

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **13K133**

**School Name:**                       **P.S. 133 WILLIAM A. BUTLER**

**Principal:**                           **HEATHER FOSTER-MANN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Public School 133K School Number (DBN): 13K133  
Grades Served: Pre-K – 5  
School Address: 610 Baltic Street, Brooklyn, NY 11217  
Phone Number: 718-398-5320 Fax: 718-385-5325  
School Contact Person: Heather Foster-Mann Email Address: [hfooster@schools.nyc.gov](mailto:hfooster@schools.nyc.gov)  
Principal: Heather Foster-Mann  
UFT Chapter Leader: Vivian Mendez Quintero  
Parents' Association President: Kevin Ryan-Young  
SLT Chairperson: Matthew Voisine  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jamie Rubin and Omena El  
Student Representative(s): N/A

**District Information**

District: 13 Superintendent: Barbara Freeman  
Superintendent's Office Address: 355 Park Place, Brooklyn , New York  
Superintendent's Email Address: [bfreeman6@schools.nyc.gov](mailto:bfreeman6@schools.nyc.gov)  
Phone Number: ( (718) 636-3284 Fax: 7 (718) 636-3266

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston St., Room 501, Brooklyn NY 11201  
Director's Email Address: [bfitzge2@schools.nyc.gov](mailto:bfitzge2@schools.nyc.gov)  
Phone Number: 718-225-5119 Fax: 718-935-4314

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Heather Foster-Mann	*Principal or Designee	
Vivian Mendez Quintero	*UFT Chapter Leader or Designee	
Kevin Ryan-Young	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Natasha Harbin	Member/ Staff	
Judith Hudson	Member/ Staff	
Dalilah Rabsatt	Member/ Staff	
Celeste Stern	Member/ Parent	
Chiquita Payne	Member/ Parent	
Matthew Voisine	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jason Burgoes	Member/ Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The William A. Butler School (PS 133) is a Pre-K through Grade 5 school located in Park Slope, Brooklyn.

The aim of **PS 133** William A. Butler School is to graduate responsible, productive, and well-rounded citizens with strong critical-thinking and academic skills. We love our students, value our teachers and other professionals, and work hand-in-hand with our local community to provide every child who walks through our doors with a wonderful education in a safe and caring environment.

At **PS 133**, we recognize that school is the most constant environment for children outside of their homes, and so we continually strive to build bridges between the home and school to cultivate continuity for students and their families. Our children are never just a name or a statistic. They are individuals, citizens, and members of families, including the **PS 133** family.

**PS 133** special admissions policy offers Kindergarten seats to both District 13 and District 15 families.

PS 133 reserves approximately 35% of their seats for students who are identified as English Language Learners and/or who receives free and reduced lunch.

PS 133 is a *Leader In Me School*. This process is evident school-wide and is used as a way to support character education and teach students personal and academic behaviors needed for college and beyond. We teach students the 7 Habits of Highly Effective People in a child centered manner. e.g. Work first, then play; Being in charge of oneself; Think win-win, and Synergizing to get the job done.

**Studio In a School** is one of our many partnerships . This partnership was developed in concert with parents and staff so that all students in grades K-5 receive visual art instruction from a teaching artist. Our students' work is evident throughout the school and have been exhibited at Christie's by Studio in a School.

Our **Dual Language Program** (DLP) started 4 years ago with the premise that students learn best if they learn to read and write in their native language first and then transfer those skills to the target language. Our DLP begins in Kindergarten in either French/English, or Spanish/English.

One of our instructional foci for **2015-2016** continues to be around students' mastering grade-level specific literacy benchmarks in speaking and listening, by establishing a strong foundation in which to develop oral and written communication skills. This will support all students' in career and college-readiness skills.

An area of the Framework for Great Schools in which our school has made the most progress in Strong Family and Community Ties. At PS 133 we have established mutual respect and rapport among educators, students, parents and administrators through on going communication. The school communicates with parents about learning expectations through monthly newsletters, parent conferences and progress reports. Workshops are provided to families include; Preparing Students to Meet the Common Core Learning Standards. Monthly events like Parents as Learning Partners, allow families to engage in reading, math, social studies or science activities once a month with their child. Additionally, parents visit classrooms regularly and participate in student's academic and social emotional learning by attending ceremonies and other special events. Parents are active members of our school community and this is evident through a robust and vibrant Parent Teacher's Association.

Our key area of focus, is in the area of rigorous instruction, specifically focusing on providing multiple entry points so that lessons fully engage all students in high levels of thinking and discussion. We will focus on challenging high performers with more complex thinking tasks and discussions.

### 13K133 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	560	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.2%	% Attendance Rate		93.6%
% Free Lunch	38.5%	% Reduced Lunch		1.5%
% Limited English Proficient	4.3%	% Students with Disabilities		17.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		34.0%
% Hispanic or Latino	34.0%	% Asian or Native Hawaiian/Pacific Islander		1.5%
% White	26.0%	% Multi-Racial		4.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.71	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.41
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.9%	Mathematics Performance at levels 3 & 4		20.5%
Science Performance at levels 3 & 4 (4th Grade)	83.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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 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 trends and sources.

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will administer rigorous, CCLS-aligned performance-based writing tasks and use an agreed-upon school-wide writing rubric and provide timely and useful feedback tied to such rubric so that 50% of our present 2nd graders and 50% of our current 5th graders can improve their overall level of proficiency by at least one level on the writing continuum.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Incorporate genre specific writing rubrics during, before and after writing units so that students will know the expectations</p> <p>2. Use student modeled writing pieces to show the quality of work that is expected according to the rubric.</p> <p>3. Vertical teams will meet to align writing instruction across grades and revise curriculum to ensure that units and lessons are fully aligned to the Common Core Learning Standards (CCLS) including scaffolds to provide entry points for all students.</p>	<p>2nd-5th grade</p> <p>Grades 1-5</p>	<p>Sept. 2015-</p> <p>Nov. 2015</p> <p>Nov. 2015,</p> <p>Jan. 2016,</p> <p>March 2016</p>	<p>Teacher /support staff</p> <p>Teachers</p>
<p>4. Grades 1 and 2 teachers and Literacy Coach will attend year-long professional development using the writing continuum and turnkey to grade 2 teacher s with Literacy Coach working with grade 5 teachers</p>	<p>K-5</p>	<p>Nov.2015,</p> <p>Jan. 2016</p>	<p>Grades 1-2,</p> <p>Assistant Principal</p>
<p>5. Incorporate the use of peer to peer feedback and teacher feed-back to lift the level of student writing and develop next steps for instruction</p>	<p>K-5</p>	<p>Monthly</p>	<p>All Staff</p>
<p>6. Extended time, a paraprofessional, or scribe will be incorporated for students with special needs according their IEP</p>	<p>IEP students</p>	<p>Every 6-8 weeks or</p> <p>End of unit assessment</p>	<p>Teacher/Therapist Observation</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Assistant Principals, Dual Language Consultant, will work with identified grades 2 and 5 to support literacy planning. Grade Teams have a common planning time to engage in Inquiry work supported by Assistant Principals, Per diem/per session coverage provided for on going planning to support vertical conferences among teachers.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Beginning in October 2015, teachers will administer writing pre-assessment

1. September 2015 - June 2016 teachers will incorporate the use of writing continuum exemplars from the Writing Pathways –Performance Assessment and Learning Progression by Lucy Calkins
2. September 2015 – June 2016 teachers will use writing continuum checklist with students
3. October 2015 – May 2016 teachers will use anchor papers with students
4. October 2015 – April 2016 grade level inquiry team work begins
5. October 2015, January 2016, April 2016 Administrative team monitors writing assessments to provide feedback

October 2015 – April 2016 grade level inquiry team work begins

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS 133 will continue the implementation of The Leader In Me (TLIM) process using the Path to Lighthouse Self-Evaluation Checklist to identify areas of celebration and areas of focus for a safe and supportive environment, so that PS 133 demonstrates effective maintenance and the ability to sustain the program in order to be designated a Lighthouse School .

