

The data from these assessments indicate that there is a correlation between the overall ability to comprehend in one's native language with the ability to successfully learn the skills necessary to process information in a new language. Oral language skills need to be fully developed in addition to the reading and writing skills.

Depending on the patterns across modalities, instructional activities are created to address deficiencies. There are no native tests administered, but bilingual glossaries are available to assist students on content area exams.

Professional development is coordinated by the Principal along with the Literacy Coach to assist teachers with effective planning techniques and various ways to assess learning. We develop materials for instruction, and strategies on adapting lessons for the English Language Learners. Teachers attended SMART Board training to learn ways to use the whiteboard as an interactive tool to support visual, auditory and hands-on techniques to support ELL students. Teachers work together with the ESL teacher who collaborates regularly during common preps, pushes in on lessons with classroom teachers and related services, to strengthen the teachers' knowledge base in the acquisiton of language for the ELL students.

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*.)

Our school uses:

- Oral language is developed by dramatic plays, Reader's Theatre to act out stories, literacy centers, listening to stories on CD or e-books.
- Interactive Read-a louds
- Teaching vocabulary in a concrete way by acting it out and using pictures
- Teaching content academic language in context previewing key concepts and challenging vocabulary
- Engage students in discussions about the big ideas of the text
- Provide students with multicultural songs
- Storytelling using wordless books

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

The ESL teacher confers with the classroom teachers. Data is shared with grade level teams to ensure cohesive planning. Lesson plans are differentiated for ELLs.

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?

The English Proficient students in the Spanish K-1 DLP with the Estrellita Placement test and Benchmark Assessment Tools and Fountes and Pinnell K-2 Niveles A-N Sistema de Evaluacion de la Lectura. Their literacy assessments are combined DIY letter and word assessments and French-language running records produced by GB+. The level of proficiency in the second language are beginners in the Kindergarten and first grade Spanish DLP classes. ELLS take the NYSESLAT, but they are not taking any other State or City Assessment.

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

The assessment tools used to evaluate the success of the programs for ELLs are:

- The print rich classroom enviornment
- Fountas and Pinnell evaluation K-5
- ELA and Math in the Spring
- End of Unit Assessments in both ELA and Math
- ESL Periodic Assessments (Pearson) Fall and Spring
- NYSESLAT in the Spring .

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.)

   At the time of admission an informal oral interview is conducted in Native Language and English by the ESL teacher, Myra Lopez who speaks spanish or a member of the language team, Ms. Rabsatt (Spanish DLP teacher) to determine language dominance. For languages other than Spanish, i.e.French or creloe the pedadogue Mr. Goetz (DLP teacher) or Ms. Vil Noel (Pre Kindergarten DLP)who speaks either language respectively interfaces with the family member.

   ELLs who attend PS 133, are identified through the completion of HLIS (Home Language Identification Survey) which all parents or guardians are required to complete when registering their children in the school for the first time. If the ESL teacher is not available one of the content area teachers named above conducts the initial screening and interview. The pedadogues Spanish / French hold bilingual licenses. The HLIS form is available in their native languages. If the HLIS indicates that a child meets the criteria for testing, then the student is administered the LAB-R within ten days of registration. The Spanish LAB is given to students who fall below cut score level of English proficiency and have a HLIS that indicates Spanish is their home language.

   The New York State English as a Second Language Test (NYSESLAT) is administered in the Spring to measure the progress the ELLs have made. Kindergarten through Fifth grade are given the NYSESLAT exam which test all four modalities of listening, speaking, reading and writing. The Speaking portion of the NYSESLAT may be administerd by the ESL teacher, but it is scored simultaneously bySha-Wonda Williams-Credle, Literacy Coach or another assessment team of pedagogue. The exam is administered by the fully certified ESL /Bilingual Spanish Common Branch licensed teacher and team that is trained to assist in administering the exam. Students with IEPs are tested according to their testing accomodations. This 2013-2014 school year the testing bands are K, 1-2, 3-4 and 5-6 grade.

