

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M133

School Name:

P.S. 133 FRED R MOORE

Principal:

PATRICIA BALBUENA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Fred R. Moore Academy School Number (DBN): 05M133
Grades Served: Pre-K, K, 1st, 2nd, 3rd, 4th, 5th
School Address: 2121 5th Ave, NY, NY 10037
Phone Number: 212-690-5936 Fax: 212-690-5939
School Contact Person: Patricia Balbuena Email Address: PBalbue@schools.nyc.gov
Principal: Patricia Balbuena
UFT Chapter Leader: Kelvin Almonte
Parents' Association President: Danielle Sullivan
SLT Chairperson: Kelvin Almonte
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Danielle Sullivan
Student Representative(s):

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street, NY, NY 10027
Superintendent's Email Address: GReeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212-769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th Floor, NY, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Patricia Balbuena	*Principal or Designee	
Kelvin Almonte	*UFT Chapter Leader or Designee	
Anthony Bell	*PA/PTA President or Designated Co-President	
Diane Russell	DC 37 Representative (staff), if applicable	
Danielle Sullivan	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	
Kimberly Williams	Member/ Parent	
Yolanda Torres	Member/ Parent	
Elaine Lovett	Member/ Parent	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

P.S. 133 is a Pre-K to 5th grade school consisting of 196 students. The mission of the Fred R. Moore Academy is to provide a rigorous and safe learning community where students will be challenged to achieve academic excellence in all curriculum areas. Our goal is to meet the individual needs of all students and prepare them to compete in the future. This will be achieved through collaboration between parents, teachers, administration and the community.

The P.S. 133 Horizon Program is currently serving grades K-3 and will continue to grow during the 2016-2017 school year to the 4th grade. The Horizon program provides students on the Autism Spectrum with the opportunity to be educated in a community school while providing them with the individual and specialized instruction and supports they need to be successful.

Additionally, P.S. 133 has a collaboration with Harlem Children Zone. Harlem Children Zone (HCZ) provides our students with the additional supports aligned to The Framework for Great Schools. The HCZ peace makers support during communal events and in the classroom with both academics and social. Additionally, HCZ provides our students with after-school initiatives and programs.

The Framework for Great Schools elements, Rigorous Instruction and Collaborative Teachers have been the areas of focus throughout the last two years. Our students have demonstrated growth in the area of Student Progress due to our emphasis on the Common Core Learning Standards and the adjustments made to our curriculum for all subject areas. Currently, we continue to enhance our curriculum and instruction by embedding the Teacher's College Writing Units of Study into our curriculum for the 2015-2016 school year.

The key areas of focus for the 2015-2016 school year are Effective School Leadership and Rigorous Instruction. As a school community, data has been analyzed and triangulated. Our findings call for a specific focus on writing instruction, mathematical problem solving, effective student feedback and collaboration between all staff members.

As a school community, we will continue to engage in professional activities around planning, inquiry and sharing of best practices around writing throughout all content areas.

05M133 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	234	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	90.0%	% Attendance Rate		90.1%
% Free Lunch	91.2%	% Reduced Lunch		2.8%
% Limited English Proficient	8.0%	% Students with Disabilities		31.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.6%	% Black or African American		57.8%
% Hispanic or Latino	37.5%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.76	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.75
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	0.8%	Mathematics Performance at levels 3 & 4		3.1%
Science Performance at levels 3 & 4 (4th Grade)	73.0%	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				
Accountability Status – Elementary and Middle Schools				
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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	NO			
Met Adequate Yearly Progress (AYP) in Science (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	YES			
Accountability Status – High Schools				
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.

According to the feedback from the 2015 Quality Review, the school must continue to enhance our curriculum to ensure high-levels of student engagement and rigor in the classroom. Our specific curriculum focus area will be on writing units of study and writing across the subject areas. As an action plan, we have identified the following next steps:

- We’ve identified that as a result of an emphasis on Writing Opinion pieces, our students have begun to understand how to generate an opinions, support their opinions with evidence and organize their writing. However, students must now transition that skill to the other content areas and other forms of writing such as informational and narrative.
- According to our End of Year Writing Assessments and an analysis of student writing which was conducted by utilizing the Teacher’s College Writing Pathways rubrics and checklist, our students must focus on writing structures and organization throughout all writing genres. A specific emphasis on word choice, leads, transitions, endings and organization will support our students’ writing.
- We will begin to utilize the Teacher’s College Writing Units of Study as our CCLS-aligned writing curriculum.
- We will continue to utilize the Teacher’s College Writing Pathways as our common-assessment throughout grades Pre-K to 5. The Pathway’s rubrics will be used as the common rubric for teacher assessment and norming of student writing expectations. The Pathway’s checklist and rubrics will be used as the student peer/self-reflection tool to support student independence and progress monitoring.

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 of June 2016, students will demonstrate a 75% progress in their mid-year and end of year writing grade-level benchmarks as evidenced in the Teacher’s College Writing Pathway’s grade level rubrics and assessments.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implementation of the Teacher’s College Writing Units of Study and the Writing Pathways assessments. This will provide staff with a common language and assessment criteria for all teacher and students.</p> <p>Teachers and administration will engage in common planning to ensure consistency and norm writing expectations.</p> <p>Teachers and administration will engage in looking at student work and inquiry to ensure that all students including SWDs and ELLs are progressing and performing.</p>	<p>All students grades K-5</p>	<p>September 2015 to June 2016 - implementation of writing units of study. Each unit of study will include a pre and post assessment.</p> <p>September 2015 - Baseline Writing Assessment.</p>	<p>Administration Teachers Support Staff</p>
<p>Teacher’s College Professional Development Bundle will provide monthly professional development for teachers specific to the writing unit of study prior to implementing the units.</p>	<p>Teachers and Paraprofessionals</p>	<p>September 2015 to June 2016</p>	<p>Administration and Support Staff</p>

Teachers will turn key the information to their peers and collaborate to implement consistent and high-quality practices throughout the classrooms.			
Incorporate writing interventions strategies such as “Think Sheets”, R.A.F.T. and Inspiration to support students with disabilities, English Language Learners and high-need support students. Analyze writing benchmarks to ensure student progress and performance.	Students with IEPs, ELLs and Tier 2 and 3 RTI students	September 2015 to June 2016	Administration and Support Staff
Provide Monthly Workshops, Newsletter and At-home strategies around how to support your child with writing.	Parents	September 2015 to June 2016	Parent Coordinator, Administration and Support Staff
Provide teachers with professional learning time with the model teacher to ensure an understanding of the writing outcomes and expectations.	Teachers	September 2015 to June 2016	Administration