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All Staff Trained in the Leader in Me process and the 7 Habits. 60% of New Parents introduced to the process and habits.</p>	<p>Staff and Parents</p>	<p>8/2015 – 10/2015</p>	<p>TLIM Coach and Parent Facilitators</p>

Establish a Team that will lead the Leader in Me initiatives. They meet bi-weekly to discuss evidence of meeting the Self Evaluation Lighthouse Checklist	Staff	8/2015 – 9/2015 Bi-Monthly	At least 2 classroom teachers on each grade level constitute the Lighthouse and Action Teams.
Students use Leadership Binders to track their goals in reading, math, and implementation of the 7 Habits to their lives	Students & Teachers	9/30/15 11/5/15 3/5/15	Students and Teachers
The Leader In Me (TLIM) Coach meets with Lighthouse Team and Administrative Cabinet both through virtual coaching and onsite coaching	Admin. & Lighthouse Team (teachers)	3X per year	Leader in Me Coach

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• 1x per year (August new staff receives training August/September entire staff receives booster training</li> <li>• December 2015, Lighthouse teams receives training to check the evidence against Self Evaluation Lighthouse Checklist</li> <li>• Student Leadership Day celebration in February/March of each year.</li> <li>• Student Led Conferences in November and March</li> <li>• Visual scoreboards track students’ progress towards meeting goals monthly</li> <li>• Goals are set according to visits and info gleaned from Self Evaluation Checklist and feedback from TLIM Coach</li> </ul> <p>Training rate provided for new staff for professional development Binders and other supplies purchased for students in grades K-5 to support TLIM Per diem coverage provided for staff to attend quarterly professional development Consultant rate provided for coaching days from TLIM coach</p>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> <li>• By November 2015, all new staff to PS 133 are trained in the Leader In Me Process</li> <li>• Lighthouse team meets bi-weekly October 2015-June 2016</li> <li>• TLIM Coach does a full staff booster training in September 2015, Lighthouse team does a check in with TLIM Coach in December 2015 through virtual coaching, October 2015 and February 2016. Teacher Leaders roll out the training for staff and students for the Student Led Conferences</li> <li>• November 2015, Leadership Binders are assessed school wide for continuity across grades by Lighthouse Team with support of virtual coaching which will take place at least two times between October 2015 – June 2016.</li> </ul>										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. They provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.

Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. They use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

Professional Development has been an integral part of teacher planning. Our PD time is very productive. Professional development takes place either as teacher teams (grade and content level including DLP para-professionals and cluster teachers), whole school faculty meetings, or as teacher lead content teams. This year, there has been a shift in the school-based PD. The topics of PD are now determined by a professional development committee (team composition based on UFT contract) and is focused on creating PLCs- professional learning communities. The topics for PD were derived from the following sources:

1. A needs assessments as conducted among its teachers and the data provided indicated that work was needed in instruction and pedagogy (what was being taught, and how it was being taught) around such areas as content area literacy, supporting IEP learners, supporting ELLs, and questioning and discussion techniques.
2. Students performance data on NY State Examinations in ELA and Math for grades 3-5 which showed gaps in learning and a lack of continuity between grades.

Gaps in ELA include: Grade 3 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Grade 4. Determine the main idea of a text and explain how it is supported by key details; summarize the text Grade 5 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

As a precursor, work can be done in Kindergarten around reading and writing with prompting and support, ask and answer questions about key details in a text. Grade 1. Identify the main topic and retell key details of a text. Grade 2 Recall information from experiences or gather information from provided sources to answer a question.

Gaps in Math include: Grade 3- Operations & Algebraic Thinking-Solve problems involving the four operations, and identify and explain patterns in arithmetic. Grade 4 - Operations & Algebraic Thinking-Use the four operations with whole numbers to solve problems.. Grade 5 - Number & Operations—Fractions Use equivalent fractions as a strategy

to add and subtract fractions. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

As a precursor, work can be done in kindergarten: Number & Operations in Base Ten -Work with numbers 11-19 to gain foundations for place value. Operations & Algebraic Thinking - Represent addition and subtraction with objects, fingers, mental images, drawings 1, sounds, acting out situations, verbal explanations, expressions, or equations. Grade 1: Operations & Algebraic Thinking-Represent and solve problems involving addition and subtraction. Operations & Algebraic Thinking. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten. Grade 2: Operations & Algebraic Thinking-Represent and solve problems involving addition and subtraction.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, 100% of teachers at PS 133 will collaborate in highlighting the “look fors” centered around the instructional foci of using evidence to support arguments in discussion leading to stronger writing in literacy and math.
2. By June 2016, 100% of teachers will facilitate and, or participate in peer led professional development centered around the instructional foci of using evidence to support arguments in discussion leading to stronger writing in literacy and math as evidenced by student progress.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ol style="list-style-type: none"> <li>1. Initiate revolving Professional Learning Communities to study efficient strategies for targeting weak performance areas in both ELA and Math.</li> <li>2. A teacher team will work to research and create a resource for all teachers on differentiation options that teachers can incorporate into the workshop model to support students during all aspects of their lesson (i.e. mini-lesson, independent practice, share).</li> </ol>	<p>All  Students</p>	<p>June 2015,  Sept. 2015,  Jan. 2016</p>	<p>All teachers and staff.</p>

<p>3 Teacher teams will meet in study groups to analyze student data and identify specific next steps to communicate to students and strategies for teaching them.</p>		<p>6-8 weeks cycle of inquiry</p> <p>Nov. 2015</p> <p>On going PD cycles</p>	
<p>1. Teachers will use student IEPs to support their lesson planning so that accommodations and modifications are built in.</p> <p>2. All teachers will continue to ensure that students are identified by tiers and that tier 2 and 3 students are seen more often in small group and individual conferences to teach into specific goals.</p> <p>3. During planning, teachers will also consider which language supports are needed to accommodate ELLs.</p>	<p>All</p> <p>Students</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All teachers and staff.</p>
<p>In order to engage and involve parents, we will:</p> <p>1. Create a grade specific blog or webpage to share home letters that outline goals, for example; pod casts or videos of lesson for parents and teachers to view.</p> <p>2. Provide parents with information about how teachers are using data to provide targeted intervention and instruction.</p> <p>3. Data will be provided to parents through folder notes, progress reports, and the Internet so that they can continue the work at home.</p>	<p>All parents</p>	<p>Nov. 2015,</p> <p>No.v 2015</p> <p>Jan. 2016</p> <p>May 2016</p>	<p>All teachers and staff.</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Grade Meeting agendas, tuning protocol, benchmark analysis protocol, common planning time  
 professional development, computer hardware, Danielson resources, teacher per diem coverage, teacher per session time for teacher planning,