   The Principal and Assistant Principal review the results of the NYSESLAT to determine which ELLS are meeting the Standard and puts in place intervention for ELLs not meeting the Standard in each band. P.S. 133 has a Free Standing ESL program as well as a new Dual Language program. The ESL holds an orientation for parents or guardians ofnewly enrolled LEP/ELLs to inform them about the different ELL programs that are available. Materials are available at this meeting in parents home language. At this orientation materials are handed out explaining the available program choices at our school which are a Free Standing ESL prgram, Dual Language French and Spanish Classes that requires a separate assessment for Francophone students and a random lottery for Anglophone students. Parents view a video which is available in their native language. The ESL teacher reviews with families the State Standards, assessments and what our school expects from the families. At the end of the orientation, the parents are given a survey and a program selection form.

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.

Materials describing the Bilingual and ESL programs in our school are available at a Parent Orientation meeting in parents' home language. Program choices at our school include a Free Standing ESL prgram and a Dual Language French and Spanish DLP that require a separate assessment for Francophone students and a lottery for Anglophone students.

Free Standing ESL Program-

Pedagogue- Myra Lopez provides ESL instruction to those students who are entitled to the services based on the NYSESLAT and LAB-R

Dual Language Programs- Dual language teachers provide instruction in two language for those students who are ELL's and based on

Pedagogues

Dalila Rabsatt, Virginia Chavez, Sarah Fromentin, Joan Calixte, Ana Bartolome, and

Kevin Geotz

Structures in place include - Orientaion Session for all families.

- This is done in the Fall/Winter session.
- Parent outreach to native speakers of French and Spanish sessions are held in December and January.
- Tours are given monthly beginning in December- April.
- Open Houses helf for DLP programs as well as, monolingual prorams
- DLP available in K, 1, and 2 for 2013-2014
- Enrichment classes available in Pre-K
- Posted on the 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].)

Parents of children who were administered the NYSESLAT in the Spring are informed by letters of the city mandated- Continuation and Non-Entitlement/Transition. These letters explain to the parents about their child's eligibility in the ESL program. It informs them of whether they are profiecient or still are in need of ELL services and will continue to be entitled. The children who are considered proficient will continue to be supported although they are considered former ELLs. They will be given ongoing support for 2 years. The ESL teacher maintains records to ensure that entitlement letters, parent surveys and program selection forms are returned. Parent choices are also recorded on ATS ELPC screen. The ESL teacher gives the parents original letters where there is a space where they sign that they have received and read. The letter is returned to the

ESL teacher who has a checklist that allows her to see at a glance who has not returned forms. If a letter is not returned, a phone call is made, and a 2nd letter is sent home. If there is still no response, a letter will be placed in the student's file indicating that the form was not returned. Mr. Dickerson,Parent Coordinator calls home to conduct outreach to encourage parents to send in the forms. If the parents do not return the choice letter, the default parent choice is Bilingual class.

Myra Lopez, the ESL teacher maintains copies of the letters given to parents. Copies of Parent Surveys and Parent Selection forms, Attendance sheets are kept in a file in the ESL room with Ms. Lopez's files as well.

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.

Parent who choose to opt out of putting their child in a Bilingual program and elects an ESL program are given a placement letter explaining that their child will be given an exam in the spring to measure their progress. If a child has tested out on the LAB the parents receive a non-entitlement letter. Continued entitlement letters are given to parents whose child still need ESL services. A nonentitlement / transition letter is given to parents whose child no longer needs ESL services because they have earned a proficient score. If the LAB-R results show that the student is an ELL and Spanish or French is spoken in the home, they must also take the LAB to determine native tongue dominance. Then the student is placed in either the Dual Language Spanish or French class.

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.

ELLs who attend PS 133, are identified through the completion of HLIS (Home Language Identification Survey) which all parents or guardians are required to complete when registering their children in the school for the first time. . If the HLIS indicates that a child meets the criteria for testing, then the student is administered the LAB-R within ten days of registration. The Spanish LAB is given to students who fall below cut score level of English proficiency and have a HLIS that indicates Spanish is their home language.

