

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: EDWARD M. FUNK
DBN (i.e. 01M001): 29Q033
Principal: ERICH WAGNER
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Superintendent: LENON MURRAY
Network Leader: DANIEL PURUS

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
Vincent Gatto	*Principal or Designee	
Kristian Lisowski	*UFT Chapter Leader or Designee	
Jasmine Hamid	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Crispen Thielen	Member/ Teacher	
Laureen Aiello	Member/ Teacher	
Sandy Ray	Member/ Teacher	
Grace Tolentino	Member/ Parent	
Emmanuel Rojas	Member/ Parent	
Jacqueline Martinez	Member/ Parent	
Rafael Santiago	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- 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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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, the number of tested students on grades 4 & 5 will demonstrate progress towards common core state standards as measured by a 3% increase in those scoring at levels 3 & 4 on the NYS ELA assessment.

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.

Performance on the 13-14 NYS ELA exam indicated 28% of the students tested achieved a level of either 3 or 4. After reviewing the scale scores for all students tested, our inquiry teams determined a large percentage of children were close to the cut-off needed to obtain the next level. Further examination from the Treasures Literacy benchmark assessments and the NYC Assessments we will identify specific strands most in need of improvement.

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. Teachers will create attainable but rigorous goals aligned with the CCLS.
2. Teachers will meet in grade-level and cross-grade teams to review student data gathered from Treasures benchmark assessments, NYC Assessment, NYS Assessment

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

1. Classroom teachers, Academic intervention teachers, Special Education Teachers
2. Classroom teachers, Academic intervention teachers, Special Education Teachers

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

1. Levels in student performance from the interim benchmark assessments used by the teachers to measure the effectiveness of the activity/strategy, and whether differentiated instruction is needed.
2. Lowest third

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

1. September 2014 – May 2015
2. September 2014 – May 2015

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

1. Treasures Reading program, Common Core Library
2. Inquiry team meetings, NYC Performance Assessment,
3. After school program

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).

- Workshops, meetings and orientation sessions are held throughout the school year. The purpose is to involve parents and help in their development of skills for the English language arts curriculum and testing. Meetings will be scheduled in the morning, afternoon, evening, and weekends to permit the largest group possible to attend. The school will host a curriculum night and our PC has a parent resource library with instructional materials and guides. The Parent Coordinator, inquiry team members, and teachers will attend scheduled PTA meetings to share information with parents.

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

NYSTL, Core Curriculum

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, the number of English Language Learners in grades K-5 achieving the Proficiency level on the NYSESLAT will increase by 3%.

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 our data, it was determined that although the number of students who either made progress or achieved a proficient level has increased greatly, the number of students who made progress but were not proficient needs to increase.

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. ESL teachers will prepare students for the NYSESLAT by providing small group instruction both during the school day and in extended Title III program.
2. The ELL department will provide Professional Development workshops focusing on the format of the NYSESLAT

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

1. ESL Teachers, Teachers certified in teaching ESL
2. ESL Teacher, Classroom Teachers, Administration

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

1. Writing assignments will be generated which are aligned to the writing component of the NYSESLAT along with the CCLS. These assignments will be incorporated into the writing units of study and used during after school instruction
2. Strategies to target the different sections of the NYSESLAT and implications for instruction.

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

1. September 2014 – May 2015
2. September 2014 – May 2015

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

1. After School Program
2. Inquiry team meetings, common planning periods, faculty conferences

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).

Workshops, meetings and orientation sessions are held throughout the school year. The purpose is to involve parents and help in their development of skills for the English Language Learners community. Meetings will be scheduled in the morning, afternoon, evening, and weekends to permit the largest group possible to attend. Involvement will include guided reading strategies as well as computer skills The school will host a curriculum night and our PC has a parent resource library with instructional materials and guides

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

Core Curriculum

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.
 Implement professional development for 100% of teachers on the Danielson's measures of teacher practice as measured by professional development attendance sheets in order to maintain 95% of the teachers attaining levels of effective or highly effective.

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.
 Surveys conducted from the teachers identified further professional development in domains 2 and 3 from the Danielson's rubric were needed.

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. Administration will conduct trainings of teachers on Danielson, offering recommendations and feedback that will increase teacher effectiveness in the classroom

B. Key personnel and other resources used to implement each strategy/activity
 1. Principal, Assistant Principals, Network Specialists

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. After informal assessments, the administration will confer to discuss the efficiency in which the teachers are implementing the Danielson rubric.

