

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **26Q133**
School Name: **PS133Q**
Principal: **MARIANNE SHERIDAN**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre K-Grade 5 School Number (DBN): 26Q133

School Type: Elementary Grades Served: Prekindergarten-Grade 5

School Address: 248-05 86th Avenue Bellerose, NY 11426

Phone Number: 718-831-4016 Fax: 718-831-4020

School Contact Person: Marianne Sheridan Email Address: mshered@schools.nyc.gov

Principal: Marianne Sheridan

UFT Chapter Leader: Rhoda Ruchefsky

Parents' Association President: Oscar Gomez

SLT Chairperson: Misty Santo

Student Representative(s): N/A

District Information

District: 26 Superintendent: Danielle Giunta

Community School District 26

61-15 Oceania Street, Room 129

Superintendent's Office Address: Bayside, N.Y. 11364

Superintendent's Email Address: Dgiunta4@schools.nyc.gov

Phone Number: 718-631-6943 Fax: 718- 631- 6996

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis

Network Number: 205 Network Leader: Mary Jo Pisacano

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marianne Sheridan	*Principal or Designee	
Rhoda Ruchefsky	*UFT Chapter Leader or Designee	
Oscar Gomez	*PA/PTA President or Designated Co-President	
Roxanne Ugas	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Roseann Reinhardt	Member/ UFT	
Misty Santo	Member/ UFT	
John Trimble	Member/UFT	
Christina Bressingham	Member/ Parent	
Ronald DiMaria	Member/Parent	

Roy Menendez	Member/ Parent	
Jennifer Semar	Member/ Parent	
Pandora Stamatelatos	Member/Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school’s Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school’s AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an

overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 133 is located in the Bellerose area of Queens. Our school serves approximately 480 students in grades Prekindergarten through 5 and a special education department consisting of collaborative team teaching, self-contained classes and a Special Education Teacher Support Service program. (SETTS) In September 2014 the New York City Department of Education (NYCDOE) opened up a gifted and talented kindergarten class in our school .We look forward to the expansion of the program in years to come.

The mission/ vision of P.S. 133Queens is to foster a collaborative and nurturing environment that is Common Core Learning Standards (CCLS) based, sets high expectations and recognized the unique talents and abilities of each student. A partnership of educators, parents and students supporting one another will create a school community that maximizes student learning and fosters self – esteem. By adapting instructional techniques to various learning styles and needs, differentiating instruction and focusing on critical thinking and communication skills, we will inspire our students to become independent, literate thinkers and problem solvers who are prepared to become contributing members of society

Student achievement remains our ongoing focus. Our students continue to thrive in an atmosphere that provides a rigorous academic program that meets the needs of a diverse student population. We are proud of our accomplishments as a school community and we recognize that the continued growth of every student is the ultimate goal of our educational program. Towards this end, we work collaboratively to plan meaningful professional development, provide Alternative Intervention Services (AIS), enrichment opportunities and involve parents in the educational process.

Our school has earned an “A” on every Progress Report. The School Quality Snapshot for the 2013-2104 school year contained information concerning student progress, student achievement, the school environment and closing the achievement gap. Our school rated excellent for all students showing improvement on the state math test including the lowest performing students. Our lowest performing students rated good on student progress for English Language Arts (ELA) and the average for all students in student progress was rated excellent. Our poverty rate is 57%. We have a 98% pass rate for this school’s former 5th graders in their 6th grade courses in math, English, social studies and science. 97% of parents are satisfied with the education their child has received and 100% of teachers would recommend this school to parents. We are very proud of our school and how all members of the school community (Teachers, parents, staff, students and administrators) collaborate to support student achievement. The partnership between school and home is integral to maximizing student achievement. This is accomplished by maintaining open lines of communication and fostering parent involvement. PS 133 has a hard working and active Parent Teacher Association that is supportive of our

instructional initiatives and shares the school vision. They sponsor events to raise money to purchase materials for the classroom and to fund special programs. The School Leadership Team meets regularly and works collaboratively to discuss school programs and initiatives develop and review the Comprehensive Education Plan and share ideas expressed by their constituencies.

Our focus next year is to improve student achievement and growth in the area of ELA. (English Language Arts) We offer a rigorous curriculum that is inclusive, motivating, and aligned to the CCLS. Teachers are committed to the success and improvement of their classrooms and school. Parents are encouraged to develop partnerships with the teachers , to bring together the strengths of school and home, and support our students throughout the school day and beyond.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • School needs assessments is an ongoing process conducted at School Leadership Team meetings, grade level meetings, Pupil Personnel Committee(PPC) meetings, Response to Intervention (RTI) meetings, interdisciplinary and grade data team meetings, vertical data meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal formative and summative assessments. • The percentage of students achieving proficiency as measured on the 2014 New York State English Language Arts (ELA) Test was 52% as compared with 50.2% in 2013 and 77% in 2012. The 2013-2014 School Quality Snapshot indicates that in our school students with special needs scored fair in showing improvement on the state ELA test compared to other students who scored at the same level last year. • Teachers, data teams, school administration and the data specialist reviewed results from the 2014 ELA for testing grades for the last three years. The numbers of students who have shown proficiency in 2014 at levels 3 & 4 have improved by 2% compared to 2013 as measured by the New York State ELA test. We need to continue to expand teacher use of strategies that provides scaffolds and multiple entry points for all students especially English language learners and students with disabilities ,therefore, it is necessary to focus our attention on raising the proficiency achievement of our students

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> • By June 2015, 80 % of all students will demonstrate proficiency of at least one year’s growth in reading capacity as measured by TC leveling assessments 5 times a year in grades kindergarten through five ,the Measures of Student Learning assessments for Fall and Spring and the Pre-Kindergarten Work Sampling assessments

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing</i>

<p>to achieve the identified goal for this Capacity Framework element, including:</p> <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			<i>the activity/strategy?</i>
<p>CCLS Aligned Ready Gen program and Teachers College leveling system will be utilized to support the teaching and implementation of the Common Core Learning Standards in all grades Kg-5. Pre-Kindergarten classes will use the CCLS aligned program: Splash Down to Pre K</p>	<ul style="list-style-type: none"> • Teachers • Support Staff • Paraprofessionals 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Administrators • Teachers
<p>Teachers will incorporate components of the CCLS aligned <u>Ready Gen</u> program into their unit and lesson plans, in addition to using the Citywide Instructional Expectations, ELL Blueprint for Learners, Quality Indicators and Danielson Framework for</p>	<ul style="list-style-type: none"> • Teachers • Students 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Administrators • All Teachers • Paraprofessionals