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.											
Human Resources: Administration, Teachers and Parent Coordinator											
Instructional Resources: Teacher’s College Writing Unit of Studies and Trade Books											
Schedule Adjustments: Schedule teacher team meetings, parent meetings and provide substitute teachers for TC professional development days											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
Progress Monitoring: Student writing pieces will be assessed and analyzed every 6-8 weeks to ensure student growth and progress. Based on the results, targeted interventions will be provided for students not meeting adequate progress. By February 2016, 60% of all students must be writing on level for at least 3 elements or components as detailed in the Teacher's College Writing Continuum.
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 our analysis of the OORs system, we have determined that our goal around the Supportive Environment is to minimize our OORs incidents and occurrences. Our school participates in the Leader in Me approach to support students’ character development. To further promote a positive environment for student learning, we will focus on supporting students with maintaining positive and proactive attitudes and relationships, self-regulate their actions and “Begin with the End in Mind.” We will continue to engage students by ensuring that each student has developed their own goals and action plans. Students will track their own progress and reflect on their growth. Additionally, paraprofessionals and teachers will provide students with the strategies to ensure that the 7 Habits (LIM) are internalized.

In order to obtain this we will:

- Utilize the Leader in Me (LIM) approach
- Incorporate the Ruler Approach and PBIS with the LIM
- Ensure the successful implementation of the Buddy System – our peer mentoring program.
- Training of all staff of the Ruler Approach and The Leader in Me Approach

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, the P.S.133 incidents and occurrences will decrease by 35% as evidenced by the OORs tracking system.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Leader in Me, Ruler Approach, PBIS and Ruler Approach training and implementation for all staff.</p> <p>The Leader in Me will be utilized as a school-wide approach to support all students with their own character development and behavior.</p> <p>The Ruler Approach will be utilized as an intervention to support students that need additional supports to achieve positive behavior and character development.</p> <p>The PBIS approach will be utilized to provide students with a reward system for positive character development and behavior. This will provide a focus on celebrating and acknowledging student positive behavior.</p>	<p>Teachers, paraprofessionals, support staff</p>	<p>September 2015 to June 2016</p>	<p>Administration, teachers, paraprofessionals</p>
<p>Leader in Me, Ruler Approach and PBIS Parent Workshops to ensure parents utilize similar language and concepts to promote student character development.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Administration, parent coordinator, Guidance Counselor</p>

Identification of specific students for targeted interventions based on behavior and emotional needs will be conducted throughout cycles and needs analysis.	Administration, Teachers, Paraprofessionals and support staff.	September December 2015 December 2015-June 2016 Monitoring progress.	Administration, Teachers, Guidance Counselor
The participation of the basketball, softball and figure skating team will serve as a motivational tool for student positive behavior and ensuring consistent academic progress.	Administration, Teachers, Paraprofessionals and support staff.	September 2015 to June 2016	Administration, Teachers, Guidance Counselor

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.											
Human Resources: Administration, teachers, support staff, LIM coach											
Instructional resources: LIM resources, PBIS incentives											
Schedule adjustments: Student scheduling of Buddy System											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Tracking and analysis of the all incidents and occurrences will be conducted on a monthly basis by utilizing the OORS system. By February 2016, a 17% decrease in our OORS reporting must be evident to ensure we meet our school year goal.
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 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.

According to the Quality Review, collaboration was evident as teacher teams (consisting of administration and teachers) successfully engaged in collaborative practices such as the Inquiry Cycle. Teachers were able to engage in work around Opinion Writing pieces and engage in inquiry based conversations, action plans, implementation, reflection, analysis and sharing of best practices. However, according to our School survey, only 33% of teachers agreed that staff collaborate to make the school run effectively.

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.

By May 2016, there will be a 32% increase from 33% to 65% in positive School Survey responses, specifically the question, “At this school, the principal, teachers, and staff collaborate to make this school run effectively.”

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>For the 2015-2016 school year, teacher teams will continue to engage in collaborative practices aligned to student writing. Administrators and teachers will engage in TC writing units work and identify specific inquiry-based work focus on writing structure and organization.</p> <p>To support teachers with this process we will:</p> <ul style="list-style-type: none"> • Provide opportunities for professional development conferences such as ASCD and Learning Forward. • Provide opportunities for school to school visits, such as Showcase School visits and other schools in the city. • Provide opportunities for class to class visits. • Continue the implementation of school-wide assessments and rigorous instruction to support teacher growth and sharing of best practices. <p>Research-based programs: Teacher’s College Units of Writing and Professional Development.</p>	<p>Teachers, Teacher Leaders, Support Staff, Administration</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teacher Leaders, Support Staff</p>
<p>Engage in administrator and teacher book study utilizing the texts, Learning Targets and Teacher Teams.</p>	<p>Teachers, Teacher Leaders, Support Staff, Administration</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teacher Leaders, Support Staff</p>
<p>Conferences and Professional Development provided by DOE, ASCD, Learning Forward to support teacher leadership and build teacher capacity.</p>	<p>Teacher Leaders, Support Staff, Administration</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teacher Leaders, Support Staff</p>

Provide parents with information as to where their child is within the writing continuum and the strategies and supports that are being implemented	Teacher Leaders, Support Staff, Administration	September 2015 to June 2016	Administration, Teacher Leaders, Support Staff
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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.											
Human Resources: Substitute Teachers and paraprofessionals											
Instructional Resources: Teacher’s College units, TC Pathways, Study Texts: Teaching Targets											
Schedule: Common Planning periods, Professional Learning Mondays and after-school meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
Collaborative teachers progress monitoring will be conducted through surveys and consistent monitoring of teacher team meetings. By February 2016, 50% of staff will respond positively to an in house school survey.
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 the Quality Review, school leaders establish a culture of high-expectations and supports. During a recent teacher discussion group around the Framework for Great Schools, teachers identified the strengths of school leadership as the following:

- Frequent walk-through with immediate feedback and supports
- Time provided for collaboration, curriculum mapping and inter-visitations

As we move forward, teachers have requested supports with specific strategies and modeling of best practices in a coaching and/or mentor approach. After an analysis of our teacher performance utilizing the ADVANCE system and the Teacher Framework, we have determined that our next steps will be embedded throughout our school-wide writing initiative. Teachers will be provided with specific examples, models and strategies for effective writing instruction during writing workshop and other subject areas (Math, Science, and Social Studies). The Teaching Framework will continue to be used as the standard for effective/highly-effective instruction throughout the writing initiative. School leaders will continue to provide feedback and support aligned to the Danielson Rubric and Teaching Framework. Additionally, school leaders will provide supports through professional development, modeling and inter-visitations.