D. Timeline for implementation and completion including start and end dates
 1. September 2014 – June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Video resources from NYSED, samples of student work, Monday professional development, Inquiry team and grade meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Parents of the School Leadership Team will turn-key information to the school community during parent workshops and PTA meetings

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.
 Citywide Instructional Expectations

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Teachers develop core reading skills in phonemic awareness, phonics, fluency, vocabulary and comprehension.	This service is provided by an AIS person (reading specialist) 1:8 Small group One-to-one	During the school day for 45 minute periods. Afterschool Program Reading Partners
Mathematics	Teachers develop core math skills in numeration, geometry, measurement and algebra	Small group	During the school day Afterschool Program
Science	The students acquire problem-solving and critical thinking skills as well and participate in many hands-on experiences.	Small group	During the school day
Social Studies	Social Studies teachers teach students in-depth, inquiry-based units in social studies.	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School counselors will provide guidance and crisis Counseling services School psychologists will offer clinical services, agency referrals, and educational, social and personal services School social worker will keep in contact with parents regarding in-house and outside resources for social and emotional issues	One-to-one Small group	They will offer clinical services, social and personal services during the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
By June 2015, all administrators will have completed and reflected on their short, frequent cycles of classroom observations and resulting written feedback coupled with student progress measures, inform plans for professional development and teacher assignments going forward.

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).
We will continue to initiate and expand the domains of Danielson's Framework for Teaching. Professional development is also provided by the network, Veteran teachers are assigned as mentors for new and untenured teachers

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
\$ 750 has been set aside for STH

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.).
Meetings are held every Spring to acclimate incoming Pre-school children to Kindergarten. Specific curriculum to prepare children for the fall semester is supplied to all in-coming students.

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.
Consultation Committee Meetings with the Principal, Faculty Conferences, Grade Conferences, Teacher Surveys

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)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 codes¹. 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 consolidated². **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 <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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	\$416,025.72	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	\$176,699.00	X	See action plan
Title III, Part A	Federal	\$12,708.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,980,697.00	X	See action plan



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: Edward M Funk	DBN: 29Q033
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 0
of content area teachers: 0

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: P.S. 33's Title III program provides English Language Learning with supplemental instruction in an After-School program. The instructional program will service 30-45 ELLs in grades 1-5 who scored at beginning, intermediate and advanced levels on the NYSESLAT. Our rationale for this program is so that the students will receive additional instruction and strategies to excel

The After-School program specifically addresses instruction in English to improve literacy and math performance. It will meet for a total of 1.5 hours, 2 times a week. This program will begin December 3, 2014 and conclude in April 2015. This program will service approximately 10-15 students in four classes with four fully certified teachers and one supervisor. One certified bilingual education teacher will rotate between all classes for direct instruction. Instruction will be provided in English to help students meet the standards in ELA and Mathematics. Instruction will focus on literacy using ESL strategies and methodologies to help students achieve higher scores on the NYSESLAT and State Assessments.

Teachers will use ongoing assessment through small group instruction to gauge the student progress. Supplementary materials will be provided to augment a variety of instruction. Among those are Reading Keys, Connecting Vocabulary and Getting Ready for the NYSESLAT. General instructional supplies such as notebooks, folders, pencils, chart tablets will be purchased to support the after-school program.

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: P.S. 33's Title III professional development program will focus on providing staff with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the NYS performance and learning standards in ELA and Math and to achieve higher scores on all state assessments. Three fully certified ELL teachers will facilitate four professional development sessions at 2.5 hours each. This rigorous professional development activity will enable the participating teachers to infuse ELL methodologies in the delivery of instruction to develop the academic language and vocabulary necessary for the ELLs to succeed. Once a month for four months, the activity will focus on planning lesson plans that will differentiate instruction for the ELLs in the program.

Part D: Parental Engagement Activities

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

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

Begin description here: P.S.33's Title III program will provide ELL parents/guardians with the opportunity to attend workshops, so that they can better assist in the education and learning of their children at home. Three one-hour sessions (Decemeber, Feburary, April) will be held on various topics (time and dates to be announced) to accommodate different schedules. Parent workshops will be facilitated by a fully certified ESL teacher and the Parent Coordinator during school hours. General supplies such as folders, photocopy paper, notepads, overhead transparencies, pencils and books for home use will be purchased to support the parent workshops. Food and refreshments will be offered. These activities will be conducted during the day and are at no cost to Title III funds.