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 10 percent of classroom teachers will facilitate, while 90 %will participate in peer led professional development centered to strengthen weak performance areas in the Common Core, ELA and Math as evidenced by student progress in those areas.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to our schools Quality Review, Although the school’s curricula is rigorous and coherent, the school has not yet fully embedded multiple entry points so that lessons fully challenge students and engage all students in high levels of thinking and discussion. Lessons do not consistently challenge all students, particularly high performers, to their full potential, thus limiting opportunities for them to engage in higher order thinking tasks and discussions. In some cases students are presented with the same task and receive limited feedback from the teacher. In other cases, several students quickly completed the task with no further direction while others struggled with minimal support. In some of the classrooms visited students had opportunities to engage in partnership discussions ,however across classrooms, there were uneven levels of student thinking and participation.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, three cycles of professional development will be provided that addresses teachers’ individual needs as evidenced by observations, teacher survey, Danielson and Quality Review feedback. Teachers will receive actionable feedback through reflection and observations to drive student achievement.
2. By June 2016, instruction in all content areas will include high quality supports and extensions to provide all students with multiple entry points and equal access to content as evidenced by lesson plans and feedback from observations.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Meet monthly with teacher leaders to plan professional development cycles</p> <p>Establish a PD team that meets three times a year to assess the professional development needs of staff</p>	<p>All staff</p>	<p>Monthly</p> <p>Oct. 2015</p> <p>Jan. 2015</p> <p>March 2015</p>	<p>Admin Team.</p> <p>PD team</p>
<p>TLIM participation at Community Training Day</p> <p>Teachers attending Bank Street Social Emotional training with paras and Administrator</p>	<p>New Staff</p> <p>PK teacher, Grade 1 Teacher, Grade 2 teacher</p>	<p>Oct. 2015</p> <p>4 sessions per year</p> <p>beginning</p> <p>Oct. 2015</p>	<p>Lighthouse Team</p> <p>Parent team</p> <p>Admin team</p>
<p>Joint Participation with a new cohort of Teacher Leaders Program</p> <p>Dual Language Teachers serves as Facilitators for New DLP programs</p>	<p>One teacher in</p> <p>Gr. 1,2, 3</p> <p>DLP teams</p>	<p>10/2015</p> <p>and meets monthly</p>	<p>Principal</p> <p>Assistant Principal</p>
<p>Assistant Principal and Math Data Specialist will provide targeted support to teachers identified as developing to effective.</p> <p>Pre-K team, and Kindergarten Teacher along with Literacy coach participate in Learning Partners Program</p>	<p>All teachers</p> <p>Pre-K team, and Kindergarten Teacher</p> <p>Developing Teachers</p>	<p>ongoing</p> <p>ongoing</p>	<p>Math Data Specialist</p> <p>Principal/AP, Coach</p> <p>Principal/AP</p>

PD Plans for teachers rated "Developing" beginning of year rating , mid-year check in , summative conference

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per diem coverage to support Learning Partners Program, teacher per session, Grade Level common planning time, supervisor per session, Bank Street Consultants Emotionally Responsive Classroom program, Dual Language Consultant

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

November 15<sup>th</sup> , January 15, April 15<sup>th</sup>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
    - According to our enrollment data, PS 133 has grown in the last two years from approximately 300 students to 600 students. However, our enrollment data shows that we are not attracting or maintaining 33% of our student body as ELL's and free and reduced lunch students. According to an assessment performed by consultants Dudley and Hamilton through parent and staff focus groups, there is concern that as PS 133 grows, we will lose our diversity, and our families will grow apart.
    - Dudley Hamilton Associates discovery phase findings revealed that a majority of families believe PS 133 is a warm, caring environment that values diversity and promotes different socio- economic backgrounds with our Dual Language Program. With our growing numbers of students, we have a large potential for more diversity, inclusiveness and family involvement.
- Our efforts to communicate high expectations to all of the school’s constituents are as follows:
- We take great pride in communicating high expectations to the entire community as evidenced by the School Quality Snapshot.
  - There has been and continues to be a lot work around building a culture of trust so that everyone- each child and adult feels and recognizes s/he has a gift and is a leader in their own way.
  - This is evident in several things that we do and more so in some consistent structures that we have developed across the years. That is to say, we have worked at developing a culture of trust among students, staff and parents by making sure we communicate in several ways the expectations of our school. This is done through our letter to families each month from both the teachers who clearly articulate what the units of studies are for the month and to the letter that comes from the desk of the principal each month. First Fridays take place each month and have been routine for several years. This is an opportunity for families to come into the classrooms and engage in a content-specific, learning activity whether it is reading, math or an art activity. This is followed up with a Principal’s Coffee Chat each month. Parents have an opportunity to engage in conversations with the principal about any celebrations or challenges they would like to bring to the administrative team.
  - In addition, the administrative team is extremely accessible and has an open door policy for all families. The administration works closely with the PTA to ensure that communications are translated and the same message is delivered in everything we do.
  - We use a school-wide Book of the Month focused on a character-building theme that aligns to the social emotional behaviors we expect to see across the school. Teachers support this effort by teaching the habits of behavior using both the Leader In Me and the 4R’s Reading & Writing to ensure that all classrooms are sage and caring learning communities.
  - Students take great pride in being a part of our school through being able to select the enrichment cluster/clubs they participate in as well as elect student leaders whom they wish to advocate for them in the student government.
  - We are also establishing partnerships with families to support students’ progress towards college and career readiness; parents are truly our partners in education. In addition, we offer many opportunities such as Coding /Computer Science as enrichment activities, Student Led Conferences, the Dual Language Program, the Leader In Me Process to build, cultivate and nurture distributive leadership.