<p>Teaching rubrics on selected components to plan coherent instruction that will support all learners.</p>			
<p>Teachers will design coherent instruction in all subjects including technology, science, art and P.E. that challenge students cognitively, and employ a range of strategies that are differentiated for individuals and instructional groups of students including high achievers, ELL's and SWD's.</p>	<ul style="list-style-type: none"> • Teachers • Students 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Administrators • Classroom Teachers • Support Teachers • Cluster Teachers • Paraprofessionals • ELL Teacher • SETSS Teacher
<p>Full day professional development in September, November and June in addition to at least 40 additional hours during PD time on Mondays and Tuesdays will be used to support pedagogy and develop content knowledge leading to improved instructional practices. PD Committee will meet throughout the year to assess teacher needs and plan collaborative professional development based on staff survey, Danielson data and city and state mandates that will support instructional practice.</p>	<ul style="list-style-type: none"> • Teachers • Paraprofessionals 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Administrators • Teachers • Network 2.05 • ELA Liaison • Math Liaison • ELL Teacher
<p>High Standards will be set in every classroom with a focus on engaging all students including ELL's, SWD and high achievers in ambitious intellectual activity and develop improved critical thinking skills that will support their reading, writing and</p>	<ul style="list-style-type: none"> • All Teachers • All paraprofessionals 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • All Classroom Teachers • All Cluster Teachers • AIS Teachers • ELL Teachers • SETSS Teacher • All paraprofessionals • Administrators

listening skills and improve proficiency by utilizing the Danielson Framework components for Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction as measured by regular observations and evaluations by supervisors.			
Wilson Foundations Program will be used as a supplement to the <u>Ready Gen</u> and <u>TC</u> programs to support the CCLS instruction for struggling learners	<ul style="list-style-type: none"> Kindergarten Students Students receiving SETSS Kindergarten Teachers 	<ul style="list-style-type: none"> September 2014-June 2015 	<ul style="list-style-type: none"> Kindergarten Teachers Paraprofessionals SETSS Teacher Administrators Members of the PPC Committee
AIS teachers in grades Kg-5 will be employed to support students who need Tier II intervention to improve reading skills.	<ul style="list-style-type: none"> Students in grades K-5 receiving AIS in ELA Teachers in Grades K-5 	<ul style="list-style-type: none"> September 2014-June 2015 	<ul style="list-style-type: none"> Classroom Teachers in grades K-5 Administrators PPC Committee
Meet at least bi monthly with PPC, special education and ELL liaisons to ensure that students with IEP's or special needs are provided with the supports and resources needed to succeed	<ul style="list-style-type: none"> Students Teachers Parents 	<ul style="list-style-type: none"> September 2014-June 2015 	<ul style="list-style-type: none"> PPC Committee members Classroom Teachers AIS Teachers
Teachers will communicate with parents during parent engagement time on Tuesdays, preps and during parent conferences and meetings to engage parents in their child's education and share best practices on how they can best support their child at home. Parents will be encouraged to review the School Quality Snapshot, School Environment Survey and the Quality Review which	<ul style="list-style-type: none"> Parents Caregivers Students Teachers 	<ul style="list-style-type: none"> September 2014- June 2015 	<ul style="list-style-type: none"> Teachers Paraprofessionals Parents Support Personnel Parent Coordinator Administrators

provides vital information about our school and shows student progress over time.			
Lead teachers, data specialist, ELL and special education liaisons will turnkey and provide professional development for teachers and paraprofessionals to provide additional curriculum and data support that will enhance student engagement. Teachers and administrators will demonstrate and build trust by collaboratively identifying areas of need and work	<ul style="list-style-type: none"> • Teachers • Support Personnel • Paraprofessionals • Students 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Administrators • ELL Liaison • Special education Liaison • Data Specialist • Teachers • Paraprofessionals • Network Support • Math Liaison Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The Danielson Framework, Citywide Instructional Expectations, Quality Indicators, ELL Blueprint for Learning, Shared Path to Success ,ADVANCE for teacher evaluation, CCLS aligned curriculum, Interactive white board technology, CCLS curriculum for ELA and math (Ready Gen and Go Math) Teachers College Leveled Reading Program, Wilson Kindergarten Phonics

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • Per session monies (T.L. Fair Student Funding) will be budgeted for translation services for paras before and after school • Funds will be allocated for teachers coverage and per session activities • OTPS monies (FSF) budgeted for classroom resources • NYSTL funds to purchase CCLS Aligned READY GEN program for grades K-5 • Pre-K funds to purchase CCLS aligned Splash Down to Pre-K" to support literacy readiness • Funds will be scheduled for CFN. 2.05 PD support in Literacy ,Math and Cluster Professional Development • Funds will be used to for substitutes for Math Liaison teachers to attend monthly PD workshops 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015 45% of all students will demonstrate proficiency of at least one year’s growth as measured by the TC leveling assessments given in September, November and January

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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|---|
| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |
| <ul style="list-style-type: none"> • A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. In order to achieve such an environment all stakeholders must feel supported and collaboratively work together to improve student outcomes and performance. After analyzing the data from our 2013-2014 School Survey in regards to school culture approximately 22 % of teachers and 30% of parents indicated there is room for improvement regarding communication between home and school. |

Part 2 – Annual Goal

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|---|
| <p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <ul style="list-style-type: none"> • For the 2014-2015 school year there will be a 5% increase for teachers and a 10% increase for parents who strongly agree that collaboration and communication between home and school is highly effective as measured by the 2014-2015 School Survey. |

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address 			

<p>the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>All members of Grade Inquiry Data Teams will meet to work collaboratively to analyze student data obtained from summative and formative assessments, portfolios, student work projects, and teacher notes to collaboratively address strategies that will address needs of all learners and provide instructional supports needed for improvement by analyzing current practice, plan RTI strategies and follow up to review the impact of the RTI. Parents will be kept apprised of the process through phone calls, meetings and/or written communication. Paras will be available to translate when necessary.</p>	<ul style="list-style-type: none"> • All Teachers • Students in Grades Pre K-Grade 5 • Paraprofessionals 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Teachers • Administrators, •
<p>PPC committee meets at least twice monthly with teachers to provide support and specific Tier 1 strategies that will enhance instruction and collaboratively design a plan to support student learning. Assigned staff from PPC Committee will be designated liaisons to communicate plan to teachers and parents and</p>	<ul style="list-style-type: none"> • All Teachers • Students in Grades Kg.-5 • Parents 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Teachers • Administrators, • PPC Committee members • Psychologist • School • Social Worker • Speech therapist • Guidance Counselor • ELL Teacher • AIS Teacher

<p>follow up within a designated time frame to readdress and analyze impact of RTI.</p>			
<p>Assemblies, school and family events will be organized throughout the year to build upon and strengthen our strong nurturing environment. The planning will be done collaboratively with the PTA Executive Board, SLT and staff to address student, family and school needs. They will include but not limited to cyber anti – bullying lessons, school spirit days, Banana Splits group, Respect for All events, classroom and culminating performances, Parent Teacher Association events, Family Fun Nights and workshops to help support their child’s learning and strengthen home school partnership</p>	<ul style="list-style-type: none"> • Students in Grades PreK-5 • Teachers • Parents/ Families • Paraprofessionals • PTA Members • PS 133 School Community 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Parent Coordinator • Teachers • Administrators, • Parents/ Families • PTA Executive Board
<p>Teachers, Parent Coordinator, Administrators and Support Personnel will provide information to parents (e.g. parent engagement time , meetings (before ,after school and during parent teacher conferences, phone calls, newsletters , bulletin boards, brochures, workshops so that families can learn more about their children’s education, progress and also have access to experts in the field of education through a variety of methods. Parents will also share information with teachers that will help support student learning and strengthen the home school partnership</p>	<ul style="list-style-type: none"> • Students • Parents • Care Givers 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Teachers • Parents/ Families • Administrators • Parent Coordinator