Three workshops will address the following:

1. One one-hour session in which parents will become familiar with NYS ELL standards and NYSESLAT assessment. They will receive an individual profile of NYSESLAT scores and information regarding class reorganization.
2. One one-hour session in which parents will become familiar with the NYSESLAT assessment. The parents attending will receive a packet of materials to help prepare their children at home.
3. One one-hour session in which parents will become familiar with the MOSL assessments and content area state tests. They will receive materials to supplement home support

Part E: Budget

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

Allocation Amount: \$12708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	7628.00 1270.00	4 Teacher salaries 3 Certified ELL teachers giving PD
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	2540.00	General supplies for after school

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

Allocation Amount: \$12708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	1270.00	program. Reading Keys researched-based program for ELL instruction Parental Involvement (Part D)
Educational Software (Object Code 199)	NA	NA
Travel	NA	NA
Other	NA	NA
TOTAL	12708.00	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 033
School Name Edward M. Funk		

B. Language Allocation Policy Team Composition [i](#) 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 Erich Wagner	Assistant Principal Vincent Gatto
Coach Erich Wagner	Coach N/A
ESL Teacher Francisca Powers	Guidance Counselor Bramanand Rambarakh
Teacher/Subject Area Hannah Shapiro/ESL	Parent Jasmine Hamid
Teacher/Subject Area Melissa Naab/ESL	Parent Coordinator Jessica Maldnado
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) type here	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1045	Total number of ELLs	96	ELLs as share of total student population (%)	9.19%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	89	ELL Students with Disabilities	0
SIFE	5	ELLs receiving service 4-6 years	11	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	85	5	0	11	5	0				96

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	85	5	0	11	5	0	0	0	0	96
Number of ELLs who have an alternate placement paraprofessional: _____										

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
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	5	6	10	3	2	4								30
Chinese				1										1
Russian														0
Bengali	2	2	1	2	2	2								11
Urdu	4	4		1	2	1								12
Arabic														0
Haitian	1		1											2
French														0
Korean														0
Punjabi	8	11	6	2	3	1								31
Polish														0
Albanian														0
Other	3	3	1	3										10
TOTAL	23	26	19	12	9	8	0	97						

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)	5	6	3	3	2	4								23
Intermediate(I)	5	7	11	4	2	1								30
Advanced (A)	13	12	5	5	5	3								43
Total	23	25	19	12	9	8	0	96						

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	8	9	3	0	20
4	7	0	0	0	7
5	7	1	1	0	9
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		12		3		1		26
4	7		1						8
5	8		3						11
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	4		3		1				7
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
At P.S. 33 the ELL students are fully integrated within the school population. In the lower grades, the WRAP program, and MOSL(measure of student learning) are used as assessment tools. The upper grades utilize TCRWP for assessment. Based on these results, the classroom teachers articulating with the ELL teachers create diversified instruction in the classroom. The data from these

early assessments mirror the results of the Lab R and NYSESLAT.:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns reveal that ELL students progress at a faster pace in the listening and speaking modalities. This can be seen across all grades. The data patterns though, in the reading and writing modalities indicate that this is the weakest area to achieve in language acquisition. These modalities are acquired at a slower rate across all grades.
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 [AMAQ tool](#))
N/A:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) Results for ELL students in grades 3, 4, 5 – 2012-2013

Grade 3 ELA	Level 1- 8 students	MATH	Level 1-10 students
	Level 2- 9 students		Level 2-12 students
	Level 3- 3 students		Level 3- 3 students
	Level 4- 0 students		Level 4- 1 student
Grade 4 ELA	Level 1 – 7 students	MATH	Level 1-7 students
	Level 2- 8 students		Level 2-1 student
Grade 5 ELA	Level 1- 7 students	MATH	Level 1-8 students
	Level 2- 1 student		Level 2-3 students

After analyzing the data, it is clear that students must be moved from level 1 to level 2. This can be achieved by continuing the alignment between the classroom work and the work done in the ELL classes. ELL teachers articulate weekly with the classroom teachers during Inquiry meetings. After further analysis, more emphasis must be placed on reading and writing strategies, which will be beneficial for the NYSESLAT exam as well as the ELA.

b) The ELL Periodic Assessments afford the school leadership and teachers new data to be used for future instruction. The data when analyzed helps to create diversified instruction, targeting the students' weakest areas.

c) In analyzing the data from the Periodic Assessments, the school finds positive as well as negative results. This will enable the school to make adjustments in the reading and math programs.