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.

100% of teachers will have received a least 5-6 informal, formal classroom visits/walk-through and feedback session by June 2016, resulting in an increase of 45% in the school survey question, “The principal at this school knows what’s going on in my classroom.”

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development provided by ASCD, Learning Forward and DOE.</p>	<p>Administration, Teacher Leaders, Support Staff</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teacher Leaders, Support Staff</p>
<p>School leaders will provide supports for instruction specific to ELLs and students with disabilities. Support specific to strategies and instructional practices such as guided reading, shared reading, interactive writing and small group instruction.</p>	<p>Administration, Teacher Leaders, Support Staff</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teacher Leaders, Support Staff</p>
<p>Principal will ensure consistent monitoring classroom practices by increasing the amount of observation and visits to classrooms.</p>	<p>Teacher Leaders, Support Staff</p>	<p>September 2015 to June 2016</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Resources: ASCD conference, Learning Forward Conference</p>											
<p>Instructional Resources: Texts for staff study groups and peer coaching</p>											
<p>Schedule adjustments: Preparation periods, coverage and common planning time</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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Progress monitoring will be made in 6-8 week intervals to ensure that the school leaders support and feedback is implemented and additional supports are provided for teachers and paraprofessionals. By February 2016, 100% of teachers will have received observation, feedback and actionable next steps as evidence by the ADVANCE system.

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.

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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Part 5b. In **February 2016**, 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>English Language Arts (ELA)</p>	<p>The RTI process begins with high-quality instruction of all children in the general education classroom. Students will be assessed during benchmark periods (Beginning of year, middle of year and end of year).</p> <p>The teachers and stakeholders will use the formative and summative data to identify tiered instruction (next steps).</p>	<p>RTI Tiered Intervention</p> <p>Tier 1: Reading Workshop model focusing on literary elements, text-based vocabulary and words in context while incorporating a multisensory approach that would address all types of learners</p> <p>Tier 2 & Tier 3:</p> <p>School wide implementation of Really Great Reading which is a program that focuses on addressing <u>Phonics/Phonemic Awareness</u> deficiencies.</p> <p><u>For Fluency and accuracy</u> the school will utilize Great Leaps, and Reader’s Theatre to address fluency deficiencies.</p> <p>In order to address <u>Comprehension</u> deficiencies, the school will use the F & P Reading</p>	<p>The method of delivery is as follows:</p> <p>Tier 1 – guided reading group instruction, 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data) and peer/peer conferences</p> <p>Tier 2 – guided reading group instruction, and 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data)</p> <p>Tier 3: (6-8 week cycle Action Plan)</p> <p>Push in/Pull out RTI Action Plan to for students who have not demonstrated progress. The RTI plan will be based on formative and summative assessments. The action plan will be explicit and strategic</p>	<p>During the day, students will be provided with RTI intervention services provided by classroom teacher(s), paraprofessionals, SETSS teacher and the Speech and Language providers at varied times depending on the individualized student action plan.</p>

		<p>Intervention Program that is tailored and explicit.</p> <p><u>For Vocabulary</u> , the school will utilize the Wordly Wise Program which provides students with strategic strategies around vocabulary building.</p>	to target specific skills	
Mathematics	<p>The RTI process begins with high-quality instruction of all children in the general education classroom. Students will be assessed during benchmark periods (Beginning of year, middle of year and end of year).</p> <p>The teachers and stakeholders will use the formative and summative data to identify tiered instruction (next steps).</p>	<p>RTI Tiered Instruction:</p> <p>Tier 1: Workshop model, small group instruction (Using Go Math Core curriculum), 1:1 conferences where the teacher provides explicit next steps, and peer/peer conferences.</p> <p>Tier 2: small group instruction, RTI Go Math tool kit, 1:1 conferences where the teacher provides strategic next steps and differentiated Go Math tasks/activities from the Reteach and Enrich portion of the Go Math Curriculum.</p> <p>Tier 3:</p> <p>Small guided math group with explicit, structured instruction, 1:1 student conferences where the teacher provides strategic next steps for the students, Go Math RTI tool kit, RTI Team provides students with specific goals that derive from</p>	<p>The method of delivery is as follows:</p> <p>Tier 1 – Workshop model, small group instruction, 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data) and peer/peer conferences</p> <p>Tier 2 – small group instruction, and 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data)</p> <p>Tier 3: (6-8 week cycle Action Plan)</p> <p>Push in/Pull out RTI Action Plan to for students whom have not demonstrated progress. The RTI plan will be based on formative and summative assessments. The action plan will be explicit and strategic to target specific skills.</p>	<p>During the day, students will be provided with RTI intervention services provided by classroom teacher(s), paraprofessionals, SETSS teacher and the Speech and Language providers at varied times depending on the individualized student action plan</p>

		student data. This data is collected from formative and summative assessments.		
Science	The RTI process begins with high-quality instruction of all children in the general education classroom using the Foss Science Kit and focusing on the Scope and Sequence for each grade level (K – 5). Progress of students who continue to score below the grade performance levels on both summative and formative assessments will be monitored and recommended for additional tiered support .	<p>RTI Tiered Instruction:</p> <p>Tier 1: School wide implementation of the workshop model, small group instruction (Using Foss Science Kits and aligning it to the Scope and Sequence), 1:1 conferences where the teacher provides explicit next steps, and peer/peer conferences.</p> <p>Tier 2: small group instruction, 1:1 conferences where the teacher provides strategic next steps and differentiated tasks/activities from the Foss Science Kit.</p> <p>Tier 3: Small guided group with explicit, structured instruction, 1:1 student conferences where the teacher provides strategic next steps for the students, Foss Science Kit differentiated tasks and RTI Team provides students with specific goals that need to be addressed which is collected from the formative and summative data.</p>	<p>The method of delivery is as follows:</p> <p>Tier 1 – Workshop model, small group instruction, 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data) and peer/peer conferences</p> <p>Tier 2 – small group instruction, and 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data)</p> <p>Tier 3: (6-8 week cycle Action Plan)</p> <p>Push in/Pull out RTI Action Plan to for students whom have not demonstrated progress. The RTI plan will be based on formative and summative assessments. The action plan will be explicit and strategic to target specific skills.</p>	During the day, students will be provided with RTI intervention services provided by classroom teacher(s), paraprofessionals, SETSS teacher and the Speech and Language providers at varied times depending on the individualized student action plan