- The **impact** of this work to date is as follows: the tone of our school community continues to be a highlight as evidenced by our higher than average City and District scores on the Elementary School Quality Snapshot. Both teachers and parents celebrate this as a school community where they all have a vested interest.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, PS 133 Diversity Team ( 20 members) will integrate our definition of diversity into the curriculum through cultural initiatives and events which will include partnerships and other community resources in order to facilitate a diverse student body that reflects students from all socio-economic backgrounds, English Language Learners.
2. In order to attract our target populations of ELLs and free and reduced lunch, our current family body must feel strongly connected to PS 133 and feel committed to recruiting other potential families. To do this, we will first create a welcoming environment for our current families by producing five diverse events between the months of October through May for family and/or parent participation. Our goal is a 50% attendance rate to each event.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<b>Parent/Teacher Mixer</b>  Parents are invited to meet and socialize with PS 133 staff and teachers. Build trust and camaraderie between teachers and parents. Know the Teacher Bingo	Parents and Teachers	September 2015 Event in November 2015	SLT
<b>Spanish Heritage Month Event</b>  Celebrate Spanish speaking countries and highlighting immigrant ELLs who came to America and achieved.	ELL’s Spanish DLP teachers and students	October 2015	Committee of staff and parents in conjunction with PTA. Carlos, Dalila Rabsatt,

			Vivian Quintero, Dance Wave, Salsa Salsa
<b>Found in Translation Night</b>  Potential ELL families are invited to PS 133 to learn about our school, can meet with translators to ask questions about school and bus service and find out how to register.	Potential ELL's and current ELL's	Begin in November 2015 for February 2015 event	Staff and Teachers
<b>The Benefits of Diversity Evening (PS 133 Key Message)</b>  Educate parent body about the benefits of diversity. Celebrate PS 133 commitment to diversity and what we can do to maintain it. Build an appreciation and pride in what our families are doing together. Celebrate what we are doing well. Emphasize how partnership and academic achievement are closely linked.	Parents and Teachers, and Students	Planning in August 2015 implement in September 2015	Diversity Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
AV System, Flyers, Food, Recruiters, parents, staff, SLT											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
November 15 <sup>th</sup> 2015, January 15, 2016, April 2016
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students achieving level 2 and below	Fountas and Pinnell Evaluation System/ Running Records Guided Reading Guided Writing Daily independent reading/writing	Small group instruction One-to-one tutoring	During the school day After school Saturday Academy Early Bird
<b>Mathematics</b>	Students achieving level 2 and below	Performance Mathematics Morning Math Games Math Exemplars Performance Based Tasks	Small group instruction One-to-one tutoring	During the school day After school Saturday Academy Early Bird
<b>Science</b>	NA	Science in the content area Blended option- Harcourt and Foss Performance Tasks	Small group instruction	During the school day
<b>Social Studies</b>	NA	Social Studies in the content area	Small group instruction	During the school day Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students exhibiting crisis or whose behavior impedes learning for themselves and others	Speech Occupational Therapy Guidance Counselor School Psychologist Social Worker SETTS Teacher	Small group instruction One-to-One counseling	During the school 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<ul style="list-style-type: none"> <li>• Highly qualified teachers are recruited using the Open Market System, and NYCDOE Teacher Finder and referrals. Potential candidates are interviewed by a joint committee of parents, teachers, and administrators. Potential candidates are also required to conduct a demonstration lesson on the grade level at which the anticipated grade level for hire. Candidates for our DLP program submit a writing sample in the target language and are interviewed in that language by the committee. They also present lessons in the target language.</li> <li>• We have a high retention rate for classroom teachers. Staff members who are working toward being highly qualified are provided with tuition assistance to complete the necessary courses. We currently have 2 teachers working toward receiving a bilingual extension certification to ensure that we have 100% HQT. To ensure the ongoing learning of our Highly Qualified Teachers, professional development is also provided in-house by our assistant principals of literacy and math as well as our teacher leaders. Support includes: mentoring for new teachers, in-class coaching assistance, inter-visitations, study groups, and on site consultant visits. Professional development sessions provided by Brooklyn Field Office. The Office of English Language Learners provides professional development which includes: Utilizing the Common Core Standards in Math, Estrellita Implementation, Developing Science Task Bundles using the Common Core Standards, Special Education Reform, SESIS Support, Supporting English Language Learners in Literacy and Language Development, and Best Practice in Early Childhood Assessment (Work Sampling System).</li> <li>• Informal and Formal observations are conducted by administrators, as well as by teacher leaders are also provided as a form of professional development.</li> <li>• Teacher assignments are given based on licenses and teacher preference. Teachers are engaged in study groups based on a professional book that supports the school-wide goals. For example, this year grade leaders are studying Instructional Rounds by Richard Elmore.</li> <li>• Additionally, to support our dual language program, during the summer, teachers are involved in a 10 day study in the target language. These sessions are conducted by an expert teacher from an existing dual language program. Teachers develop the first two units of study in reading and writing.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Principal participates in Teacher Leadership Program as well as Learning Partners Program</li> </ul>

- Principal and Assistant Principals participates in study groups offered by District office support team and Borough wide professional development
  - 2-3 Educational Assistants participates in Bank Street Emotionally responsive Classroom Series
- Grade level teacher leaders participate in the DOE Teacher Leadership Program, a yearlong to build leadership capacity. Teachers are trained in facilitation and leadership skills to work in grade level teams.
- Teachers have common grade level planning times for collaborative inquiry twice each week
  - Weekly collaborative peer inter-visitations are built into the schedule to help deepen teachers knowledge of using the Danielson’s framework
  - Onsite PD provided by Consultants and Assistant Principals
  - Math Consultants (aka Nexed Generation ) provides assistance with curriculum modification for CCSS aligned literacy and math curriculum
  - Educational Assistants participates in all professional development sessions that takes place during common grade level planning sessions.
- Full staff receive ongoing training in Leader In Me process

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).
N/A

**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.).
<ul style="list-style-type: none"> <li>• Family workshops hosted by Pre-K teachers and social worker to assist with transition to Kindergarten</li> <li>• Turning Fives are done by SBST</li> <li>• Tours provided by parent coordinator for current and new families about the various programs we offer for kindergarten</li> <li>• Summer Orientations done each August for all incoming Kindergarten families with classroom teachers. Families are able to meet classroom teacher and other children for play during this time.</li> <li>• Phase in Schedule the first week of school to help with child and parent adjustment</li> <li>• Planning between the Pre-K and K teachers occur in June to ensure continuity for the students</li> <li>• Pre-K students visit Kindergarten classrooms in June to help with transition</li> <li>• Kindergarten teachers conduct informal assessments/interviews with outgoing Pre-k students</li> </ul>

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

#### 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.

- Staff elected 4 members and Principal appointed 4 members to MOSL team.
- Team received summer training on various MOSL assessments and submitted plan to principal for review and approval.
- Full staff provided with ongoing PD on MOSL by Assistant Principal
- District Office support staff provided additional support on using MOSL assessments 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	377,065.00	x	5C, 5D,
Title II, Part A	Federal	43,721.00	x	5A,
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,123,836.00	x	5E, 5B, 5A

#### <sup>1</sup>Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Public School 133K]**, 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. **[Public School 133K]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

**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>Ronald Edmonds Learning Center</u>	DBN: <u>13K133</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>32</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>      </u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: Title III funds will be allocated to the professional per session for the MS113 ESL Instructor's afterschool/Saturday programs. During these programs, students will read novels to build vocabulary, reading fluency and stamina. Many of the students need to be reading outside of the established literary circles at school. The students will read novels outside of their ESL and ELA classes in order to build an appetite for reading and to ensure that they are learning how to activate the schema and to make gains from more exposure to high-interest literature. At least one hour per session will be dedicated to reading after which students will write in double-entry journals.