<p>In order to build an environment of trust and safety within our building students, staff and parents are provided with a number of resources e.g. (Internet Safety curriculum, Parent Survey, SLT, Safety Committee, Discipline Code, Respect for All Program, access to our guidance counselor, school psychologist, social worker, administrators, custodial staff and school safety agent) that support a safe and nurturing building environment and builds trust among all stakeholders.</p>	<ul style="list-style-type: none"> • Students • Paraprofessionals • Teachers • Parents • PS 133 School Community 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Parent Coordinator • Teachers • Staff • Parents • Administrators
<p>Congruence meetings will be scheduled twice a year to allow classroom teachers and support staff to meet and collaboratively plan to meet the social, emotional and academic needs of their students</p>	<ul style="list-style-type: none"> • Students receiving support services in AIS, SETSS and ELL 	<ul style="list-style-type: none"> • January and May 2014 	<ul style="list-style-type: none"> • Classroom Teacher • SETSS Teacher • ELL Teacher • AIS Teachers
<p>Two Alternative Intervention Service (AIS) teachers will be utilized in grades Kindergarten thru 5 to provide Tier II support to struggling students. In English Language Arts. Students will also be provided by appropriate services based on Least Restrictive Environment mandates for ELL (English Language Learners), SETSS, Speech Therapy, Occupational Therapy, and Physical Therapy. Integrated Classroom Teaching, 12:1:1 instruction and flexible scheduling will be used to provide LRE support to students when needed.</p>	<ul style="list-style-type: none"> • Teachers • Students in grades Kg.-5 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Teachers • Administrators, • AIS Teachers • Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher Teams, Network 2.05 support, AIS teachers, ELA and Math Liaisons, Data Specialists, Administrators professional development opportunities for teachers and paraprofessionals, schedules that allow for common preps per grade for collaborative professional learning and sharing. Assemblies and supportive programs such as Respect for All, Anti Bullying/ Internet safety, guidance counselor, parent coordinator, school psychologist., Alastair King performing arts residency, Guest speakers,...

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Per session monies (T.L. Fair Student Funding) will be budgeted for translation services for paras before and after school
- Funds will be allocated for teachers’ coverage and per session activities for congruence meetings between classroom teachers and SETSS, AIS and ELL teachers twice a year and professional development workshops.
- One full time AIS teachers for grades 2-5 and one .4 AIS teacher for grades Kg and Grade 1
- OTPS monies (FSF) budgeted for classroom resources
STH funds will be budgeted for clothing and supplies for students to support social, emotional and academic needs
- Full time school psychologist and .6 guidance counselor
- .4 School Social Worker
- Full Time Parent Coordinator

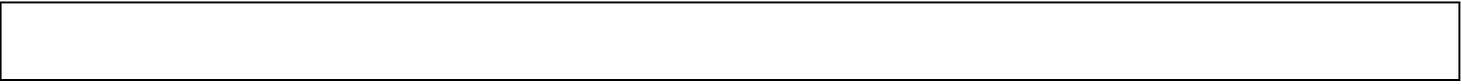
Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015, all teachers will have participated in a minimum of 20 hours of collaborative professional development workshops and activities as evidenced by the School PD calendar for Monday and Tuesdays.
- By February 2015, Public School 133Q will have sent P.S. 133Q Parent Survey to ask questions and receive feedback to specific questions regarding parent/ family needs and concerns regarding school and survey results will inform future decisions regarding workshops and parent engagement activities

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Public School 133Q has worked to strategically program teacher and student schedules to allow for open collaboration among teachers on grade level horizontal levels (common preps) and vertical levels on Inquiry and Data Teams. We also have implemented a school Professional Development Committee, and a Grade Leaders Team in addition to our Pupil Personnel Committee, Attendance, Safety, United Federation of Teachers (UFT), School Leadership Teams, Inquiry and Vertical Data Teams. The 2013-2014 NYC School Survey indicated that 30% of teachers indicated they would like more opportunities to work productively with colleagues and include professional development that is sustained and coherently focused.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June 2015, 100% of teachers will be involved in collaborative activities to ensure vertical and horizontal alignment and improve instruction throughout the school as measured by the 2014-2015 School Survey

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>The vast majority of teachers will participate in a professional, collaborative team including grade level Data Teams, Vertical Data Teams, Grade Leaders, UFT Consultation Committee, School Leadership Team , Professional Development Committee, Pupil Personnel Committee, RTI Committee, or Safety Committee to develop systems that will impact change and support improved student learning. Teachers will develop common goals and a shared vision of excellent learning</p>	<ul style="list-style-type: none"> • Teachers • Students 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • Teachers • Administrators • Data Specialist • ELL and S.E. Liaison • ELA and Math Lead Teachers • PPC/ RTI Committee members • Safety Committee Members • SLT members • Network 2.05 Instructional Coaches
<p>ELA math and special education liaisons will attend monthly meetings and turnkey information to teachers. Teachers will be scheduled to attend Network and City wide workshops and have opportunities to</p>	<ul style="list-style-type: none"> • Teachers • Paraprofessionals 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • ELA Liaison • Math Liaison • Special Education Liaison • Administrators

improve and enhance their own teaching and share with other teacher in a collaboratively, collegial environment.			
Congruence conferences will be scheduled by principal to allow for ELL, AIS, SETSS and Speech therapist to meet with classroom teachers and share best strategies, next steps and the impact of current program on student learning	<ul style="list-style-type: none"> • Teachers • Administrators 	<ul style="list-style-type: none"> • January 2015 and May 2015 	<ul style="list-style-type: none"> • Teachers • Service Providers • SETSS Teacher • AIS Teachers • ELL Teacher
Parent and Staff members of the SLT will be consulted on implementing best practices and by addressing the specific goals of the CEP including Rigorous Teaching, Supportive Environment	Members of the School Leadership team	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Administrators • SLT Parent members • SLT, UFT and DC37 members • Parent Coordinator
Collaborative Teachers, Effective Leadership And Strong Family and Community Ties. SLT minutes will be available for all families and staff to view and /or looking at the SLT Bulletin Board, School Web Site, attending P.T.A and UFT meetings or speaking to their elected representatives from the SLT	<ul style="list-style-type: none"> • Members of the PS 133Q School Community 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • SLT • Administrators • Parent Coordinator
Teachers will receive at least 40 hours of PD opportunities to collaboratively meet with colleagues and have professional learning take place that can be utilized to support improve teacher practice and student learning	<ul style="list-style-type: none"> • Teachers • Paraprofessionals • Students 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • Administrators • PD Committee members • TTeachers •
All staff will demonstrate trust by inviting others into their classrooms, feel	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • October 2014-June 2015 	All Teachers