A newcomer to the NYC school system in grades 3, 4, and 5 is entitled to choose the native language or English in Math and Science State exams

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](#).)

The school uses data to guide instruction for ELLs within the Response to Intervention Framework in the following ways:

- a) AIS- 371/2 minutes in the morning
 - b) ELL Saturday Program
 - c) Reading Partners
6. How do you make sure that a child's second language development is considered in instructional decisions?
At P.S. 33 a child's second language development is considered in instructional decisions. Our reading program, Treasures, has the ELL component. Classroom teachers articulate with the ELL teachers regarding how to best utilize this component. Every classroom is equipped with native language- English dictionaries, computer programs appropriate for the students, leveled libraries in every grade. Leap Pad readers are kept in the classroom for new arrivals. Children's second language development is taken very seriously in instructional decisions at P.S.33.
 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?

Paste response to questions here:

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

Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents enroll their children at P.S. 33, as new admits to the NYC school system, during the academic school year within 10 days, pupil personnel secretaries alert appropriate pedagogical staff members so that an informal oral interview in English may be conducted, and to ensure that the Home Language Identification Survey is completed appropriately. Bilingual staff members are called upon as necessary to conduct an interview with parents in their native language. If a speaker of the home language is not available, a call is placed to the NYCDOE Translation Unit to conduct an oral interview by telephone. Based on the findings of the oral interview(s), and the completion of the Home Language Identification Survey, ESL teaching personnel administer the LAB-R or Spanish LAB when necessary. At the beginning of the academic school year, ESL teachers run appropriate ATS reports (RLAT, RLER, RNMR, etc.) in order to discover the results of the previous year's NYSESLAT. Once students are identified as entitled or non-entitled ELLs, appropriate next steps are taken to inform parents of their status. The running of ATS reports also alerts ESL teachers to the presence of ELLs new to our building who have transferred from other NYC schools. At PS 33, the pedagogues involved in the administration of HLIS, LABR, and the Spanish LAB are Mrs. F. Powers, Mrs. H. Shapiro, Mrs. M. Naab, who are bilingual Spanish teachers. When other languages are required, Mrs. S. Khanam works with the teachers and parents.
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.
Upon identification of new ELLs in the building based on LAB-R hand scores, ESL teachers send a language-specific communication from the EPIC toolkit home to parents (including the Parent Brochure), and invite them to come and view the multilingual DVD explaining program choices. Parents are invited and encouraged to come to the building as soon as ELLs are identified so that they may understand their choices via the EPIC multilingual DVD and/or face-to-face explanations from bilingual staff. Parents have 10 days to decide which program they favor. For the convenience of working parents, and for parents who enrolled their children during the summer months, a multilingual evening workshop is scheduled within the allotted identification time frame, and the DVD is viewed and discussed. Bilingual staff members are always on hand at the evening workshop so that questions and concerns may be addressed in the native language. Parents are then able to make fully-informed choices for their ELL child(ren). The ELL identification process includes two parts: The administration of the Home Language identification Survey to determine the child's home language, followed by the administration of the LAB-R. Students who score below proficiency on the LAB-R, become eligible for state mandated services for ELLs. All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the LAB-R must be administered the Spanish LAB-R once at the time of initial enrollment during the same testing period to determine language dominance. This process is done within ten days of enrollment. An entitlement letter is sent to eligible students based on the test results. A parental meeting is scheduled, which is run by the ELL teachers, Mrs. F. Powers, Mrs. H. Shapiro, and Mrs. M. Naab as well as Mrs. Khanam. A parent orientation video, in the parents native language is shown. The parents are made aware of three program choices available for ELL students: bilingual education, dual-language, and free-standing ELL programs. After a question and answer period, parents fill out the appropriate forms. Once the child's program has been determined, the ELL teacher sends the parent a placement letter indicating the program in which their child has been placed. Every outreach attempt is tracked and maintained at the school for parents unable to attend the day or evening meetings. Individual appointments are made by the ELL teachers throughout the year at the parents' convenience. PS 33 has been successful complying with these regulations.
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 [\[see tool kit\]](#).)