The New York State English as a Second Language Test (NYSESLAT) is administered in the Spring to measure the progress the ELLs have made. Kindergarten through Fifth grade are given the NYSESLAT exam which test all four modalities of listening, speaking, reading and writing. The Speaking portion of the NYSESLAT may be administerd by the ESL teacher, but it is scored simultaneously by Sha-Wonda Williams-Credle, Literacy Coach or another assessment team of pedagogue. The exam is administered by the

fully certified ESL /Bilingual Spanish Common Branch licensed teacher and team that is trained to assist in administering the exam. Students with IEPs are tested according to their testing accomodations. This 2013-2014 school year the testing bands are K, 1-2, 3-4 and 5-6 grade. The Principal and Assistant Principal reviews the results of the NYSESLAT to determine which ELLS are meeting the Standard and puts in place intervention for ELLs not meeting the Standard in each band.

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.

The trend in our school is to have the students enrolled in the Dual Language programs. Rarely is a child transferred to a Bilingual choice outside of our school.

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 2013-2014 school year will serve children from 4 monolingual classes, 3 of which are ICT (Co-Team Teaching) classes, 1 Self Contained class, 2 Kindergarten Spanish Self Contained Dual Language , 1First grade French Side by side Dual Language, 1First grade Spanish Self Contained Dual Language class, and 1 Second grade French Self Contained Dual Language class . The ESL program at PS 133 is a freestanding pull out / push in program. The students receive all instruction in English with language support. Three hundred sixty (360) minutes of ESL instruction is provided to all beginning and intermediate level students. Advanced-level students receive 180 minutes per week of ESL instruction and 180 minutes of ELA per week as per the CR Part 154.

The ESL program incorporates content area learning using ESL methodology. Guided Reading, Shared Reading, Independent Reading, Shared Writing, Independent Writing and Word Study are used to make content areas comprehensible, with hands-on activities to assist the English Language Learner. All lessons for ELLs are aligned with New York City, State, and Common Core Learning Standards. To provide students with support in areas of assessments there is continuous reinforcement of English Language Arts and Mathematics skills. There is an emphasis on all four modalities: reading, writing,

speaking and listening.

Classroom teachers use various graphic organizers, such as semantic webs, bubble maps, Venn diagrams, K-W-L charts which help the students with their reading comprehension and with the writing process. The Balanced Literacy Approach and Workshop Model are consistently used in lessons. The ESL teacher uses the whole language approach, scaffolding, intensive vocabulary instruction, Total Physical Response (TPR), and the Cooperative Learning and Cognitive Academic Language Learning Approach (CALLA). There are leveled fiction and non-fiction libraries available to all students, reflecting various genre and themes. During Writing Workshop, it is acceptable for students to writein their native language. This encourages the students to apply the new skills and techniques in their writing without the fear of the new language. Students are encouraged to use their native language skills to assist them in learning English.

When the ESL teacher analyzes the periodic assessments she shares the results with classroom teachers. The classroom teachers share the results of the TCRWP running records andFountas and Pinnell with the ESL teacher on an ongoing basis as well.

This ensures that the students are continually placed in correct groups and progressing in a timely fashion.

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)?

ESL: Three hundred sixty (360) minutes of ESL instruction is provided to all beginning and intermediate level students. Advanced-level students receive 180 minutes per week of ESL instruction and 180 minutes of ELA per week as per the CR Part 154.

Dual Language: teach content in both languages throughout the day. They are required to teach English for the same amount of minutes as the ESL teacher.

Dual Language class lessons are taught in French and Spanish in the mornings, and content area is taught in English in the afternoons. The number of minutes for Native Language Arts instruction are adhered to 50/50 model.

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.

Content area instruction is taught through literacy in both Spanish and French DLP classes. Teachers intergrate science and social studies and literacy units about a variety of topics as indicated in the curriculum plan. Students are taught content-specific vocabulary lessons. Vocabulary is reviewed orally. Math is taught in English only.