In addition to reading, students will strengthen grammatical skills, argumentative writing skills and, closer to April and May, prepare for the ELA, Math and NYSESLAT exams. All work will tackle NY State Common Core Standards of reading and writing.

Starting in November, the after school ESL tutoring will take place on Tuesdays and Thursdays from 3:30 p.m. to 4:30 p.m. until March 13th. The Tuesdays and Thursdays sessions will work as follows: 4 for November, 5 sessions for December, 5 sessions for January, 6 sessions and 4 sessions for one hour until March 13th.

Starting the week of March 18th, Common-Core performance tasks and NYSESLAT reading and writing tasks will be the focus for test preparation, and so the sessions will be extended to do hours until May 9th. The last two weeks of March will be 4 sessions, April will have 4 sessions and May will have 4 sessions.

Saturday tutoring will last from the first Saturday in November until Saturday, June 7th, 2014. The sessions will start at 9:00 a.m. and last until 1:00 p.m. There will be 24 Saturday sessions in total. The Saturday program will be led by our sole ESL instructor who will serve 8 ESL students. These students will participate in the program based on parent choice. A letter for tutoring will be sent to the parents in English and translated into the home language of our population--Bengali, French, Spanish and Arabic. Based on the parent option, the students will attend.

During these Saturday and Thursday programs students will read and participate in literature circles, read novels to build vocabulary, reading fluency and stamina as they do not spend enough time reading at home. Consequently, the ESL instructor, Ms. Karin Stinson, will focus on reading fluency and fluidity, identifying themes and main ideas, and a demonstration of an ability to cite evidenceto support claims and plot summary.

Ms. Stinson, our ESL instructor will also support students will their completion of essays or projects to support the more involved, vigorous work to be completed in the content disciplines. The assignments will be scaffolded with brainstorm sessions that will help students generate ideas for their work and writing prompts to help students construct paragraphs, topic sentences and conclusions for their writing. Please note, the Saturday program is identical to the Tuesday-Thursday program. The Tuesday-Thursday program runs for the students who are unable to attend Saturdays due to the fact that they go to Arabic school, go to the mosque, African school or church on Saturdays. A service is provided during the week for those students who have prior engagements on the weekend.

### Part C: Professional Development

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

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

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

Ms. Stinson will attend a workshop offered by the Network or the Department of ELLs once a month.

### Part D: Parental Engagement Activities

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

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

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>133</b>
School Name <b>William H. Butler</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Heather Foster-Mann</b>	Assistant Principal <b>Deanne McGhie</b>
Coach <b>Sha-Wanda Williams-Credle</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Myra Lopez</b>	School Counselor <b>Joyce Wingfield</b>
Teacher/Subject Area <b>Marie-Laure Dubois</b>	Parent <b>Kevin Ryan-Young</b>
Teacher/Subject Area <b>Dalia Rabsatt</b>	Parent Coordinator <b>Ahmed Dickerson</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>14</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	<b>1</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>560</b>	Total number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	4	2	1	1										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	15	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	12			1						0
<b>ENL</b>	4			3						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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 <u>Spanish</u>	2																		0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New 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	2	0	0	1	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										0
Haitian					1									0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Assessment tools our school uses to assess the early literacy skills of our ELLs include Fountas and Pinell reading levels English and Spanish (K-1 Spanish DLP classes), and TCRWP assessments. Progress is monitored on an ongoing basis. The data that is derived from these assessments are used to plan and drive instruction, and to create student grouping. Differentiated instruction takes place in reading, writing and math in order to support and enrich all of our students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Fall 2014 NYSITELL scores show that the children who were tested and who are ELLs have scored at beginner and/or intermediate levels. Based on the Spring 2015 NYSESLAT, scores of those students have shown progress from beginners to intermediate and intermediate to advanced have shown that there has been an increase in the listening and speaking strands, but students continue to have difficulty with reading comprehension and with writing. We need to focus on these two strands emphasizing on vocabulary, word fluency, and comprehension. During inquiry students are grouped accordingly. Writing activities are differentiated in small groups. The ELL Periodic assessment that was administered in the Fall gives a snapshot of what the teachers can do to support these students. Scores are shared by the ESL teacher with all the classroom teachers so meaningful interventions can be put in place quickly and accurately. ???
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

be fully developed in addition to the reading and writing skills. In addition, many teachers worked together to integrate the core curriculum into Dual Language classes. Classroom teachers also attended MOSL scoring professional development in order to better assess student progress.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school uses:

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

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

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

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

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

Free Standing ESL Program-

Pedagogue- Myra Lopez provides ESL instruction to those students who are entitled to the services based on the NYSESLAT and LAB-R  
Dual Language Programs- Dual language teachers provide instruction in two languages for those students who are ELLs and based on Pedagogues

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

Kevin Geotz, Neli Rodriguez, Michelle Genuard, Marie-Laure Dubois

Structures in place include - Orientation Session for all families.

- This is done in the Fall/Winter session.
- Parent outreach to native speakers of French and Spanish sessions are held in December and January.
- Tours are given monthly beginning in December- April.
- Open Houses help for DLP programs as well as, monolingual programs
- DLP available in K, 1, 2 and 3 for 2014-2015
- Enrichment classes available in Pre-K
- Posted on the website

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

Parents of children who were administered the NYSESLAT in the Spring are informed by letters of the city mandated- Continuation and Non-Entitlement/Transition. These letters explain to the parents about their child's eligibility in the ESL program. It informs them of whether they are proficient or still are in need of ELL services and will continue to be entitled. The children who are considered

proficient will continue to be supported although they are considered former ELLs. They will be given ongoing support for 2 years. The ESL teacher maintains records to ensure that entitlement letters, parent surveys and program selection forms are returned. Parent choices are also recorded on ATS ELPC screen. The ESL teacher gives the parents original letters where there is a space where they sign that they have received and read. The letter is returned to the

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

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

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

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

The New York State English as a Second Language Test (NYSESLAT) is administered in the Spring to measure the progress the ELLs have made. Kindergarten through Fifth grade are given the NYSESLAT exam which test all four modalities of listening, speaking, reading and writing. The Speaking portion of the NYSESLAT may be administered by the ESL teacher, but it is scored simultaneously by Sha-Wonda Williams-Credle, Literacy Coach or another assessment team of pedagogues. The exam is administered by the fully certified ESL /Bilingual Spanish Common Branch licensed teacher and team that is trained to assist in administering the exam. Students with IEPs are tested according to their testing accommodations. This 2014-2015 school year the testing bands are K, 1-2, 3-4 and 5-6 grade. The Principal and Assistant Principal reviews the results of the NYSESLAT to determine which ELLs are meeting the Standard and puts in place intervention for ELLs not meeting the Standard in each band.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

Free Standing ESL Program-

The ESL teacher provides ESL instruction to those students who are entitled to the services based on the NYSESLAT and NYSITELL  
Dual Language Programs- Dual language teachers provide instruction in two language for those students who are ELL's and based on Pedagogues

Structures in place include - Orientation Session for all families.