<p>Social Studies</p>	<p>The RTI process begins with high-quality instruction of all children in the general education classroom using the Social Studies while aligning it to the Scope and Sequence for each grade level (K – 5). Progress of students who continue to score below the grade performance levels on both summative and formative assessments will be monitored and recommended for additional tiered support</p>	<p>RTI Tiered Instruction:</p> <p>Tier 1: Workshop model, small group instruction (Using Trade Books and aligning it to the Social Studies Scope and Sequence), 1:1 conferences where the teacher provides explicit next steps, and peer/peer conferences.</p> <p>Tier 2: small group instruction, 1:1 conferences where the teacher provides strategic next steps and differentiated tasks/activities derived from the Social Studies Scope and Sequence</p> <p>Tier 3:</p> <p>Small guided group with explicit, structured instruction, 1:1 student conferences where the teacher provides strategic next steps for the students, Trade Books aligned with the Social Studies Scope and Sequence, differentiated tasks derived from the Scope and Sequence and the Trade Books, and RTI Team provides students with specific goals that need to be addressed which is collected from the formative and summative data.</p>	<p>The method of delivery is as follows:</p> <p>Tier 1 – Workshop model, small group instruction, 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data) and peer/peer conferences</p> <p>Tier 2 – small group instruction, and 1:1 student conferences, providing explicit next steps for students based on data (Formative and Summative Data)</p> <p>Tier 3: (6-8 week cycle Action Plan)</p> <p>Push in/Pull out RTI Action Plan to for students whom have not demonstrated progress. The RTI plan will be based on formative and summative assessments. The action plan will be explicit and strategic to target specific skills.</p>	<p>During the day, students will be provided with RTI intervention services provided by classroom teacher(s), paraprofessionals, SETSS teacher and the Speech and Language providers at varied times depending on the individualized student action plan</p>
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<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>C.S. 133 utilizes the Leader In Me approach which was designed by Steven Covey, to create habits that will ensure that children are successful leaders. The school will also incorporate PBIS and the Ruler approach. These initiatives are designed to address all our learners (visual, auditory, multi-sensory approach etc.</p>	<p>RTI Tiered Instruction:</p> <p>Tier 1: Leader In Me school wide initiative, using the 7 habits model, students' tracking their academic and personal goals while also incorporating PBIS</p> <p>Tier 2 & 3:</p> <p>Leader In Me school wide initiative, student tracking of personal and academic goals (differentiated formats) , implementation of PBIS, The Ruler Approach which address students' social/emotional challenges and supports our students with self-regulating coping strategies, "At-Risk" group/individual counseling sessions with our school counselor.</p>	<p>The method of delivery is as follows:</p> <p>Tier 1:</p> <p>Leader In Me- is embedded into our school wide schedule. Leader In Me is scheduled to occur 1 per week whole class instruction. PBIS will be implemented school wide and used on a daily basis.</p> <p>Tier 2 & 3:</p> <p>Leader In Me- is embedded into our school wide schedule. Leader In Me is scheduled to occur 1 per week whole class instruction. PBIS will be implemented school wide and used on a daily basis. The Ruler Approach will be implemented on a daily basis for students who have been identified as "at risk" and needing an individualized student action plan.</p>	<p>During the day, students will be provided with RTI intervention services provided by classroom teacher(s), paraprofessionals, and school guidance counselor at varied times depending on the individualized student action plan</p>
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<p>The strategies used by PS 133 to recruit, retain and support teachers and ensure highly qualified teachers are the following:</p> <p>PS 133 utilizes the Open Market System and New Teacher Finder to find highly qualified teachers, especially for our special education population. We also work closely with the ASD of Horizon Program to recruit Special Education Teachers that have experience and training with children on the Autism Spectrum. In anticipation of possible hires we give out our preference sheet in May. We then reach out to local Universities that our school has a good working relationship with to recruit possible highly qualified candidates. The school has a partnership with Hunter College by providing P.S.133 with teacher interns and possible candidates for hire.</p> <p>We provide ongoing professional development for our teachers in house and provide various opportunities for teachers to participate in out-side professional development offered by various organizations. We have support from the Manhattan Borough Center, as our teachers are provided with workshops around specific areas.</p> <p>We utilize PD to address the school- wide trends we noticed throughout our observations. For example, "Developing" ratings in 3c and 3d as an area of need. We utilize the strategy the "Slice Protocol" to conduct Learning Walks to support teacher input and feedback.</p> <p>We have hired a Model Teacher to support all our teachers with the implementation of best practices. Teacher teams meet for common planning meetings and visit classes regularly to support teachers with strategies discussed in the meetings.</p>

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).
<p>The entire staff meets regularly to align ReadyGen, Teacher's College and GO Math curriculum to the CCSS. Teachers and Paraprofessionals meet weekly to map curriculum and design lessons. In addition to CCLS alignment our Horizon Teachers and Paraprofessionals attend weekly meetings on classroom management and social/emotional strategies specific to the Horizon program.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Parents of our Pre-K students are invited to a beginning of the year orientation session where goals of the program are discussed. Our Pre-K teacher shares home to school strategies with the parents. She has explained the preparation necessary for students to transition into a CCLS aligned Kindergarten and has disseminated information of the Common Core in Pre-K using materials from our new Pre-K curriculum, "Happily Ever After." Additionally, the Kindergarten teacher also supports by providing Open House and curriculum night for Pre-K parents.

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.