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

ELLs are evaluated in reading through running records in English; In Spanish____ and French

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

Children are identified as English Language Learners using the New York State LAB-R. ELL's who are native Spanish speakers are also given the Spanish LAB to assess their abilities in their native language. Every ELL lesson addresses all four modalities of English acquisition which are appropriately evaluated through out the year. Stud

Use of internet sources, cds, smartboard, conference notes, visuals, modeling, graphics organizers and props are to name a few of ways students are evaluated.

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).

Athough we do not have any Students with Interrupted Formal Education (SIFE) P.S. 133 will take into account that we will be prepared to meet their needs. Just as we differentiate our lessons for our ELLs, these students will need additional support in all areas. They will be given more time than other ELLs and will work with them one on one during the extra time given to them.

Newcomers with less than three years will also be receiving extra support and time. These students will be exposed to oral English and practice using oral English, they will work on phonemic awareness, and activities using TPR (Total Physical Response). They are given academic support in their native language. Books on cds for reading and listening comprehenion, picture dictionaries, and use of internet website such as Starfall.com are things used to support our newcomers.

Students in the program for 4 to 6 years will be using the CALLA methods to help them in the content areas and prepare them for the state exams that are given and increase their scores. Students that are long term ELLs will work as the others and also using the

Language Experience Approach and students will academically and linguistically improve on their assessments.

The students who are former ELLs which are students who scored at a profieciency level on the NYSESLAT are not entitled to ESL services. They do, however continue to receive support as they transition. For two consecutive years they will have ELL test modifications.

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?
   Instructional strategies and grade-level materials that teachers of ELL-SWDs use that both provide access to academic content areasand accelerate English Language development are the use of appropriate use of manipulatives, The SIOP model utilized with students, and the use of computer websites specializing specifically with students with disabilities.
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?
   Mainstreaming as per IEP.

Courses Taught in Languages Other than English

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

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

B. Programming and Scheduling Information--Continued

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.

   Targeted intervention programs for our ELLs are AIS, Inquiry Groups, after school, Art / Social Studies, Setts. The ESL curriculum also includes a Math word wall and an intervention program during school hours. The after school program provides extra instruction for targeted students in Math and Literacy. The 37 ½ minutes added on to the school day is used for reinforcement for these students as well. All is taught in English.

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

    All teachers are aware that they are teachers of ELLS. Teachers who are non-ELL teachers receive mandated hours of ELL training.

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

    We are in our second year of the Leader in Me progrom, and the 4Rs which is taught on an ongoing basis. Here all children including our ELL population is involved with achieving greatness. Our school Motto is: "We Are Moving Towards a Dimension of Greatness" Teachers, Students, and Parents are all models of being a leader.

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

    There aren't any programs that will be discontinued. ELLs are given the same opportunity to participate in any program available, whether academic or enrichment. Programs provided to all English Language Learners (In English) are:

    •Physical Education, Science, Music, Spanish (Kindergarten and First Grade)
    •Studio-In-The-School
    Junior Great Books
    •Computer Enrichment
    •Enrichment Club Fridays
    •Cookshop For Kids
    •37 ½ minute extended day for reinforcement
    Saturday Academy
    After School
    •University Settlement Programs
    •Conflict Resolution
    •AIS
    •Speech
    •Guidance Counseling
    •SETTS
    •Learning Buddies
    Spanish

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

    ELLs are afforded equal accomodation to the rest of the schools program. They ar invited to participate in any school activity. Programs which ELLs are included in our school are listed above. Morning Math/Chess organized by Judi Hudson our Music teacher , and on Wednesday and Thursday the Physical Eduation teacher has a program that promotes healthy choices. Play Works is a leadership opportunity program for students. Early Bird 7:40-8:10 Tuesday and Wednesday to strengthen Math and ELA skills

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

    Instructional materials used to support the ELLs include the Teachers College Reading and Writing project, Scott Foresman ESL, Attanasio NYSESLAT & Beyond, Big Books for Shared reading, Words Their Way activity books. Some technology programs are funbrain, IXL for math, Math Blaster, Brainpop, and softschool. Native language support is provided through our multicultural library. There are bilingual glossaries that are available for classroom use. There are also picture dictionaries, Ready Gen and Go Math books that include ELL support.