As soon as LAB-R hand scores are available, ESL teachers send language-specific entitlement letters and Parent Brochures from the EPIC toolkit home, inviting parents to come to school to view the multilingual DVD explaining program choices, and to make their selection via the Parent Survey and Program Selection form. ESL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 33, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of working parents, we hold day- and night-time workshops with bilingual staff on hand where parents can view the DVD and complete the survey. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD and completing the survey on behalf of their child(ren). If no response is forthcoming, a second round of these letters is sent home including a survey. Our third action is to attempt telephone contact with the parents to make sure they received our letters, and to stress the importance of returning the survey. We achieved a 100% response on Program Selection Forms for the school year 2013-2014, as we did in 2012-2013. All letters are kept with ELL student records.

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.
At P.S. 33, LAB-R hand scores and NYSESLAT proficiency levels are the criteria used to identify and place Limited English Proficient students in the school's English as a Second Language instructional program. Parent notification letters in the home language are distributed to all English language learners, whether newly identified, continuing or transitional. All correspondence from parents are kept with ELL student records. After a parental meeting, program selection and student program placement, ELL teachers go into ATS and update the ELPC screen. This is done within 20 days.
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.
Paste response to question here:
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 results of the Parent Choice paperwork indicate that most parents choose the ESL program offered at P.S. 33. Numbers of non-ESL choices within the top home languages vary from year to year, but have not approached a number appropriate or required for a Transitional Bilingual or Dual Language class.

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])?

At P.S. 33, ESL instruction is delivered via pull-out and push-in organizational models. Non-English speaking Beginners are pulled out in age/grade-appropriate groupings for the mandated 360 minutes per week of instruction. Advanced ELLs are pulled out in age/grade-appropriate groupings for the mandated 180 minutes per week of instruction. ESL and classroom teachers meet on a regular basis in order to align curriculum and instruction to maintain school-wide consistency of focus. The push-in model is implemented where possible in classrooms that are conducive to such with high concentrations of ELLs. We recognize that push-in has become the primary model within New York City, and we continue our efforts to implement the model into more of our classrooms. In fact, P.S. 33 has continued a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by the ESL teachers pushing in daily. This program is in its second year of implementation, and has resulted in an increase of ELLs scoring at proficiency on NYSESLAT and a decrease in referrals to Special Education (none in two years).

The basic program model at P.S. 33 tends to be homogeneous since we group our students according to grade and proficiency level. However, during push-in instruction, by nature, we deal with heterogeneous groups as the student population in any given classroom tends to be mixed.

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 instruction is delivered by certified ESL teachers in the pull-out and push-in models. Small groups of ELLs arranged homogeneously receive instruction in the four modalities based on the mandated number of instructional minutes required by CR Part 154. In fact, ESL instruction schedules are created solely based on the mandated number of instructional minutes in order to comply with Federal, State and Local requirements.

ESL instruction is delivered in our school's English as a Second Language program according to mandated instructional minutes for each proficiency level. ELA instruction is delivered by certified Elementary Education classroom teachers who schedule Reader's and Writer's Workshop periods daily. Mandated minutes of ELA instruction for ELLs are exceeded by classroom teachers on a weekly basis. Our program model does not include NLA instruction.

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.

ESL teachers access monthly grade-level curriculum mapping in order to align ESL instruction with general curriculum. ESL and classroom teachers confer on a regular basis to ensure alignment of content area instruction in order to maintain school-wide consistency of focus to support ELLs throughout the school. ESL methodologies, such as scaffolding, text deconstruction, and other strategies learned during professional development, are employed in order to promote and support learning in the content areas while enriching language development at the same time.

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

After ELL students are identified the PPT and SBST teams forward the request for proper language evaluations
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Teachers study the results of the students' NYSESLAT or when needed LABR scores to determine the students' strengths and weaknesses. Teachers then design language-driven lessons to address the students's needs. Periodically, Getting ready for the NYSESLAT and Beyond by Attanacio and Associates is utilized as an evaluation tool. This affords the teacher new data in the progression and needs in the four modalities of language acquisition. Based on this data, new data-driven lessons are designed to target the students' needs.
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).

Once a SIFE is identified, P.S. 33 protocol is to make available all existing support structures that might benefit the student such as Extended Day, Resource Room, Speech and/or Tutorial Periods. Especially for upper-grade SIFEs, ESL teachers share instructional techniques and resources with classroom teachers in order to support students at appropriate levels.