<p>comfortable sharing their feelings and ideas during discussions and meetings. Visits will be scheduled to allow teachers to visit other professional learning environments and receive an opportunity to enhance their own teaching and collaboratively support other teachers.</p>			
<p>Based on the data of the needs and wants from the Fall Teacher Survey teachers will meet in learning groups to, share best practices and analyze the impact it has on teaching demonstrating trust in their colleagues and the administration that professional collaborations and discussions are authentic and focused on student improvement</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • September 2014-May 2015 	

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Flexible scheduling to allow collaborative teacher activities • OTPS monies to be budgeted for classroom resources • Sub hours must be budgeted for teacher coverage for congruence • Translation materials for parents and families

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy		Title I Basic		Title IIA	x	Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<ul style="list-style-type: none"> • Funds will be allocated for teacher coverage and per session activities. (ARRA RTT) • Data Specialist per session and coverage during especially busy times such as the implementation of STARS report cards and ELA and Math Testing • Coverage 4 times a week for UFT Chapter preps • Citywide Instructional Expectations monies to support teacher learning 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015 85% of teachers will be involved in collaborative activities with colleagues as measured by the mid-year PD Committee survey

Part 6b. Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

Yes

No

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-2014 school year a majority of the teachers received an overall score of “Highly Effective” on the Measures of Teacher Practice (MOTP). 80% of the teachers received effective on the state and local measures of the HEDI (Highly Effective, Effective, Developing, Ineffective) rating. In examining the Elementary School Quality Guide 52 % of students met state standards on the State English Test and Students with Disabilities (SWD) scored fair on student progress in English Language Arts(ELA) and excellent on student progress in math

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015 school leaders will use the Danielson Framework to conduct frequent formal and informal observations, provide effective feedback and support instructional practices as measured by 90% of teachers maintaining proficiency or improving at least one proficiency level in selected components reflected in the Advance MOTP 2015 tracking tool as compared to the 2014. Feedback and next steps will focus on improving student achievement and progress for all students supporting focused teaching pedagogy using the Danielson Framework for Teaching.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Principal meets with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and optional goals for the year. Teachers select Options 1, 2, 3 or 4. Principal reviews the MOSL and MOTP expectations, structures and use of Framework rubrics for assessing teacher practice.</p>	<ul style="list-style-type: none"> • Parents • Families • Students • Administrators • Teachers 	<ul style="list-style-type: none"> • September 2014- June 2014 	<ul style="list-style-type: none"> • Parents • Principal • Parent Coordinator • PTA • SLT • Teachers in Grades PreK-K-5 •
<p>Teachers will engage in at least 40 hours of professional development throughout the year based on the 2014-2015 Instructional Expectations, Quality Indicators, Framework for Teaching, and CCLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> •
<p>Professional Development Committee, Vertical Data and Grade Level data teams will meet regularly throughout the year to conduct surveys and assess learning needs. Professional development will be provided based on identified needs from formal and informal assessment and student learning needs including SWD, high achievers, and ELL's.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> •

Data Specialist and administration will analyze student achievement for all students including SWD and ELL's and assess learning trends for sub groups using the TC assessments 5 times a year, the benchmarks a the MOSL assessments and teacher classroom data . Monday PD, Data Teams and one to one feedback with teachers and administrator will address school and classroom trends and develop strategies with the PPC committee, the ELL and SETSS teachers that best support learning for ELL's and SWD's	•	• September 2014-May 2015	•
Effective feedback and support on observations is given for the most part within 24-72 hours . Teacher successes and achievements are celebrated and their expertise is valued through multiple distributive leadership roles such as Grade Leaders, Vertical Data Team, Grade Level Data Teams, Safety Committee, SLT ,and workshop leaders	<ul style="list-style-type: none"> • Administrators • Teachers 	• September 2014-June 215	<ul style="list-style-type: none"> • Principal • Data Specialist • Teachers in Grades K-5 • Vertical Data Team, Grade Level Data Teams and PD Committee members, • Network Support
Principal will work with parent coordinator to develop , distribute and analyze parent surveys to give insight and plan collaboratively with parents to develop family support programs, workshops, and school events that best meet the social and academic support of our families	<ul style="list-style-type: none"> • Families • Parents Care Givers 	• September 2014-June 2015	<ul style="list-style-type: none"> • Principal • Parent Coordinator
Schedule individual end of year conferences with all teachers to reflect on their teaching practice throughout the year, discuss evidence of teaching practice and	• Teachers	• May-June 2015	<ul style="list-style-type: none"> • Administrators • Teachers

student learning across the year focusing on growth in teaching practice, celebration of successes in the classroom and growing professionally and developing next steps for addressing differentiated PD that will further support excellent pedagogy for 2015-2016.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
X ADVANCE, Danielson Framework for Teaching, Certified Evaluator, Talent Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> OTPS monies will be budgeted for purchasing classroom resources to support learning and professional development for teachers OTPS monies will be budgeted to support teachers to attend professional development workshops for specific areas in need of improvement 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015 90% of teachers in grades K-5 will have been observed , evaluated and received effective feedback at least 2x’s and 50% of Pre-K teachers will have been observed or participated in alternative evaluation project				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Families play a critical role in helping their children to prepare for school and a lifetime of success. School leaders, parent coordinator, teachers, staff and the PTA must work together to improve parent engagement and participation in school activities by collaboratively looking at systems for improvement and our response as a school community. According to the 2013-2014 NYC School Survey 70% of parents responded that they have been invited to an event at our school (workshops, program performances, Conferences, meetings, school events) 5 or more times and 31 % respond that they have been invited 1-2 times or never. Since PS 133Q, in partnership with the PTA, holds over twenty events each year we must provide a better form of communication that ensures all families are informed about school events and become more active participant in the school community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parent participation in workshops, school, PTA events and community based organizations will increase by 10 %, as measured by sign in sheets; evidence of services delivered and parent survey results/data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Parent workshops, Book Clubs and orientation meetings are planned and presented by staff including parent coordinator early childhood specialist, ELL liaison, related support service providers and teachers to support parents in helping their child thus ensuring that teachers and parents think of each other as partners in education their children. Workshops and parent meetings are held on a regular basis to share strategies with parents to support their child at home including CCLS, ELA support, Helping Your Child with Homework, Understanding the IEP, and the NYS</p>	<ul style="list-style-type: none"> • Parents • Caregivers • Families 	<ul style="list-style-type: none"> • September 2014-May2015 	<ul style="list-style-type: none"> • Parent Coordinator • Parents • Administrators • Staff • Teachers • Early Childhood Pre K Social worker • Paraprofessionals • PTA • PTA Executive Board • SLT • Civic Association and Parks Dept. Representatives • Community and Civic Volunteers

assessment system.			
<p>When possible translators are available in Punjabi, Urdu, Hindi and Spanish. (school paraprofessionals)</p> <p>This will allow clearer communication between parents and teachers. Parent engagement time and parent teacher conferences are utilized to communicate with parents and share strategies and information that will improve student learning. NYC Translation Unit Services will also be utilized to support parent communication.</p>	<ul style="list-style-type: none"> • Parents/ Families • Students • Teachers • Students 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • Paraprofessionals that speak Punjabi, Urdu, Spanish • DOE Translation services • Teachers
<p>PTA and School will work closely together to introduce services and programs to parents which will enhance school- community ties. For example the partnership with Alastair King to align CCLS speaking and listening standards with the performing arts program is supported by the PTA and gives parents an opportunity to participate in a performance and network with other parents and staff. Parents and school also are partners in supporting City Harvest, Jump Rope for Heart, New York Cares, the 105th Precinct, Girl and Boy Scouts of America, the Glen Oaks Volunteer Ambulance , Participatory Budgeting Committee, NYC parks Dept. and Bellerose Civic Association</p>	<ul style="list-style-type: none"> • Parents/Families • PTA Executive Board 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • PTA Executive Board • Administrators • School Leadership Team members