PS 133 has a MOSL committee. The MOSL committee is responsible for assessment selections that will be used for ADVANCE. When the decision by the committee is finalized, they informed the rest of the staff of the school's selection. The MOSL team utilized the data from the MOSL writing traits rubric to inform our professional development and classroom instruction and further assessments and interventions needed.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	140,372.00		
Title II, Part A	Federal	42,026.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,334,453.00		

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Parent Involvement Policy (PIP) Template

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S.133 , 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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 05	Borough Manhattan	School Number 133
School Name Fred R. Moore Academy		

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 Ms. Patricia E. Balbuena	Assistant Principal Joan Mitchell
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Agnes C. Zodiatis	School Counselor Felix Delacruz
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area type here	Parent Coordinator David Alleyne
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	179	Total number of ELLs	16	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	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	
TBE										0
DL										0
ENL	12	0	1	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
TOTAL	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	1		1	2	3	2								0
Chinese														0
Russian														0
Bengali					1									0
Urdu														0
Arabic	1				2	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										0
TOTAL	0													

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
Entering (Beginning)					2	1								0
Emerging (Low Intermediate)			2	1	1	1								0
Transitioning (High Intermediate)	2													0
Expanding (Advanced)				2	1									0
Commanding (Proficient)					2	1								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					2	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5				0
5	1	1			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	4						1		0
5	2								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.

CS 133 uses Fountas and Pinnell Benchmark to assess the early literacy skills of ELLs and general education students. Insights: Last year CS 133 did not meet a AYP or AMAO. The result was a shift from an all pull-out model to one that is a combination of push-in and pull-out. By doing this students will lose less instructional time with their classroom teacher and therefore be exposed to more content area material.

The information helps to inform our instructional plan by helping us to target those students who need additional assistance in order for them for them to meet their target in the upper grades.

Data: CS 133 has a small ELL population. An analysis of the NYSESLAT indicates that only two students moved a level. Two students remained at the same level and made a gain of 43 points. Two students went down a level. The rest remained at the same level making less than a gain of 43 points.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL scores are often quite low but after a year's service most students develop good listening and speaking skills or what is termed BICS skills. The NYSESLAT data shows ELLs who are in the beginning level are mostly newcomers. It also shows that students need to develop CALP since reading and writing are usually the areas that keep ELLs from testing out of ESL.

After review the NYSESLAT data, the patterns revealed were:

 - Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our intermediate and advanced 4th and 5th grade students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing some students to remain on the advanced level often only a few points from exiting the program. Since the ELL program is now both

push-in and pull out, the ESL teacher, Ms. Zodiatis, works with ELL students during all stages of the writing process. This allows the ESL teacher to focus on the areas in which students need help. Paste response to question here:

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. ELL students at C.S. 133 make rapid gains in their first year in the listening and speaking modalities across all the grades. Students who entered as entering, emerging, or transition in grades K-2 and 3-5 tend to struggle in reading and writing. Students who scored expanding in grades 3-5 tend to score commanding in speaking and listening. They often do not score commanding because of their reading and writing scores. Students in grades K-2 tend to struggle with the read and writing section of the NYSESLAT. Therefore, at times there is a drop in proficiency levels from the NYSITELL and NYSESLAT.
 - b. In previous years when C.S.133 was chosen to give the Periodic Assessment test, school leadership and teachers used the results to target ELL students' academic weaknesses and develop strategies to aid ELLs in achieving academic proficiency. This exam is only given to students in grades 3-5. Students
 - c. C.S.133 was not among the schools chosen last year or this year to give the Periodic Assessment. In previous years C.S. 133 has given the Periodic Assessment test. The results confirmed trends we have seen from the NYSITELL, NYSESLAT, and ELA scores that there is a rapid acquisition of BICS and a slower mastery of the CALP skills. C.S. 133 does not use Native Language as a language of instruction due to the small size of our ELL population of 16 students, including 3 former ELLs as of 2015.
 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](#).] In addition to looking at past exams, C.S. 133 administers baseline assessments then performs an item analysis. Teachers then discuss the results at weekly Inquiry meetings where they determine students' area of strength and what areas need support.
 6. How do you make sure that a student's new language development is considered in instructional decisions? The measure of success for our ELL program is the social and academic progress our ELL students make. Academic progress is easily measured through the NYSESLAT Modality report and success on a variety of NYS tests measuring ELA, Social Studies, Mathematics and Science skills. After analyzing the ELA scores of ELLs and former ELLs are used to drive instruction.
 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). After reviewing last years' AYP and AMAO report C.S.133 has shift its focus from solely a pullout program to one that is a combination of stand-alone and integrated. Ms. Zodiatis will work in collaboration with classroom teachers in order to ensure that ELL students do not miss core subjects and that their vocabulary is supported through the use of pictures and realia and any addition scaffold they might need. Ms. Zodiatis meets with classroom teachers to discuss other data such as classroom assessments, the MOSL, and teacher observations. Based on the data and observations instruction is modified to address students' areas of need.

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. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

At registration parents are given a Home Language Survey (HLIS) in both English and the home language if needed. An interview to

identify the child's language proficiency is done by a pedagogue. If needed a pedagogue proficient in the parents'/child's home language will aid the parent in understanding the HLIS form. If the home language is other than English, and the student is eligible, the NYSITELL is given. If the student tests commanding, he/she is not English Language Learner. If according to the NYSITELL the child is eligible for language services an entitlement letter is provided to parents to inform them about the child's identification. The next step is for the parents to view the Parent Orientation video describing the three language support programs that are available in the NYC public schools and a parent survey and program selection is given to the parents in both English and the home language and explained by a trained pedagogue. Parents may opt from three educational programs: Transitional bilingual education, Dual language and Stand-Alone and Integrated ESL. While Transitional Bilingual and Dual language programs are not offered at C.S.133 because of the size of our ELL population they are available and a list of schools where these programs are available is provided for parents. The presentation of the three program options is unbiased and based on research and not opinion or convenience. Every effort is made to give parents an unbiased presentation and parent choices are honored and facilitated at C.S.133, and that their child is enrolled in the appropriate program within ten days. CS 133 has If the parent speaks a language for which we do not have a translator the NYCDOE translation unit is called and the parent is informed of their rights and program options over the telephone. Our Parent Coordinator is present at Parent Orientation to explain the services offered to ELLs and their parents. After selection is made, a placement letter is sent home. If a parent/guardian is unable to come to orientation, or meet with the ENL teacher to discuss program choices, the default letter is sent home. Parents are also informed that they have 45 days to request re-identification.

If at registration an ELL student is identified as a re-admit after 2 continuous years of not being in a NY State school the student goes through the identification process again.