All ELLs receive mandated ESL instruction as per CR Part 154 regulations. Newcomers who arrive in grades 3-5 are encouraged to take advantage of P.S. 33's Title III Morning Program which provides additional support for our ELLs as they prepare to participate in NYS assessments (i.e. ELA, Math and Science). Some test-taking techniques and strategies are included in the overall instructional delivery of our program, however, since test-taking is not a generic part of language acquisition, our program does not focus unduly on it. At P.S. 33, a buddy system is in place in order to provide newly-arrived ELLs with more English-proficient fellow native speakers as buddies. This helps lower the affective filter for language acquisition. In addition, bilingual picture dictionaries and dual language glossaries are in place to help support new learning.

A very small number of P.S. 33's ELLs are receiving services beyond four years. Of these, half are students receiving Academic Intervention Services. Our plan for these students includes mandated Extended Day and Related Services as required by their individual academic needs and IEPs where applicable.

At P.S. 33 there are no students who have completed 6 years of ESL instruction. We continue to monitor our population and plan for their distinct needs as individual situations arise.

P.S. 33 students with special needs (e.g., cognitive and physical special needs, medically fragile students, etc.) who are identified as ELLs are included in the mainstream ESL program based on collaborative judgment between ESL teachers and our school's Health Coordinator. ESL strategies and instructional methods are utilized in order to maximize the educational benefit to these children based on their individual learning needs.

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?

Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books; and leveled readers.

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?

The ELL department and administration collaboratively determine a needs assessment for all ELL students to best be served in the least restricted environment. Staffing and budget are taken into consideration before any consensus is reached.

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

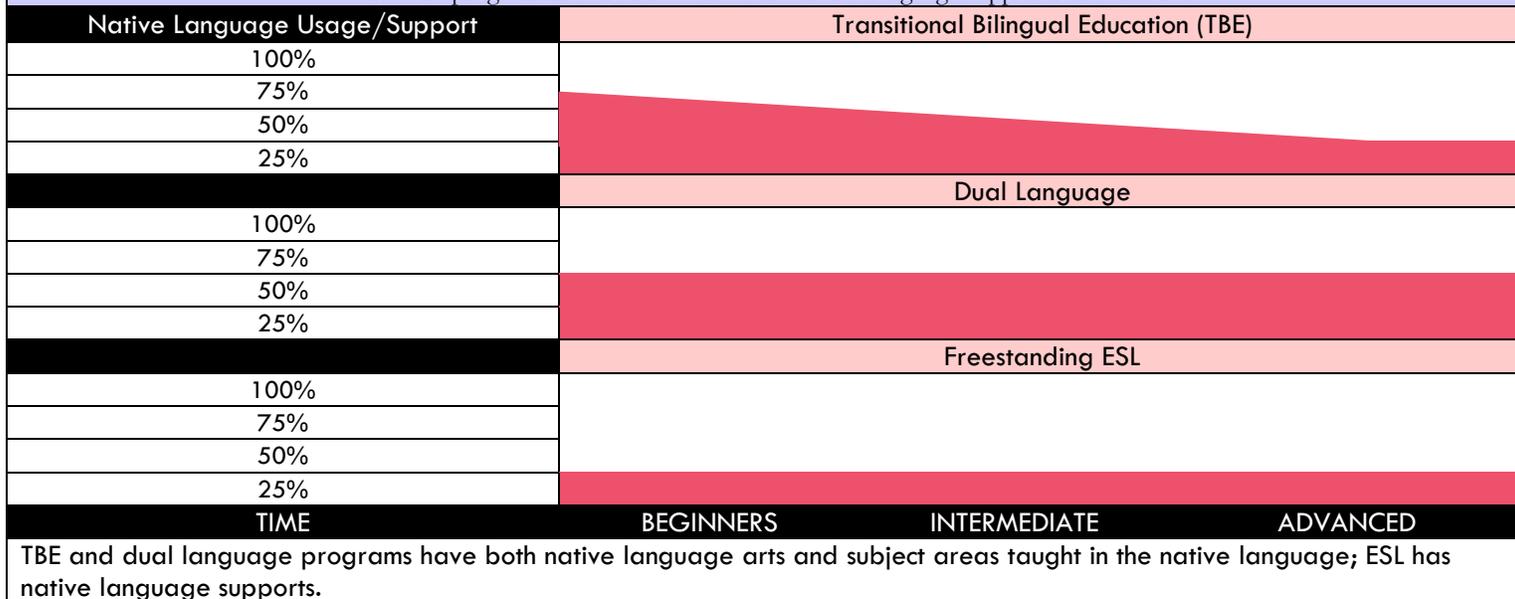
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
P.S. 33's Title III Saturday program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Saturday program where they work in small groups with ESL teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs. Identified students in greater need are given intervention from our reading teacher.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
P.S. 33 will conduct a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence
12. What programs/services for ELLs will be discontinued and why?
No programs/services have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At P.S. 33, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc. A Title III program will be offered to ELL students to participate on a pre-fixed amount of Saturdays for academic intervention.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Materials used to aid instruction of ELLs include picture realia; picture and photo cards; manipulatives; Reader's Theater; various trade books in English and native languages; and leveled readers. Imagine Learning software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as www.esl-kids.com, www.everythingESL.net, www.starfall.com, and other appropriate educational websites previewed by ESL teachers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required supports and resources correspond to students in the ELL program in regards to their appropriate age and grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Parents and students are encouraged to visit the school prior to the September school year. The building and program supervisor are available through the summer.
18. What language electives are offered to ELLs?
We do not offer language electives at this point.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