- This is done in the Fall/Winter session.
- Parent outreach to native speakers of French and Spanish sessions are held in December and January.
- Tours are given monthly beginning in December- April.
- Open Houses help for DLP programs as well as, monolingual programs
- DLP available in K, 1, 2 and 3 for 2014-2015
- Enrichment classes available in Pre-K
- Posted on the website

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parents of children who were administered the NYSESLAT in the Spring are informed by letters of the city mandated- Continuation and Non-Entitlement/Transition. These letters explain to the parents about their child's eligibility in the ESL program. It informs them of whether they are proficient or still are in need of ELL services and will continue to be entitled. The children who are considered proficient will continue to be supported although they are considered former ELLs. They will be given ongoing support for 2 years. The ESL teacher maintains records to ensure that entitlement letters, parent surveys and program selection forms are returned. Parent choices are also recorded on ATS ELPC screen. The ESL teacher gives the parents original letters where there is a space where they sign that they have received and read.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The ESL teacher has a checklist that allows her to see at a glance who has not returned forms. If a letter is not returned, a phone call is made, and a 2nd letter is sent home. If there is still no response, a letter will be placed in the student's file indicating that the form was not returned. The Parent Coordinator calls home to conduct outreach to encourage parents to send in the forms. If the parents do not return the choice letter, the default parent choice is Bilingual class.
- Myra Lopez, the ESL teacher maintains copies of the letters given to parents. Copies of Parent Surveys and Parent Selection forms, Attendance sheets are kept in a file in the ENL room with the ENL Teacher files as well.
- In addition, early registration options were available for parents of students entering the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
- The ESL teacher has a teacher sign off sheet that she uses to monitor distribution of letters being sent to parents. The classroom teacher has to sign for any letters received that need to be sent home, signed, and returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The ESL teacher keeps copies of every compliance document in a binder. In addition, the principal has a binder containing an overview of ELL policies and reports.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- ELLs who attend PS 133, are identified through the completion of HLIS (Home Language Identification Survey) which all parents or guardians are required to complete when registering their children in the school for the first time. If the HLIS indicates that a child meets the criteria for testing, then the student is administered the LAB-R within ten days of registration. The Spanish LAB is given to students who fall below cut score level of English proficiency and have a HLIS that indicates Spanish is their home language.
- The New York State English as a Second Language Test (NYSESLAT) is administered in the Spring to measure the progress the ELLs have made. Kindergarten through Fifth grade are given the NYSESLAT exam which test all four modalities of listening, speaking, reading and writing. The speaking portion of the test is administered individually by a pedagogue who does not work with the student. The student's teacher can administer the test and record it but it must be scored by another pedagogue. Finally, the speaking portion of the test can be recorded ut scored by another pedagogue.
- This is followed by three consecutive days of testing where students receive one booklet assessing the student's listening, reading, writing skills around one topic or theme.
- The level of difficulty in each modality is catered to each English Proficiency level, going from Entering (beginning) to Commanding (proficient)
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The parent notification letters are distributed for parent signatures and kept in the ELS compliance binder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- The trend in our school is to have the students enrolled in the Dual Language programs. Rarely is a child transferred to a Bilingual choice outside of our school.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

The 2014-2015 school year will serve children from 4 monolingual classes, 3 of which are ICT (Co-Team Teaching) classes, 1 Self Contained class, 2 Kindergarten Spanish Self Contained Dual Language , 1 First grade French Side by side Dual Language, 1 First grade Spanish Self Contained Dual Language class, and 1 Second grade French Self Contained Dual Language class . The ESL program at PS 133 is a freestanding pull out / push in program. The students receive all instruction in English with language support. Three hundred sixty (360) minutes of ESL instruction is provided to all beginning and intermediate level students. Advanced-level students receive 180 minutes per week of ESL instruction and 180 minutes of ELA per week as per the CR Part 154.

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

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

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

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

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

According to Part 154-2, English As a New Language Units of Study and Staffing requirements, Entering and Emerging students receive 2 units of ENL instructional time per week (360 minutes). Transitioning and Expanding Learners receive 1 unit of ENL instructional time per week (180 minutes). Finally, commanding learners continue to receive support of at 90 minutes per week for two years after they have become proficient.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
ELLs are evaluated in reading through running records in English; In Spanish and French
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Children are identified as English Language Learners using the New York State NYSITELL. ELL's who are native Spanish speakers are also given the Spanish LAB to assess their abilities in their native language. Every ELL lesson addresses all four modalities of English acquisition which are appropriately evaluated through out the year. Student. Use of internet sources, cds, smartboard, conference notes, visuals, modeling, graphics organizers and props are to name a few of ways students are evaluated.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- Although we do not have any Students with Interrupted Formal Education (SIFE) P.S. 133 will take into account that we will be prepared to meet their needs. Just as we differentiate our lessons for our ELLs, these students will need additional support in all areas. They will be given more time than other ELLs and will work with them one on one during the extra time given to them.
- Newcomers with less than three years will also be receiving extra support and time. These students will be exposed to oral English and practice using oral English, they will work on phonemic awareness, and activities using TPR (Total Physical Response). They are given academic support in their native language. Books on cds for reading and listening comprehension, picture dictionaries, and use of internet website such as Starfall.com are things used to support our newcomers.
- Students in the program for 4 to 6 years will be using the CALLA methods to help them in the content areas and prepare them for the state exams that are given and increase their scores. Students that are long term ELLs will work as the others and also using the Language Experience Approach and students will academically and linguistically improve on their assessments. The students who are former ELLs which are students who scored at a proficiency level on the NYSESLAT are not entitled to ESL services. They do, however continue to receive support as they transition. For two consecutive years they will have ELL test modifications.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. This process consists of the following steps:
- School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
  - School reviews all documents related to the initial or reentry identification process detailed above.
  - School reviews the student's work in English and in the home language.
  - School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
  - School consults with parent or guardian.
  - School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
  - Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
  - Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
  - Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
  - Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the

ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

We determine our school's curricular, instructional and scheduling flexibility to enable ELL-SWDs by looking at each child's IEP and working closely with the child's teacher. All children with special needs are served according to goals set forth in the IEP. Depending on the child's particular needs, he or she may be assigned to part-time special education in the resource room or speech class, or full-time placement in a self-contained special education class. The ESL Teacher articulates with the SETSS, Speech and Special Education teachers, as well as other classroom teachers to set and adjust the instructional program. Data from the students' performance on the NYSESLAT is used to determine skills that need strengthening. Special needs children are included in mainstream groups for ESL service. A number of students who receive Resource Room or Speech services continue to be served as ELLs in Dual Language (DL) classes. Such students:

- are targeted for inclusion in academic intervention groups four times a week
- are included in Title III ESL Extended Day program 4 hours a week for 9 weeks
- are included in Extended Day programs for Reading and Math
- develop skills using Wilson program, where needed
- use AWARD Reading program materials Speech/Language Instruction/Intervention Program at PS 46
- PS 133 provides Speech-Language services to children who have been diagnosed as having communication deficits in their first language and English. • The Speech-Language Teacher/Therapist, along with the Speech Supervisor is sensitive to the cultural and linguistic differences that affect the identification, assessment, treatment and management of communication disorders/differences of our students. • The mono-lingual therapists at PS 133 have had approximately 21 hours of training in multicultural issues and second language acquisition. • Students identified as dominant in their first language are provided service from a certified bilingual speech-language pathologist. • Small group and individual therapy is provided to students who are in the Dual Language Program as well as those in monolingual classes from Kindergarten to 5th grade.
- Written reports are prepared incorporating information about the students' cultural and linguistic influences.
- Therapy is provided for simultaneous language learners, using current research and best practices in the treatment / management of articulation, phonological, language disorders/delays, including various delivery models and options for intervention. Differentiation of Instruction in the Resource Room As a Special Education Teachers differentiate instruction by content, process and product. When students come to these teachers, they are assessed in order to determine their readiness, interests and learning styles. Students who have decoding and encoding problems are introduced to the Wilson Reading System which is a multisensory, step –by –step, structured, sequential language program designed to help struggling readers. Lessons in the Wilson Reading System are divided into three blocks:

1 .Word Study 2. Spelling 3. Listening Comprehension The lessons in the Wilson Readers are graded to suit each student needs. There are twelve readers in the series. Every student begins from Student Reader One. Wilson Reading uses tapping in order to decode words. The Wilson program includes phonics, phonemic awareness, vocabulary, fluency and comprehension. Formative assessments are done to determine if a student should continue to the next sub-step. A summative assessment is done at the end of each student reader. Students work in small groups of four or five or individually based on the students' readiness interests and learning profile. Students are taught Mathematics using concrete materials and visual aids. The Over –head Projector as well as the Smart Board is sometimes used to demonstrate lessons. Lessons are taught using a thematic approach that is related to real life situations. Instruction is more of an investigative nature that allows for group sharing. There is accountable talk in which the teacher allows for a variety of responses.

Students' interests and strengths are considered when assigning work. Students are given extended time to complete assignments or fewer problems based on their strengths or weaknesses. Assignments contain directions that are clear and direct enough for students to understand. Directions are read and re-read aloud based on students needs.

Self-contained Special Education Students who are in self-contained classes receive ESL instruction according to their IEP. The Special Education teachers have received training so that they can use appropriate scaffolding for ELLs. The ESL teacher collaborates with the self-contained classroom teachers to make sure that the ELL instruction is congruent with their educational plan. As much as possible, these students are included in ESL groups with students from mainstream classes. ELLS IN self-contained special education classes, like those in Resource Room and Speech,

In after school, ELL students receive additional support 3-4 times a week, by receiving assistance with their homework, reading, math, social skills and vocabulary development through social interaction.

Chart

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

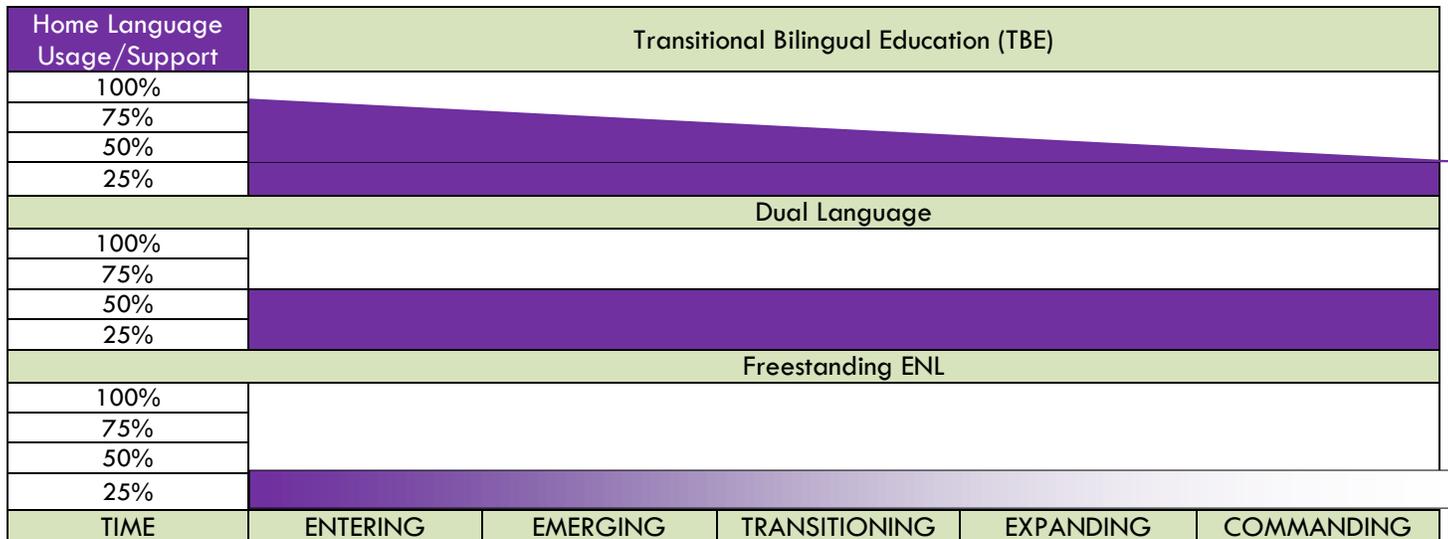


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for our ELLs are AIS, Inquiry Groups, after school, Art / Social Studies, Setts. The ESL curriculum also includes a Math word wall and an intervention program during school hours. Our school utilizes Drop Everything And Read (DEAR time) where we encourage students to build reading stamina and utilize reading strategies on their own. In the lower grades, an outside agency tutors first graders in reading and writing. Finally, we practice
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All teachers are aware that they are teachers of ELLS. Non-ELL teachers receive mandated hours of ENL training.
12. What new programs or improvements will be considered for the upcoming school year?  
There aren't any programs that will be discontinued. ELLs are given the same opportunity to participate in any program available, whether academic or enrichment. Programs provided to all English Language Learners (In English) are:
- Physical Education, Science, Music, Spanish (Kindergarten and First Grade)
  - Studio-In-The-School
    - Junior Great Books
  - Computer Enrichment
  - Enrichment Club Fridays
  - Cookshop For Kids
  - Play works
  - Creative Statges (Third Grade).
  - Saturday Academy
  - After School
  - University Settlement Programs
  - Conflict Resolution
  - AIS
  - Speech
  - Guidance Counseling
  - SETTS
  - Learning Buddies
    - Spanish
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal accomodation to the rest of the schools program. They ar invited to participate in any school activity. Programs which ELLs are included in our school are listed above. Morning Math/Chess organized by Judi Hudson our Music teacher , and on Wednesday and Thursday the Physical Eduation teacher has a program that promotes healthy choices. Play Works is a leadership opportunity program for students. Early Bird 7:30-8:15 Tuesday and Wednesday to strengthen Math and ELA skills. In addition, for testing grades, we have Saturday academy, where teachers prepare students for the state tests using a variety of different strategies.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Instructional materials used to support the ELLs include the Teachers College Reading and Writing project, Big Books for Shared reading, Words Their Way activity books. Some technology programs are funbrain, IXL for math, Math Blaster, Brainpop, and softschool. Native language support is provided through our multicultural library. There are bilingual glossaries that are available for classroom use. There are also picture dictionaries, Ready Gen and Go Math books that include ELL support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language in the ENL is supported by the ENL teacher since she is able to translate into spanish whenever necessary. The students use the buddy system to support eachother. In the Dual Language classes in the morning are taught in French and Spanish. In the afternoon content area is taught in English the DLP classes. In the dual language program, we also follow the side-by side model
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