<p>The school will reach out to parents of students with disabilities and English language learners with information and on how the school will support their child and how they can become actively involved in their child's education. Such activities include , but are not limited to ELL Orientation meetings, Workshops, Parent Surveys , Implementation Team Efforts and discussions to ensure families of SWD's receive appropriate and available services to support learning IEP meetings, IEP workshops for parents to better understand their child's IEP, Teacher outreach during parent engagement time that can utilize school paras who speak Urdu, Punjabi, Hindi or Spanish</p>	<ul style="list-style-type: none"> • Parents • Care Givers • Students 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Teachers • Staff • Parent Coordinator • Implementation Team Members • Administrators • SLT Parent Members • ELL Teacher • Paraprofessionals
<p>Improving communication with parents. Parent surveys will be sent out 3 times a year. Parents will be surveyed at set intervals throughout the year to determine parent needs and interests so that appropriate workshop activities and conferences can be developed to address the unique needs of our parents and families.</p>	<ul style="list-style-type: none"> • Parents • Caregivers • Students 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Parent Coordinator • PTA Executive Board • SLT Members • Administrators
<p>The Parent Coordinator will work with the principal, PTA executive board, parents and outside agencies to design strategies and workshops that increase parent involvement and parent</p>	<ul style="list-style-type: none"> • Parents • Caregivers • Families • Students 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • Parent Coordinator • Administrators • PTA • Safety Agent

engagement. Parent coordinator outreach to parents include individual emails,, email blasts, phone, school website, one to one meetings, small groups, monthly newsletters, attendance follow-up calls, workshops, addressing parent concerns and book study groups.			
The Parent Coordinator, School, SLT and PTA will work collaboratively together to plan activities throughout the year that increase parent involvement and engagement on a variety of levels including academic support. Socialization and parent discussion groups	<ul style="list-style-type: none"> • Parents • Caregivers • Families • Students • Teachers • Staff 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • Parent Coordinator • Administrators • PTA • Safety Agent
Parent and school staff trust that they are respected and supported in their respective roles as educators and parents and as a result deepens and strengthens the home school bond	<ul style="list-style-type: none"> • Parents • Caregivers • Students • Teachers • Staff Members 	<ul style="list-style-type: none"> • September 2014-June 2015 	<ul style="list-style-type: none"> • Parent Coordinator • Parents • Teachers • Staff • Paraprofessionals • Administrators • Safety Agent
Teachers will be proactive about communication with parents to support learning and strengthen home school connection using the parent engagement time on Tuesdays for such activities as to meet with parents, phone home, write newsletters or update class site on the school website. Parent teacher conferences will be held 4 times a year	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • September 2014-May 2015 	<ul style="list-style-type: none"> • Teachers • Administrators
Staff builds strong external relationships between	<ul style="list-style-type: none"> • Parents • Teachers • Paraprofessionals 	<ul style="list-style-type: none"> • September 2014-May 	<ul style="list-style-type: none"> • Parents/ Families • Teachers • Staff

<p>families and staff and supports efforts to strengthen student community resources by participating in monthly PTA meetings, fundraisers, Family Bowling Day, and parent workshops, school events, PTA events and community activities such as the redesign of Bellerose Playground and the future building of the Bellerose Reading Garden next to PS 133.</p>	<ul style="list-style-type: none"> • Staff • Students 	<p>2015</p>	
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Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Parent Coordinator, F.A.C.E., District Parent Support Liaison, Active PTA Executive Board, SLT Team. Parents, Teachers, Staff, Parent Surveys</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
<p>X</p>	<p>Tax Levy</p>		<p>Title I Basic</p>		<p>Title IIA</p>		<p>Title III</p>		<p>Grants</p>
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>per session monies will be budgeted for staff workshops that meet parent needs and wants as assessed on Fall and Spring school parent survey</p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<p>By February 2015 parent participation in PTA meetings, workshops, school events and activities will have increased by 4% as measured against the October/ November data</p>				
<p>Part 6b. Complete in February 2015.</p>				
<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	<p>X</p>	<p>Yes</p>		<p>No</p>

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Students will be pre-assessed using the CCLS aligned math program <u>Go Math</u>. Formative and summative assessments and math discussions will also be utilized. Teachers will analyze data and plan to provide Tier I and Tier II interventions for students who are not progressing. Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered.</p> <p>Students in Grades 4 or 5 who received a level 1 or low level 2 on 2014 ELA state assessment</p>	<ul style="list-style-type: none"> • Strategies: • Close reading of short shared text • Repeated readings • Independent practice • Guided practice • Modeled instruction • Constructed response writing • Collaborative annotation 	<p>Method:</p> <ul style="list-style-type: none"> • Small group – pull out program • Approx. 80 students in grades K-5 are being served by two AIS teachers • Small Group • One to one • Tutoring 	<ul style="list-style-type: none"> • During the school day; two to three times a week per group in grades K-5
Mathematics	<p>Students in grade K-5 will be pre – assessed before each</p>	<p>Students in Grades K through 5 receive small group Math AIS services</p>	<ul style="list-style-type: none"> • Small Group • One-to-one Tier 1 	<ul style="list-style-type: none"> • During the day