All ENL instruction is aligned with the common core in order to facilitate students' acquisition of fluency in listening, speaking, reading and writing. Students are expected by the NYCDOE to achieve language proficiency within three years as measured by the NYSESLAT test administered in the spring that measures Listening, Speaking, Reading, and Writing Skills. Students that score below proficiency (i.e., beginning, intermediate, or advanced level) continue to receive services. Conversely, if a student scores at or above proficiency the student is not an ELL and the student enters the general education program. Parents are informed of student achievement on the NYSESLAT by letter. Non-proficient students receive Continued Entitlement letters informing them of their child's progress and placement. ELL parents of proficient students receive a non-entitlement letter informing them of placement in general education.

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).

We do not have any newly enrolled SIFE students for the 2015-2016 school year.

Administer the LENS, SIFE questionnaire to students entering at grades 3-5.

Plan for SIFE

The SIFE population is zero. Our contingency plan calls for:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Use of technology such as computer programs such as English in a Flash, Starfall, AR reading, and various other programs to support acquisition of English and Math skills.

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).

In keeping with the ELL Policy and Reference Guide. The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. The LPT team includes Joan Mitchell, assistant principal, Jasmera Caseras, and Agnes C. Zodiatis. The LPT then recommends whether the student will take the NYSITELL or not. The parent/guardian is then informed.

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.

The ENL teacher, Ms. Zodiatis tests students, prints and scans the NYSITELL sheet. After a student is test and the score is determined, an Entitlement letter is sent home. If a student tests out, a non Entitlement letter is sent home. A phone call is also made to inform parents that a letter has been sent home. At this time, parents are also invited to come and view the Parent Orientation Video, given the ELL brochure, and the Parent Selection Survey. All materials are sent home in English and the student's NL when available.

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).

Parents/guardians are informed at registration by the ENL teacher Ms. Zodiatis that they have the right to request reidentification of ELL status. Parents/guardians of students who have tested as entitled are informed again either in person or via a phone call that

they can request reidentification. They are also informed via the Entitlement Letter and during orientation. Copies of all letters sent home to students are kept in a secure location in the ENL classroom. In addition, copies are also placed in the students' cum folders.

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.
- Because C.S. 133 is a small school it is possible at registration, to inform ELL parents of their options of the choice one of three language following program options that are available, Transition Bilingual, Dual Language, or Freestand-alone/inergrated by a licensed trained pedagogue in a language of the parents' choice. Currently we have pedagogues fluent in Spanish. If the parental language is other than Spanish or English the NYCDOE language translation service is contacted and the interview is conducted over the phone as the parent is informed of program options in their native language. At registration, the parents view the NYCDOE video on the three language program options in their native language or English if they prefer. While the parent views this video, the child is tested using the NYSITEL and the Spanish Lab-R for Spanish speakers. If the child scores below proficiency, the parents are given an Entitlement letter and a Program Survey and Program selection Letter in both English and the preferred parent language. Ms. Zodiatis informs parents that they have 45 days to have their child's ELL status reviewed and changed. The Entitlement Letter also informs parents of this option. After the Parent Selection Survey is returned, a Placement Letter is sent home. Ms. Zodiatis informs parents that if enough parents select DL or TB a class will be opened. They are also informed that they can request a transfer to a school that has a program of their choice. The English Language Learners brocher is also sent home in both English and the home language. If a Spanish translator is needed, a bilingual pedagogue is used. If the language is other than Spanish, Translation Services is called. An unbiased presentation of all three programs is given based on the latest NYCDOE research on program models. Because of size of our ELL population, C.S. 133 only offers a Freestanding ENL Program. If parents request a Transitional Bilingual or Dual language program, lists of schools where these services are offered are made available and a transfer is facilitated by C.S. 133, if requested. Giving the parent orientation and NYSITEL immediately at registration insures that all ELLs at C.S. 133 are tested and placed well in advance of the ten day timeline.
- A Spanish speaking pedagogue adminsters the Spanish Lab. Ms. Zodiatis prints and scans the Spanish lab answer sheet.
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.
- Due to our small population, Ms. Zodiatis was able to meet with all parents/guaridans of newly enrolled ELL students. At that time Ms. Zodiatis distributed the Parent Survey and Program Selction form. In addition, Ms. Zodiatis was also able to help parents/guardians and assist them in completing the survey and to answer any questions that they might have. At this time parents/guardians are also informed that if enough parents/guardians choose BL or TB a class will be formed. They are also informed that they can request a transfer. Program choice is monitered via the ELPC screen.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Ms. Zodiatis follows up with parents who have not returned the Parent Survery and Selction Form. The Parent Survey and Selection form is sent home in both English and the home language. In addition, the parent cordinator will also follow up to ensure that all surverys are returned. If the parent/guardian does not speak English a Spanish speaking pedagogue or Translation Services will be used.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement letters are either given to parents at drop-off or dismissal. If letters are sent home with a student, a call will be made to make sure the parent has read the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- C.S. 133 ensures the timely return of Entitlement letters and Parent Survey and Program Selection forms by distributing them during the parent orientation meeting which is given by a licensed trained pedagogue who explains in a language of the parents' choice the parents rights and program choices and further explains by having the parents see the NYCDOE video on parent choice so that the parents can make an informed choice at registration and to insure that all appropriate paperwork is completed at registration. All letters are place in the student's cum, and copies are held in the ELL office.
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.
- A list of eligible students is made using the Entitled students only report from ATS. If a student has an IEP, it is reviewed to make sure all test accomdiations are met. Attendance is kept after every session of the test. Make up tests are given after a child has completed all parts of the exam so that he/she does not have to take more than one part in a day.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Entitlement Letters, Continued Entitlement Letters, and Transitional Support Letters are sent home with students, or given to parents at drop-off or dismissal. If a letter that requires a signature is not returned follow up calls are made.

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).

In the 2013-2014 school year out of 6 parents 5 selected freestanding ENL as their first choice. Six parents selected dual language as their second choice. Five parents selected TB as their third choice. One parent selected TB as his/her first choice, freestanding ENL as a new languages as a second choice, and dual language as a third choice.

In the 2014-2015 school year 5 out of 6 parents selected freestanding ENL as their first choice. Two parents selected dual language as their second choice, and three parents selected dual languages as their third choice. One parent selected TB as his/her first choice, Freestanding ENL as his/her second choice, and dual language as his/her third choice. Another parent only selected freestanding ENL.