ESL teachers at P.S. 33 will attend professional development workshops provided by our CFN. During the 2013-2014 school year, ESL teachers will provide support and PD to staff members. ESL teachers meet informally with classroom teachers to discuss strategies to use with ELLs throughout the day. ESL teachers will plan, model, and co-teach lessons with teachers. Our ELL Network Support Specialist will continue to share strategies and support the teacher of this class. The language acquisition classroom teacher will attend workshops, when available, over the course of the year, September, 2013 - June 2014. The principal and the ESL teachers participated in a year-long study group supporting ELL instruction and language acquisition last year to support our school-wide commitment to supporting ELLs and the staff members providing services for them. This instructional support will continue for the 2013-2014 school year.

During faculty conferences, grade team conferences and Inquiry Team meetings, ESL teachers cover a variety of issues, such as identification of ELLs, the ESL program, compliance with Federal, State and Local requirements, and strategies and techniques that work with ELLs in the acquisition of English and the learning of content area material.

ESL teachers provide information to teachers who are creating articulation cards for graduating ELL students. Such information may include years of service, proficiency levels and personal teacher observations of the student. ESL teachers are also available to share information with middle school personnel who make inquiries about P.S. 33 graduates coming to their schools.

ELL training for classroom and cluster teachers is provided through faculty conferences presented by certified ESL teachers. This is in addition to any ELL training teachers have received as part of their teacher education or continuing education programs. The principal maintains all documents presented to staff.

At PS 33, ELL teachers conduct professional development training for the school staff on the first Thursday of each month during inquiry period at 8:00am. These PD's support classroom teachers in topics that include steps of language acquisition, explaining the modalities of the NYSESLAT, and scaffolding lessons necessary to increase movement in proficiency from one level to the next.

PD's conducted for the entire staff take place on Wednesdays at 8:00 am, during staff development. Topics include the components of Danielson's Framework, which are aligned to support teachers in delivering Commoncore instruction.

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?

The P.S. 33 school community enjoys a high level of parent involvement. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contributes their time and energy to many projects that benefit our school and school community. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. Some of the workshops held at P.S. 33 Open Doors ELL (parents & children workshops), Bullying Prevention, Organizing your Child, Movie Night, and Parent ESL classes for beginners and advanced learners. In particular, ELL parents participate in school activities because P.S. 33 does not let language act as a barrier to a full and representative community. Parent notices go home in the home language and bilingual staff are available throughout the day as well as at night-time workshops to assist ELL families. At P.S. 33, communication between school and all parents is full, open and ongoing. Our staff and parents keep in touch in many ways: appointments, conferences, email, telephone meetings, classroom newsletters and the monthly school bulletin Guidepost.

We partner with the public library and various local museums to create opportunities for student and family involvement in our P.S. 33 school community. We coordinate with these partnerships as to our specific concerns, especially dealing with language. Accommodations are made whenever possible.

We listen to our parents via the learning environment survey, conversations with staff, email correspondence, and through home language evaluation/reflection forms which parents are required to fill out at the end of each workshop. Based on workshop evaluation responses, our parent coordinator tailors future workshops to best suit our families' interests and needs. We also supply a translation service by phone so that non-English speaking parents can call with their requests, questions or concerns, and they receive responses within 24-48 hours. Parents may also leave phone messages in their native language for translation on a daily basis, if needed. Whenever a staff member is alerted to a situation wherein a family needs support, guidance or referrals, they alert other appropriate staff, and situations are addressed and resolved in a very timely manner.