	<p>CCLS aligned Go Math unit Teachers will analyze data and plan to provide Tier I and Tier II interventions for students who are not progressing. Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered.</p> <p>Students in Grades 4 or 5 who received a level 1 or low level 2 on 2014 math state assessment</p>	<p>provided during the school day, using Tier 1 strategies to support learning Teachers utilize best practices and resources from <u>Go Math</u> curriculum and Exemplars problems. Students in all grades work on problem solving using reasoning and proof as well as learning their math facts.</p>	<p>classroom intervention</p> <ul style="list-style-type: none"> Academic periods 	
Science	<p>Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered. Science lab teacher and classroom teacher collaborate on providing needed Tier 1 service if necessary. Students in Grades 5 who received a level 2 or level 1 on the State Science test will receive Tier 1 interventions in the classroom.</p>	<p>Science AIS service is provided by the science teacher and classroom teachers through the use of literacy and math practices in small groups with a focus on content and strategies. Some of the strategies utilized may be following step by step instructions, hands-on approach, observing and recording experiments</p>	<p>T</p> <ul style="list-style-type: none"> Small Group One-to-one tier 1 classroom intervention Academic periods 	<ul style="list-style-type: none"> During the day
Social Studies	<p>Formative and summative SS assessments are utilized to ascertain</p>	<p>We integrate Social Studies content with ELA nonfiction guided</p>	<ul style="list-style-type: none"> Small Group One-to-one tier one classroom intervention 	<ul style="list-style-type: none"> During the day

	need for AIS services in social studies.	practices	<ul style="list-style-type: none"> Academic periods 	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>School Psychologist:</p> <ul style="list-style-type: none"> One to one Small groups <p>Guidance counselor:</p> <p>One to three (socialization))</p> <p>Small Group of 8 students</p> <p>One to one</p> <p>Social Worker:</p> <ul style="list-style-type: none"> One to one group 	<p>School Psychologist:</p> <ul style="list-style-type: none"> One to one Small groups <p>Guidance counselor:</p> <ul style="list-style-type: none"> One to three (socialization) Small Group of 8 students One to one <p>Social Worker:</p> <ul style="list-style-type: none"> 1. One to one group 	<p>School Psychologist:</p> <ul style="list-style-type: none"> One to one 2. Small groups <p>Guidance counselor:</p> <ul style="list-style-type: none"> One to three (socialization) Small Group of 8 students One to one <p>Social Worker:</p> <ul style="list-style-type: none"> One to one group 	<ul style="list-style-type: none"> During the day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 (CEP) 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

P.S. 133Q, 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.



Department of English Language Learners and Student Support

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<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: <u>133Q</u>	DBN: <u>26Q133</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 1

of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: Public School 133 has a freestanding ESL program that follows the pull-out/push-in model of instruction. A full time certified ESL teacher provides instruction to a total of 32 students. Students identified as English Language Learners (ELL) receive services as part of their instructional day. Services are provided based on mandates for Beginner, Intermediate and Advanced level students. P.S. 133 implements the The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus continues to be on improving Literacy and Math. The ELL program utilizes the Teachers College Balanced Literacy workshop model. Differentiated curriculum and ELL instructional strategies are used in accordance with the Principles of Learning, the Common Core Learning Standards and the Learning Standards for English as a Second Language. ESL classes support academic development in content areas. Content area instruction is taught using scaffolding strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation and metacognition. To ensure that the LEP students meet the standards, P.S. 133 follows the New York State Department of Education's 12 Steps to Assist LEP/ELLs in meeting the CCLS in ELA and Math. Clear teaching goals in the ESL curriculum are aligned with the CCLS to boost reading, writing, listening and speaking skills of our students.

For the 2014-2015 school year, our Title III program will consist of a Saturday Academy program, ongoing professional development for staff and yearlong parental involvement initiatives. Identified students in grades 3-5 who have scored at the Beginner, Intermediate, or Advanced levels on the NYSESLAT, NYSITELL and/or have been in in the United States for less than two years will be eligible to participate in the Saturday Academy. Former ELLs who tested out for up to two years will also be invited to the Title III program activities. The program will consist of six Saturday sessions (February 28th, March 7th, March 14th, March 21st, March 28th, and April 18th) of 3 hours (9:00am to 12:00pm) of additional and targeted instruction. Students will be divided into subgroups determined by their level on the NYSITELL or NYSESLAT and their grade level. Instruction will be provided to support, supplement and enrich the core curriculum that is part of the regular school day. The proposed program will include instruction in ELA and Math content area subjects. Instruction will be provided by a certified ESL teacher and 4 other NYC licensed common branch teachers who will provide extra support in ELA and Math content areas subjects. Preference will be given to any teacher that possesses an ESL license or certification. The ESL teacher and the four common branch teachers will meet in study groups prior to class and co teach during the push in period. The ESL teacher will push in and co teach with each class for at least 45 minutes. Teachers will meet in study groups with the ESL teacher for 30 minutes weekly to review appropriate strategies and techniques that are proven successful for improving learning for ELL's, review articles, view ARIS videos and analyze data. There will be four classes divided by grade level and by students' proficiency level and ability. The ESL teacher will push in and co teach with each class for 45 minutes. Our school has a multi- ethnic population. The languages represented by the community include Spanish, Punjabi, Urdu, Hindi, Bengali, Gurjarati, Hungarian, Chinese and Burmese. Instruction will be in English.

Part B: Direct Instruction Supplemental Program Information

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

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

The Buckle Down to the Common Core Standards Series for ELA and Math will be utilized to help prepare and support ELLs and former ELLs for State Assessments. Supporting and scaffolding skills needed to succeed in ELA , Math and content areas will benefit ELLs and former ELLs while moving them toward meeting the Common Core Standards.

"Cornerstone" by Pearson Longman provides differentiated instruction for all language proficiency levels in content areas. This series also provides motivation and age appropriate instruction that includes readings, grammar, phonics, projects, hands -on activities, songs, and chants to actively involve students. The series also has an assessment component with both formal and informal assessment to assess the four modalities- listening, speaking, reading and writing.

Our intent is to purchase components of this program for grades 3-5. levels. The Title III funds for 2014-2015 will enable us to purchase materials as needed for selected grades. Additional materials will be ordered through alternate funding sources.

Classroom BrainPOP ESL uses lively and engaging content to teach English to speakers of other languages, at various proficiency levels. Lessons are built around animated movies that introduce new words and usage, supported by interactive and printable features that reinforce vocabulary, grammar, pronunciation, reading comprehension, and writing skills.

The goals of our Title III program are as follows:

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

Part C: Professional Development

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

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

Begin description here: Teachers who are providing instruction for the Saturday Academy will participate in Professional Development sessions with a certified ESL teacher to discuss instructional objectives for each student and outline the activities for each teaching session. This will involve a

Part C: Professional Development

thorough review and analysis of data and student work including writing samples, classroom assessments and item analysis of formal assessments, TCRWP Assessment Pro, Fountas and Pinnell Independent Reading Levels, Baseline MoSL for ELA, State Assessments in ELA, Math and Science, NYSITELL and NYSESLAT. Teachers will also evaluate and document student achievement and identify ongoing needs. Teachers will also participate in study groups reviewing articles and videos about supporting ELLs which will include, but are not limited to topics such as, The Rtl Guide for Teachers of ELLs, The Blueprint for English Language Learners Success, Mathematics Problem-Solving Strategies for ELLs in Elementary Grades, Text Complexity and English Language Learners - Building Vocabulary, etc. These Professional Development sessions will take place on Saturdays 8:30 - 9:00AM before each class begins. These Professional Development topics will also be incorporated into school staff PD sessions throughout the school year.