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

    Native language in the ESL is supported by the ESL teacher since she is able to translate into spanish whenever necessary. The students use the buddy system to support eachother. In the Dual Language classes in the morning are taught in French and Spanish. In the afternoon content area is taught in English the DLP classes

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

Depending on the students English acquisition service support and resources correspond to ELLs' ages and grade levels. When ordering NYSESLAT preparation materials they are grade and age appropriate since we focus on the bands being tested.

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.

    At the beginning of the school year PS 133 holds a Parent Orientation for the parents to meet the Parent Coordinator, teachers, nurse and other staff. that will be working with their students. At this meeting we inform the parents of our expectations. There are also an Open House and tour of the school. During this meeting parents along with their children are given information about services are available to them.

18. What language electives are offered to ELLs?

    Language electives that are offered to ELLs are French dance (afterschool) for Kindergarten, as well as French-language clubs on Fridays.

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)?

The EPs and Ells are intergrated all day except goup. The Dual language model used in the school's kindergarten French program is side-by-side. Students form two groups of approximately 20 students, half of which are designated "francophones" (according to pre-entrance testing) and half of which are designated "anglophones". Each student spends one day in a French-language classroom, and one day in an english-language classroom. The only class that is always taught in English is Math. The emergent literacy taught is sequential. This necessitates that students be regrouped during their literacy block, and francophone students receive literacy instruction in French (whereas anglophones receive literacy instruction in English). This means that ELLs and EPs spend 24/58 of their time learning in French and 34/58 of their time learning in English (the formula was derived in the following way: 29 periods/week x 2weeks of 5 days [to even out the number of days spent in each language]minus the 10 periods spent in math [English-only], divided by two [because they are in an English-only classroom every other day] equals 24 periods during a two-week cycle spent in French, or 12 periods, each of 45 minutes, spent in French each week. The other 17 classroom periods are spent in English, meaning that these students spend 17x 45 minutes, or twelve hours and 45 minutes in English each week). The only time that the groups are taught separately is during their literacy block, as they learn literacy in their native language first (the sequential model). Instruction language is separated by teacher and by location.

The Dual language model used in the school's First grade French program is selfcontained. The emergent literacy taught is sequential. In the morning lessons are taught in French and in the afternoon Math is done in English, along with all other afternoon lessons. All afternoon lessons are taught in English, as are all lessons taught by specialty teachers. This means that of the 28 periods during which these students are with their classroom teacher (not including lunch, specialty teacher classes, and Friday clubs), half are taught in French and half are taught in English.

C. Professional Development and Support for School Staff

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

1. Professional development for Ell personnel is presented by members of our staff ,or resource people who are involved with special programs in our school. Some workshops include topics like assessments, class walk-throughs, request made by teachers for The ESL teacher participates in professional development workshops offered by the department of Educations Office of English Language Learners. These workshops support the ESL teacher in ways she can develop strategies she will be able to turnkey to classroom teachers that work with ELLs. Classroom teachers are offered professional development through OELL website.

2. Teachers of ELLs are given the opportunity to attend Professional Development offered to them explaining changes in the NYSESLAT . This Professional Development Increases the knowledge of the NYSESLAT and helps gain a deeper understanding how aligned with the Common Core Learning Standards (CCLS as well as classrooom instructional implications and practices.

3. The School Guidance Counselor, Ms. Wingfield, Mr. Dickerson, the Parent Coordinator, and speech, occupational and physical therapists, are involved in the professional development that help to guide our ELL through the transition from elementary school to middle school. The ESL teacher translates materials into students home languge or if needed makes sure there are translations available.

4. As per the Jose P. Compliance Monolingual teachers will receive ongoing professional development informing them of preparations for the NYSESLAT. Teachers will be given information for ESL new teacher credits, ESL strategies and NYS standards for ESL. Regular teachers receive 7.5 hours of instruction on ESL methodologies and Special Education teachers receive 10 hours. In the ESL classroom, the ESL teacher maintains a professional resource library for teachers. Children First Network (CFN) will provide training, and staff will attend available workshops to meet required hours. There are agendas and attendance maintained when hours are given. A letter is placed in their professional files when hours are completed.