In the 2014-2015 school year so far one parent has selected dual language as his/her first choice, TB as a second choice, and freestanding ENL as a third choice. The majority of parents have chosen freestanding ENL as their first choice; however, all parents are informed that regardless of their selection their child/children will receive services. In addition, parents are also informed that if enough parents selected dual language or TB that a class will be formed. They are also informed that they can request a transfer.

Part V: ELL Programming

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.
 - a. ELL students are grouped heterogeneously by grade whenever possible. There are self-contained bridge classes. If an ELL student is in one of these classes, Ms. Zodiatis will make every effort to push-in for integrated ENL that is teaching the same content area subject. If scheduling makes this difficult, the student with the IEP will follow Ms. Zodiatis to a grade appropriate class for integrated services. In the case of integrated ENL, if an entire grade cannot be grouped heterogeneously, students will be grouped based on consecutive grades. For instances, second and third grade, third and fourth grade, and/or fourth and fifth might be seen together. For our standalone model, students are grouped together based on grade. For instances 2nd and 3rd, 3rd and 4th, or 4th and 5th. In a few instances students were grouped together based on NYSESLAT levels. In these instances Ms. Zodiatis meets with classroom teachers to ensure that work is properly differentiated.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

Emerging students receive 180 minutes of integrated instruction in ELA. They also receive 180 minutes of instruction in standalone ENL. Transitioning students receive 90 minutes of instruction in integrated ELA and another 90 minutes of instruction in another content area.

Expanding students receive 180 minutes of instruction in integrated ELA or another core content area. Commanding students receive 90 minutes of integrated instruction in ELA or another core content area.
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.

The ENL teacher collaborates with the classroom teacher. Then refers to the Engage NY site to see how each standard aligns to the language progressions. These progressions provide rigorous and academically appropriate activities. In our

Freestanding ENL program English is the target language of instruction. Bilingual dictionaries are available in class as well as Math Glossories in Spanish and Arabic. In addition, graphic organizers are also used.

The ENL program uses a variety of grammar infused reading and writing texts aligned to the common core standards. The ELL instructional model reflects the Balanced literacy program with an emphasis on the steps in the writing process. ELLs need more grammar support and editing conferences than mainstream students and this is facilitated through small class instruction. As in Balanced literacy, reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly than reading and writing skills.

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

New students are given the Spanish Lab if they do not score commanding/proficient on the NYSITELL. If a student speaks Spanish, he/she can be evaluated using informal methods such as read alouds, and discussions. In addition, if a version of an exam exists in a student's home language, it will be offered to the student. If a version of an exam does not exist in a student's home language, a translator will be obtained.

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

ELL students participate fully in all academic subjects. Students are given a baseline at the beginning of the year, and then monitored through observation, the use of test prep materials, as well as their performance in the classroom.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiation of instruction for ELL subgroups.

- a. Plan for SIFE

The SIFE population is zero. Our contingency plan calls for:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Use of technology such as computer programs such as English in a Flash, Starfall, and various other programs to support acquisition of English and Math skills.

- b. Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the after School activities provided by the Harlem Children's zone.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Introduce the parents and students to the Social Workers at the Children of the World Community Program.

- c. Plan for receiving service for 4 to 6 years ELLs

. An analysis of these students' scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- A daily writing sample is collected from long term ELLs.

- d. Long Term ELLs: Our contingency plan calls for:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas

- Use of technology such as computer programs such as English in a Flash, Starfall, and various other programs to support acquisition of English and Math skills.

e. Former ELLs 90 minutes of ingergrated instruction in ELA or another content area.

- Making an individualized student needs assessment.

- Creation of an AIS plan for the student to focus on the literacy and math component

- Grade appropriate instructional support materials.

- Differentiation of instruction in all areas.

Use of technology such as computer programs such as English in a Flash, Starfall, AR reading, and other various programs to support the acquisition of English and math skills.

ELL students who have tested proficient receive extra time during state exams

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.

Parents/guardians have 45 days to appeal a child's ELL or non-ELL status. They are informed of this during registration, when the Entitlement Letter, or non Entitlement is sent home, when the Parent Survey, and Parentbrocure is sent home, and via a phone call and/or a face to face meeting. If the reidentfication process is started, the student's work will be examined, observations will be used. In addition, a NYSESLAT sampler will be given to the student. Based on this data a student's ELL status will be revised to either ELL or non-ELL. Students who reenter the NYC public school system after having been outside of NYC and/or NYS for 2 or more years will complete the ELL identification process as described in the ELL policy and refrence guide. The ELL teacher, Ms. Zodiatis, will conduct an interview to determine if a student is NYSITELL eligible. If a student scores below the cut off an entitlement letter, and parent survey and selction form are sent home. A parent oreintation meeting is also set up. Copies of the letters are kept in a binder in the ENL teacher's classroom and students' cum. If a student scores proficient/commanding a non- Entitlement letter is sent home. A copy of this letter is also kept on file and in the student's cum. At this time parents/guardians It is during registration that parents/guardians are also informed that they have 45 days to appeal their child's ELL on non-ELL status.

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?

Some of the ways the school is using curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs are:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills , including increased use technological activities in the classroom.
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the language skills necessary to pass the ELA and the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

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?

The ENL program uses a variety of grammar infused reading and writing texts aligned to NY State performance standards and the ((number 9 continued) Common Core. The Ell teacher has access to both the Ready Gen and Go Math websites so she could plan collabratively with classroom teachers. The ELL instructional model reflects the Balanced literacy program with an emphasis on the steps in the writing process. ELLs need more grammar support and editing conferences than mainstream students and this is facilitated through small class instruction that draws on our ELL teacher's background as a professional editor for the Adele Leone Writer's Agency and twenty years of teaching remedial and ESL writing to both adults and children. As in Balanced literacy, reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly then reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. To this end, a writing sample based on responding to literature or factual research is collected on a daily basis. To target the writing skills needed on the NYSESLAT, C.S. 133 uses Empire State NYSESLAT. Best Practices in Reading grade based readers from Option publishers pair fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running: Exploring Idioms in English from Options publishing as well as the Language Handbook series from Steck Vaughn Publishers provide structure for our students to achieve writing proficiency. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that

Chart lets students develop phonics based reading and writing skills. Starfall is self correcting and lets students hear any word they don't understand with the push of a button.