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

Parents' needs are discussed at monthly meetings including PTA and School Leadership Team. There will be at least 2 one-hour Parent Workshops for Parents given by the ESL teacher and a common branch teacher to review Common Core Standards in ELA and Math, understanding what is expected of their children on NYS Assessments, and what they can do to help their child. Additionally, Tuesday Parent Engagment time is set aside to meet with parents. Classroom teachers and the ESL teacher share suggestions regarding ways to support students and strengthen the home/ school connection. Workshops and parental involvement activities held throughout the year reflect the input of both parents and staff. Notices that are sent home are always stamped in a variety of languages notifying parents to get information translated. Parents are notified of Translation services supplied by the DOE. We often arrange when possible to have a para who speaks Punjabi, Urdu , Hindi or Spanish to be available for parent conferences or telephone calls during the year. Translation Interpretation Services are used for PT conferences in November and March. Parents are notified beforehand and have the opportunity to request a translator. Parent workshops given by staff will have paras available for translation when possible. Communication to parents includes school notices, monthly newsletters and a comprehensive school website.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$7046.53	Per session for Saturday Academy program: Teacher/ Supervisor cost per session is \$51.51/\$52.84 Saturday Academy Program: (February 28 - March 28, April 18) 5 teachers (3 hours a week) 90 hours x \$51.51 = \$4635.90 1 supervisor (4 hours a week) 24 x \$52.84 = \$1,268.16 PD Saturday Sessions: (February 28 - March 28, April 18) 5 teachers (.5 hours a week) 15 hours x \$51.51 = \$772.65 Parent Engagement Workshops: Paraprofessional used for translating services at Parent Engagement Workshops 1 para (2 hours) x \$29.05 = \$58.10 2 teachers (2 hours) 4 hours x \$51.51 = \$206.04 1 supervisor (2 hours) 2 hours x \$52.84= \$105.68
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 	_____	_____

development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>\$2240.00</u>	Materials for content area instruction, test sophistication and bilingual dictionaries, Buckle Down to the Common Core Series for ELA and Math, Cornerstone English Program, Language Proficiency and Vocabulary Kits
Educational Software (Object Code 199)	<u>\$510.00</u>	Appropriate software to be used to supplement curriculum using specific strategies that will support ELL students. Subscription to BrainPop ESL, BrainPop Jr. (K-3), and BrainPop for classroom use with Interavtive Board.
Travel	_____	_____
Other	<u>\$250.00</u>	<u>Refreshments served at Parent Engagment Meetings</u>
TOTAL	\$10,046.53	_____

**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 26	Borough Queens	School Number 133
School Name N/A		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	409	Total number of ELLs	38	ELLs as share of total student population (%)	9.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									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	35		1	3		1				38

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	35	0	1	3	0	1	0	0	0	38
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2				1								4
Intermediate(I)	1	3	3	1	2	2								12
Advanced (A)	9	9	1	3										22
Total	11	14	4	4	2	3	0	38						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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.
 P.S. 133 uses the TCRWP as the early literacy assessment tool to assess the early literacy skills of our ELLs. This comprehensive assessment provides data related to a variety of skills including: Letter Identification Assessment; Word Identification Assessment; Concepts About Print Assessment; Spelling Assessment; and a Text Reading Assessment which determines a student's Independent

Reading Level. This data will help teachers differentiate their instruction, form reading groups and target skills needed to improve the early literacy skills of their ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There are a few patterns found across proficiency levels. The pattern for the Kindergarten LAB-R results shows that most Kindergarteners scored at the Advanced level. It shows that most students entering Kindergarten have some English knowledge but need to expand on it to reach proficiency. Two students in Kindergarten however, were very limited in their English language abilities and scored at the Beginner and Intermediate levels. For grades 1-5 the pattern shows that most students who have been in the ESL Program for 2 or 3 years scored at the Advanced level on the NYSESLAT. Students who scored at the Beginner and Intermediate levels are students who are either Newcomers or students that have left the country for a significant amount of time and returned again.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOC tool](#))

After examining students' results in the four modalities (listening, speaking, reading and writing) of the 2013 NYSESLAT, a pattern was shown. Most students in Grades K through 2 scored the lowest on the Speaking and Reading subtests. Most students in Grades 3 through 5 scored the lowest on the Reading and Writing subtests. This suggests that Speaking and Reading tend to be an area of need in the early grades K through 2 and that Reading and Writing tend to be an area of need in the upper grades 3 through 5. To improve the level of proficiency in speaking, students will engage in collaborative activities, in a variety of groupings to discuss, share, reflect, express opinions, and share information and ideas. Students will be encouraged to convey information through the spoken language using the conventions of English appropriate to audience. Students will take turns speaking and listening attentively to each other. To support the students in the areas of reading and writing students will be encouraged to use reading strategies such as reviewing, skimming, visualizing, and predicting to improve comprehension. Graphic organizers, charts, examples of different forms of writing, and incorporating writing across the curriculum will help build up students' writing skills.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction for ELLs in English language development is provided at the Tier 1 instructional level. This includes five interrelated instructional principles for teachers that have been shown to be effective for ELLs, such as, teachers and students producing together, developing language and literacy across the curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the success of our programs for ELLs, PS 133 uses a variety of measures. Scores on the NYSESLAT, as well as any informal tests that ELLs take will be used to measure students' progress. Progress monitoring for any RtI interventions will be used to make decisions about student goals, instruction and services. PS 133 will also use the AMAO tool to help measure students' progress, guide instruction and evaluate the ESL Program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Newly enrolled students are administered the Home Language Identification Survey (HLIS) to determine Language Battery Assessment-Revised (LAB-R) eligibility. A pedagogue, such as the ESL teacher assists parents in filling out the HLIS and conducts an informal interview. Whenever needed a member of our multilingual staff will assist in translating any questions on the HLIS. New students are then screened by the ESL teacher based on how they answer the HLIS (answering a language other than English to at least one question from Questions 1-4 and at least two questions from Questions 5-8.) The LAB-R is administered by the ESL teacher to incoming students who are identified as eligible within the first ten school days that they are admitted. Students who are tested or eligible for services are given the proper entitlement letters to notify parents. Whenever possible, entitlement letters are also sent in the student's native language. Spanish speaking students who are tested using the LAB-R and qualify for ELL services are then administered the Spanish LAB. Original copies of the HLIS are filed in each student's Cumulative Folder and a copy is filed in the Main Office.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of eligible ELLs are invited to a Parent Orientation to help them understand all three program choices: Transitional Bilingual, Dual Language, Freestanding ESL, and make an informed choice on the Parent Survey and Program Selection Form. The Orientation Video is shown in English and any other available languages that parents request to see. To meet the needs of the ELL parents in their native language, a multilingual translator assists the ESL teacher, Mrs. G. Ortellado at Parent Orientations. The translator, (one of our school's paras, who speaks a few of the Indian languages) helps parents understand the information being presented to them, translate any questions or answers that arise and help parents make informed choices on the Parent Program Selection Form. Parent Orientations for newly enrolled ELLs are tentatively scheduled for Friday, September 20, 2013 and Tuesday, September 24, 2013. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing

Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. The dates for any other Parent Orientations that are arranged will be kept by the ESL Teacher. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. Mrs. Ortellado, the ESL Teacher contacts parents of newly enrolled ELLs to schedule Parent Orientation meetings throughout the year. Parents of ELLs are provided with any translated notices and brochures provided by the NYCDOE website.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL teacher keeps a detailed Entitlement Letters Checklist stating which letters were sent to each child, which translated languages of the letter were sent, the date they were sent, and which letters were signed and returned. A copy of each Entitlement Letter they receive will be kept in each student's folder. The original Parent Survey and Program Selection Forms are filed in each student's Cumulative Folder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. Parents receive the Placement Entitlement Form (Appendix F.) At P.S. 133 parents receive a letter stating that their child has been placed in a Freestanding ESL Program. The Freestanding ESL Program honors 94% of the parents choice. Most all parents prefer the Freestanding ESL Program. Students who score at the Beginner, Intermediate, and Advanced levels on the LAB-R are identified as ELLs. Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week.