Various workshops will be attended through out the year that are available to all Educators who work with ELLs.
-Maria Boutllion/DLP resource person

-Ready Gen for ELLs - Mr. Geotz 11/5/13 Turnkey to Staff
-Unpacking NYSESLAT: Implications for ELLs (Cohort II - Day 1) Turnkey to Staff 12/12/13
-Cohort II - Day 2 1/14

D. Parental Involvement

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

1. In our school parents are encouraged to visit and spend time in their child's classroom. At the beginning of the school year, all our parents are invited to attend Parent Teas welcoming them to the school and to their child's classroom. Parents are encouraged to attend writing celebrations and assemblies, and to work with the class on First Fridays. Parents also have coffee chats with the principal on these First Fridays. Our PTA president keeps teachers and parents informed of activities taking place in the school via P.S. 133 PTA Email. The ESL teacher and Parent Coordinator will help parents with all issues. They will be given the opportunity to attend classes which will teach them how to assist their child with school work, test preparation and more throughout the school year. Translations will be available as needed. The parents needs are also met by teachers who are in constant contact with them.

2.Parents are given the opportunity to attend workshops that inform them about Test Prep, choosing Middle schools, and promotional policies. ARIS Parent Link is a computer based evaluation system that is available to all our parents as well. Mr. Dickerson signs each parent up, and the link is available in the parent's native language. The parents have access to the computers in our school parent room. Through ARIS link parents can track their child's progress. Our parents are very involved in our school community through volunteering, the Parent-Teacher Association, and the School Leadership Team (SLT). The PTA and the School Leadership team meet once a month. During these meetings all parents are invited to attend, including parents of ELLs.
3.Parents are given a needs assessment at the beginning of the school year. This will help to know what our parents want to know, how they can support the school and what expectations they have of our school.

4.Parents at PS 133 have volunteered and do participate in various activities sponsored by the school such as Class Parents (liasons between teacher and families), Hispanic Heritage assembly, Parents as reading partners, Parents as math partners, Cook shop for parents (helps them prepare healthy foods for their children) Thanksgiving Celebration, Multicultural celebrations.

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:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		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: 13K133 **School Name:** William A. Bulter Elementary

Cluster: 612 **Network:** Grapevine

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

Part A: Needs Assessment Findings

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

Parents are given a Home Language Survey at the onset of school to determine their native tongue and their preffered mode of communication. All communication is sent home in both Spanish and English tranlsations.
Blue emergency cards are completed by each family which also asks them to denote their prefererd language of communication.

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.

4% of our students speak another languague other than English. These findings are reported at School Leadership Team meetings and through the PTA general meeting.

Part B: Strategies and Activities

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

All documents and written materials are sent home to families in both english and spanish. These documents and materials are translated in Spanish by a pedagogoue
Additional staff members are employed during Parent Teacher Conferences to support families translation needs
Students whose first language is spanish receive a report card and narrative report in their dominant language.

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.

Staff members are assigned during all parent meeting on a as need basis. Translators are provided for parents during all parent teacher meeting including parent/teacher conferneces, IEP meetings and all other meetings held on school site.
parent volunteers and staff members also serve as translators at PTA meetings.

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.

Families who require translations services are asked immediately upon entrance of their needs of a translator. All meetings whether formal or informal a translator is present. Documents are sent home in both spanish and english to all off our families. PTA meetings as well as PTC additonal staff are renuerated so that a translator can be present.