Parents of the P.S. 33 school community want to be involved in their children's educational life. Due to the variety of parent involvement activities found at our school, parents' needs are well met, which is reflected in our school's Learning Environment survey. Of parents who responded, 92% were satisfied or very satisfied with their opportunities to be involved in their child's education, and 93% were satisfied or very satisfied with how well our school communicates with them. Based on this data, we conclude that our parental involvement activities address the needs of our parents. Surveys are conducted to assess various needs and concerns of our ELL population.

At PS 33 ELL parents are involved in many school activities throughout the school year. These activities include trips organized by the parent coordinator to help ELL parents become acculturated to a new country, by visiting historical and cultural sites. Workshops for ELL parents are held prior to ELA, Math and NYSESLAT exams to familiarize them with the New York State testing. At PS 33, a multicultural festival is held every Spring. The school is decorated with flags of different countries, and students' multicultural projects are displayed. Students dress in native costumes, present multicultural songs in a show, followed by a luncheon of native dishes prepared by ELL parents.

All communication, both written and oral with parents, are done in the language of choice. The parent coordinator makes arrangements with translation service and members of the PS 33 community to assist during registration, Parent/Teacher conferences, PTA meetings, and other school functions.

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: Edward M. Funk

School DBN: 29Q033

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erich Wagner	Principal		11/14/13
Vincent Gatto	Assistant Principal		11/14/13
Jessica Maldonado	Parent Coordinator		11/14/13
Francisca Powers	ESL Teacher		11/14/13
Jasmine Hamid	Parent		11/14/13
Hannah Shapiro	Teacher/Subject Area		11/14/13
Sandra Ray	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
Bramanand Rambarakh	Guidance Counselor		11/14/13
Joseph Blaize	Network Leader		11/14/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q033 School Name: Edward M. Funk

Cluster: CEI-PEA Network: 531

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.

Within the 30 days of a student's enrollment at P.S. 33, we will determine what the primary language is spoken by the parent and if such is not English, whether the parent requires assistance in order to communicate effectively with the school or Department of Education. The ATS Home Language Report is used to assist our school in determining the language and interpretation needs of our students and their parents. The emergency blue cards that are filled out by every parent in the school has an area in which parents can indicate what language they prefer to communicate in and receive school information.

In the lobby of our school are posted notifications in the languages that are indicated in the Home Language Report. These notifications provide parents with information that meet their translation and interpretation needs.

During Parent/Teacher conferences twice a year, notifications are sent out to parents in which they can request an oral interpreter to assist during their parent/teacher conferences.

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.

Based on the report of the ATS Home Language, emergency blue cards and parent request for language and interpretation services, the written translation and oral interpretation needs that were most indicated were Spanish, Bengali, Hindi, Punjabi and Urdu. P.S. 33 will continue to provide notifications and information in the languages needed via backpack with students, on the parent resource table in the school lobby, our school website and information will also be posted on designated areas of the school where there is a high parent volume.

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.

P.S. 33 will provide written translation services that will meet the language needs that are indicated in Part A. Notices, letters, flyers, consent forms that will need to be translated will be forwarded to the Department of Education's Translation and Interpretation Unit at least three weeks prior to distribution to parents by the Administrative staff. We will provide timely translation and distribution of critical communications into the covered languages as stipulated by the Department of Education, including, but not limited to, the following areas:

Registration and selection;
Standards and performance;
Conduct and discipline;
Safety and health;
Placement in any special education, English Language Learner or non-standard academic program; and
Transfers and discharges.

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request a translation or interpretation of such document will be made available.

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

P.S. 33 will provide the oral interpretation services that will meet the language needs that are identified in Part A. There are staff members, teachers and parent volunteers that are accessible when these services are needed during regular business hours. We also enlist the On-Site or Over-the Phone Interpretation services provided by the Translation and Interpretation Unit.

Prior to our Parent/Teacher Conferences held twice a year, our Parent Coordinator enlists and coordinates the services of Legal Interpreting Services to assist us in providing oral interpretation services for parents during their conferences

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>.

In accordance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, P.S. 33 provides the following:

Posted in the school lobby and in the main office are notifications in the language needs identified, informing parents of the availability of translation and interpretation services.

Each parent whose primary language is a covered language as stipulated by the Department of Education, and who requires language assistance services is provided with a copy of the Bill of Parent Rights and Responsibilities; which includes their rights regarding translation and interpretation services.

Our school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.