Students are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). Once again, Beginner or Intermediate level students receive 360 minutes of ESL services per week and Advanced level students receive 180 minutes of ESL services per week.

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

The ESL teacher keeps a detailed checklist listing the names of all the students taking the NYSESLAT. The date that each child receives each subtest is recorded. The ESL teacher can easily see if any student has missed a subtest on this checklist.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- In the past few years 95% or more of parents have chosen the ESL Program as their first choice on the Parent Survey and Program Selection Form. The pull-out and push-in ESL Program at P.S. 133 is aligned with what the parents have been requesting. Parents are informed about ELL instruction, policies and student progress throughout the year. This is achieved through ELL parent orientations, ELL parent workshops, parent\teacher conferences and PTA meetings. To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for Adult ESL classes for parents and family to improve their English skills. The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish students that are identified as ELLs are tested in their native language. They are administered the Spanish LAB-R, if they didn't reach a proficiency level on the English LAB-R, to measure their fluency in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELL students have taken the LAB-R upon entering the program and will take the NYSESLAT. These state assessments test the four modalities; Listening, Speaking, Reading and Writing. Students receiving ESL services take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language needs for the following school year. Throughout the year ELLs are appropriately evaluated in all four modalities by teacher evaluations, formal and informal assessments.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The needs of special education ELL students are reviewed and implemented according to their IEPs. "Alternate Placement" students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category. We use instructional strategies and grade-level materials with ELL-SWDs that both provide access to academic content areas and accelerate English language development. Some instructional strategies used with academic content are differentiation, scaffolding, repetition, labeling, using graphic organizer, peer partnerships and having leveled libraries. We also use many math manipulatives such as, fake money (bills and coins), counting blocks, pattern blocks, analog clocks and counting sticks. Teachers of ELL-SWDs use ReadyGen and GoMath! grade-level materials that are aligned to the Common Core Standards.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The needs of special education ELL students are reviewed and implemented according to their IEPs. "Alternate Placement" students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

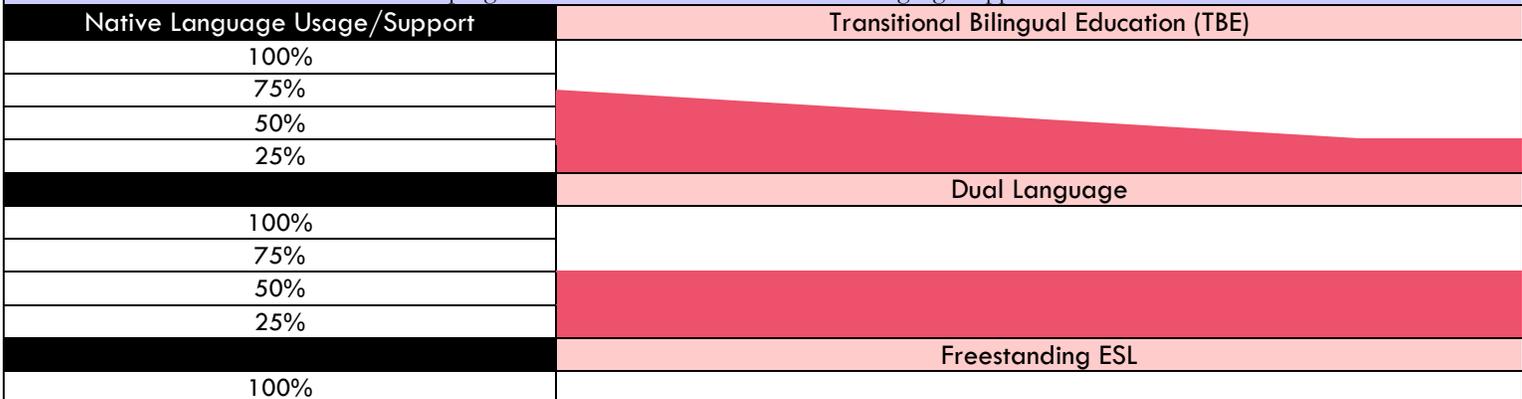
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

There is one fully certified ESL teacher at PS 133. She receives Professional Development emails from the Office of English Language Learners. Professional Development workshops are chosen with discretion to the importance of the workshop. The ESL teacher is sent to any ELL Professional Development workshops given by the senior ELL CPS. The NYCDOE website also offers a link to The Office of English Language Learners The OELL offers multiple resources including high quality professional development series, Common Core-aligned lesson samples and documents, and an ever-growing video library. P.S. 133 will plan professional development opportunities to target the needs of teachers of ELLs. Staff Development plans for teachers will include a review of ESL Standards, a review of the "The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs," a review of "Effective Instruction for ELLs using an RtI Approach" and a review of the school's Language Allocation Policy. Staff Development will also include the different stages of language acquisition and ESL teaching strategies to help teachers develop academic language through content. P.S. 133 will also plan congruence time between the classroom teacher and the ESL teacher. This will provide opportunities to work collaboratively to evaluate student work and plan together to maximize English language acquisition for ELLs. Staff Development will target classroom teachers, support personnel and administrators. Additional support will be provided for teachers and support staff throughout the year during faculty conferences and/or grade conferences. To support staff when ELLs from PS 133 transfer to middle school their cumulative record folders go with them. A student's cumulative record folder will have their original Home Language Identification Survey, Parent Survey and Program Selection Form and their last level of English Proficiency. This will help staff identify who was in the ESL program before they entered middle school. Professional development opportunities are offered to all school staff members during Workshops, Staff Development, and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. New classroom and support staff receive the mandated 7.5 hours of ELL training through professional development at staff meetings and on professional development days. Special Education and SETSS teachers receive an additional 2.5 hours of training. Participants, meeting dates, and agendas are maintained by the teacher and serve as a record of this training.

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: **26Q133**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marianne Sheridan	Principal		10/1/13
Laura Avakians	Assistant Principal		10/1/13
Paula Scibilia	Parent Coordinator		10/1/13
Gio Ortellado	ESL Teacher		10/1/13
	Parent		1/1/01
Doreen McDonough/ SETSS	Teacher/Subject Area		10/1/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q133 School Name: _____

Cluster: 2 Network: 2.05

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