The Dual language model used in the school's First grade French program is also side by side. This year, the second and third grades dual language Frecnch and Spanish were self contained. In a self contained model, the mornings are spent in the Target language, whereas, in the afternoon math and social studies are taught in English. The emergent literacy taught is sequential. In the morning lessons are taught in French and in the afternoon Math is done in English, along with all other afternoon lessons. All afternoon lessons are taught in English, as are all lessons taught by specialty teachers. This means that of the 28 periods during which these students are with their classroom teacher (not including lunch, specialty teacher classes, and Friday clubs), half are taught in French and half are taught in English.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. Professional development for Ell personnel is presented by members of our staff ,or resource people who are involved with special programs in our school. Some workshops include topics like assessments, class walk-throughs, request made by teachers for The ESL teacher participates in professional development workshops offered by the department of Educations Office of English Language Learners. These workshops support the ESL teacher in ways she can develop strategies she will be able to turnkey to classroom teachers that work with ELLs. Classroom teachers are offered professional development through OELL website.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  2. Teachers of ELLs are given the opportunity to attend Professional Development offered to them explaining changes in the NYSESLAT . This Professional Development Increases the knowledge of the NYSESLAT and helps gain a deeper understanding how aligned with the Common Core Learning Standards (CCLS as well as classroom instructional implications and practices.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. The School Guidance Counselor, Ms. Wingfield, Mr. Dickerson, the Parent Coordinator, and speech, occupational and physical therapists, are involved in the professional development that help to guide our ELL through the transition from elementary school to middle school. The ESL teacher translates materials into students home languge or if needed makes sure there are translations available.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
  4. As per the Jose P. Compliance Monolingual teachers will receive ongoing professional development informing them of preparations for the NYSESLAT. Teachers will be given information for ESL new teacher credits, ESL strategies and NYS standards for ESL. Regular teachers receive 7.5 hours of instruction on ESL methodologies and Special Education teachers receive 10 hours. In the ESL classroom, the ESL teacher maintains a professional resource library for teachers. Children First Network (CFN) will provide training, and staff will attend available workshops to meet required hours. There are agendas and attendance maintained when hours are given. A letter is placed in their professional files when hours are completed.

Various workshops were conducted throughout the year that are available to all Educators who work with ELLs.

-Maria Boutillion/DLP resource person

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
  1. In our school parents are encouraged to visit and spend time in their child's classroom. At the beginning of the school year, all our parents are invited to attend Parent Teas welcoming them to the school and to their child's classroom. Parents are encouraged to attend writing celebrations and assemblies, and to work with the class on First Fridays. Parents also have coffee chats with the principal on these First Fridays. Our PTA president keeps teachers and parents informed of activities taking place in the school via P.S. 133 PTA Email. The ESL teacher and Parent Coordinator will help parents with all issues. They will be given the opportunity to attend classes which will teach them how to assist their child with school work, test preparation and more throughout the school year. Translations will be available as needed. The parents needs are also met by teachers who are in constant contact with them.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are given the opportunity to attend workshops that inform them about Test Prep, choosing Middle schools, and promotional policies. ARIS Parent Link is a computer based evaluation system that is available to all our parents as well. Mr. Dickerson signs each parent up, and the link is available in the parent's native language. The parents have access to the computers in our school parent room. Through ARIS link parents can track their child's progress. Our parents are very involved in our school community through volunteering, the Parent-Teacher Association, and the School Leadership Team (SLT). The PTA and the School Leadership team meet once a month. During these meetings all parents are invited to attend, including parents of ELLs.
  3. Parents are given a needs assessment at the beginning of the school year. This will help to know what our parents want to know, how they can support the school and what expectations they have of our school.
  4. Parents at PS 133 have volunteered and do participate in various activities sponsored by the school such as Class Parents (liaisons between teacher and families), Hispanic Heritage assembly, Parents as reading partners, Parents as math partners, Cook shop for parents (helps them prepare healthy foods for their children) Thanksgiving Celebration, Multicultural celebrations.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our Parent coordinator provides workshops where Parents can access ARIS to track their child's progress. In addition, some teachers use class dojo, which parents have access to, in order to track a student's behavior and progress.
5. How do you evaluate the needs of the parents?
  4. Parents at PS 133 have volunteered and do participate in various activities sponsored by the school such as Class Parents (liaisons between teacher and families), Hispanic Heritage assembly, Parents as reading partners, Parents as math partners, Cook shop for parents (helps them prepare healthy foods for their children) Thanksgiving Celebration, Multicultural celebrations.
6. How do your parental involvement activities address the needs of the parents?
  - 1) we give workshops around parent involvement about how to help children with homework, teachers give math and ELA workshops, we have curriculum night where parents are given information on different educational programs and curriculum throughout the building. Teachers provide parents with information about state test examination during an after school workshop. For all such workshops, translation in French and Spanish were provided for parents. The parent coordinator calls parents to schedule assessments for the Dual Language program and for future ELLs.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.  
Paste response here:



School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Heather Foster-Mann	Principal		1/1/01
Deanne McGhie	Assistant Principal		1/1/01
Ahmed Dickerson	Parent Coordinator		1/1/01
Myra Lopez	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Marie-Laure Dubois	Teacher/Subject Area		1/1/01
Vivian Quintero	Teacher/Subject Area		1/1/01
Sha-Wonda Williams-Credle.	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **13** School Name: **PS133**  
Superintendent:

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Spanish by a pedagogouge Additional staff members are employed during Parent Teacher Conferences to support families translation needs Students whose first language is spanish receive a report card and narrative report in their dominant language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Families who require translation services are asked immediately upon entrance if a translator is present. All meetings whether formal or informal require a translator. Documents are sent home in both Spanish and English to all of our families. PTA meetings as well as PTC additional staff are remunerated so that a translator can be present.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Each year, we have PTA meetings informing parents of different changes in place in the curriculum, state test information, the common core. We also hold Parent Teacher conferences for parents. Finally, we offer curriculum nights for parents to understand their child's progress throughout the year.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In house, our pedagogues translate important paper work in to the child's homelanguage when possible. The teacher of the target language will translate the document before it is sent home to families.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school will meet identified needs indicated in Part B by using pedagogues, parent teacher association members and out of house (if needed) services to meet the needs of our diverse population.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers are given access to translators and there are staff members in the building who provide translation services to families for PTA meetings and PT C conferences.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Per Part 154 b, All ELL staff is required to have monthly trainings keeping them abreast of ESL strategies and compliance issues.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Ask Ms. Foster-Mann