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Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Ronald Edmonds Learning Center	DBN: 13K133
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 32 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: _____
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: Title III funds will be allocated to the professional per session for the MS113 ESL Instructor's afterschool/Saturday programs. During these programs, students will read novels to build vocabulary, reading fluency and stamina. Many of the students need to be reading outside of the established literary circles at school. The students will read novels outside of their ESL and ELA classes in order to build an appetite for reading and to ensure that they are learning how to activate the schema and to make gains from more exposure to high-interest literature. At least one hour per session will be dedicated to reading after which students will write in double-entry journals. In addition to reading, students will strengthen grammatical skills, argumentative writing skills and, closer to April and May, prepare for the ELA, Math and NYSESLAT exams. All work will tackle NY State Common Core Standards of reading and writing. Starting in November, the after school ESL tutoring will take place on Tuesdays and Thursdays from 3:30 p.m. to 4:30 p.m. until March 13th. The Tuesdays and Thursdays sessions will work as follows: 4 for November, 5 sessions for December, 5 sessions for January, 6 sessions and 4 sessions for one hour until March 13th. Starting the week of March 18th, Common-Core performance tasks and NYSESLAT reading and writing tasks will be the focus for test preparation, and so the sessions will be extended to do hours until May 9th. The last two weeks of March will be 4 sessions, April will have 4 sessions and May will have 4 sessions. Saturday tutoring will last from the first Saturday in November until Saturday, June 7th, 2014. The sessions will start at 9:00 a.m. and last until 1:00 p.m. There will be 24 Saturday sessions in total. The Saturday program will be led by our sole ESL instructor who will serve 8 ESL students. These students will participate in the program based on parent choice. A letter for tutoring will be sent to the parents in English and translated into the home language of our population--Bengali, French, Spanish and Arabic. Based on the parent option, the students will attend. During these Saturday and Thursday programs students will read and participate in literature circles, read novels to build vocabulary, reading fluency and stamina as they do not spend enough time reading

Part B: Direct Instruction Supplemental Program Information
at home. Consequently, the ESL instructor, Ms. Karin Stinson, will focus on reading fluency and fluidity, identifying themes and main ideas, and a demonstration of an ability to cite evidenceto support claims and plot summary. Ms. Stinson, our ESL instructor will also support students will their completion of essays or projects to support the more involved, vigorous work to be completed in the content disciplines. The assignments will be scaffolded with brainstorm sessions that will help students generate ideas for their work and writing prompts to help students contruct paragraphs, topic sentences and conclusions for their writing. Please note, the Saturday program is identical to the Tuesday-Thursday program. The Tuesday-Thursday program runs for the students who are unable to attend Saturdays due to the fact that they go to Arabic school, go to the mosque, African school or church on Saturdays. A service is provided during the week for those students who have prior engagements on the weekend.

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: The ESL teachers will attend workshops offered by the Network and DELL and by professional organizations such as the Scholastic Code X sessions, at no cost to Tiel III. Upon her suggestion, the ESL teacher will participate in intervisitation programs in order to have the opportunity to remain informed of the struggles the ESL students face across disciplines as well as aware of content she needs to reinforce during ESL class sessions, 37.5 extended sessions, or during enrichment afterschool classes from 3:30 to 4:30 and during a Saturday program from 9:00 to 1:00. She will also engage in a common planning period with a fellow 7th grade staff member, once a month, to investigate effective practices for language development for the ELL population as well as effective methodologies to use when unfolding instruction, especially reading and writing lessons. Ms. Stinson will attend a workshop offered by the Network or the Department of ELLs once a month.

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: All communications to programming, testing, invitations to school events and enrichment programs are sent to the homes in English as well as Arabic, Bengali, French and Spanish. Parents are welcome to visit classes and to make appointments with the ESL instructor to discuss academic performance and achievement. In addition, during Curriculum Night (September 17) parents can become aware of the academic expectations of teachers school-wide, they can get acquainted with teachers and materials used in the classroom as well as online resources that teachers find useful as ancillary learning materials. During Performing Arts Night (June 5, 2014), guardians are invited to see how the Arts are used to engage, to instruct and to help the whole child develop, especially ELLs and students with needs. Aside from parent conferences, there are parent outreach meetings to acquaint parents with the high school application process and graduation (January 9 and March 13). All of these engagement activities provide parents with diverse opportunities to get better acquainted with the MSK 113 school environment as a learning community and see to how the needs of their ELL children are met. In addition, we have two bilingual paraprofessionals to assist students and families.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

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.
TOTAL	_____	_____