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)	2 units of study <i>per week</i> (360 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/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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

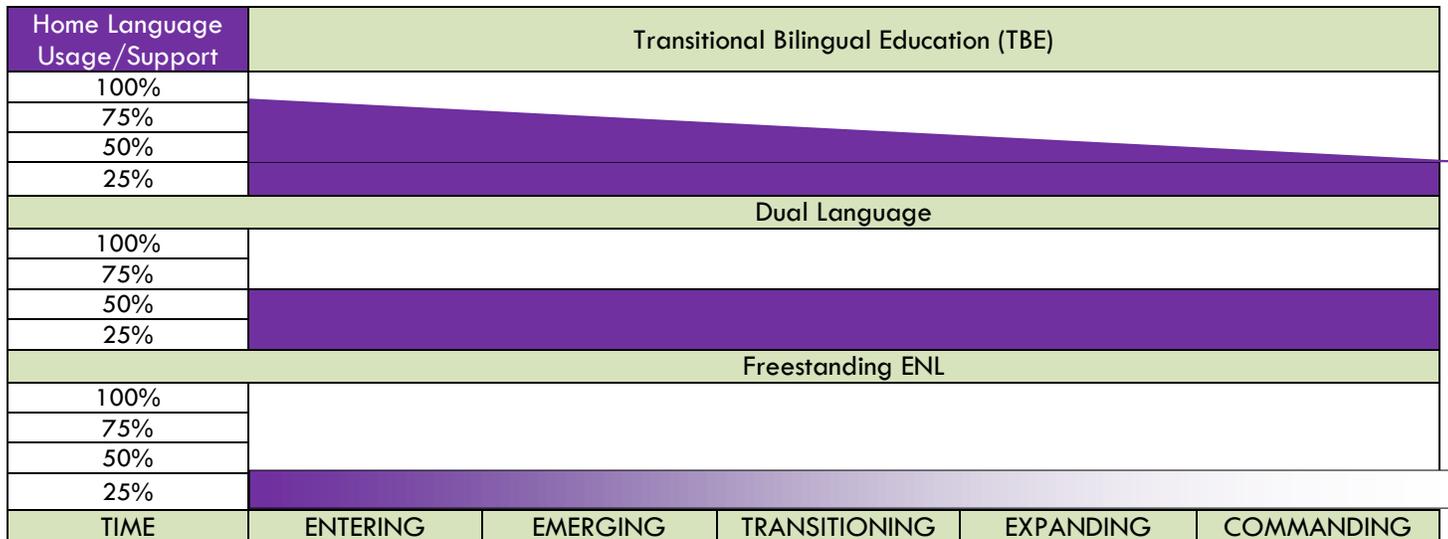


*Note: “other approved services” does not apply to New York City at this time.

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. The ENL teacher, Ms. Zodiatis, has access to both the Ready Gen, Reading A-Z, and Go Math websites. This allows her to effectively collaborate with classroom teachers. Reading A-Z and Starfall are used as intervention programs for ELL with 0-3 years of service, and ELL with disabilities students in ELA. Sight word flash cards, Wilson are also used as interventions for this subgroup. The Freestanding ESL program uses a variety of grammar infused reading and writing texts aligned to NY State performance standards and the Common Core. Our students achieve listening and speaking skills more quickly than reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. To this end, a writing sample based on responding to literature or factual research is collected on a daily basis. To target the writing skills needed on the NYSESLAT, C.S. 133 uses Empire State's NYSESLAT test prep. Best Practices in Reading grade based readers from Option publishers pair fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running: Exploring Idioms in English from Options publishing as well as the Language Handbook series from Steck Vaughn Publishers provide structure for our students to achieve writing proficiency. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that lets students develop phonics based reading and writing skills. Starfall is self correcting and lets students hear any word they don't understand with the push of a button. Other internet sites such as Enchanted Learning, PBS Kids, Brain Pop and Internet4classrooms, that aid literacy and math skills are successfully employed. The ELL strategies in Go Math are used as interventions for ELL, ELLs with disabilities, in math. For social studies and science graphic organizers and word banks are created to help support students. The end of unit assessments in both math and ELA are used to drive instruction. Since the ENL is not bilingual, no intervention in the native language is offered. If a bilingual Spanish pedagogue is available he/she will translate for a student. If the need arises, Translation Services will be contacted to help support a student.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. As a result of doing more push in the year 2014-2015 students' academic improved. This was evident by an increase in ELL participation. This year with the emphasis on integrated instruction ELL students continue to participate more in all core subject area subjects. However, the data from the ELA, Math, and state science exam indicate that ELLs still struggle with reading and writing. This issue is being addressed by focusing on content area vocabulary in ELA, math, social studies, and science. Data is reviewed at the end of each unit and after exams such as the MOSL.
12. What new programs or improvements will be considered for the upcoming school year? The use of the language progressions on the Engage site to help differentiate instruction. The use of Teacher's College for writing.
13. What programs/services for ELLs will be discontinued and why? AR and English in a Flash were discontinued because they did not provide students with enough common core aligned rigor. No other programs have been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Every effort is made to actively encourage the participation by our ELLs in all school programs. In particular our sports teams and athletics give our ELLs the opportunity to develop their basic interpersonal communication skills and sense of community. All our ELLs have equal access to our afterschool and Saturday academic support programs. A strong guidance system is provided by our Bilingual Guidance Counselor, Mr. Felix De La Cruz. He provides both guidance and family support activities to our ELLs in Spanish and English. Our social worker also provides guidance and family support services to our ELLs. This enables us to be certain that parents and children are fully informed about our programs and supplemental services.
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. The ENL program uses a variety of grammar infused reading and writing texts aligned to common core standards. Reading and writing are two sides of the same coin. Our students achieve listening and speaking skills more quickly than reading and writing skills. Since our instruction is data driven, C.S. 133 is emphasizing developing reading and writing skills. Best Practices in Reading grade based readers from Option publishers pair fiction with non-fiction to build reading comprehension strategies. In tandem with our reading program such writing workbooks as Writing Performance Counts and Hit the Ground Running: Exploring Idioms in English from Options publishing as well as the Language Handbook series from Steck Vaughn Publishers provide structure for our students to achieve writing proficiency. Our students are encouraged to search the internet to learn to do research for their writing. Beginning students use the Starfall internet site that lets students develop phonics based reading and writing skills. Starfall is self correcting and lets students hear any word they don't understand with the push of a button. Other internet sites such as Enchanted Learning, PBS Kids, Brain Pop and Internet4classrooms, that aid literacy and math skills are successfully employed. In addition, other reading material such as classic titles that are available in different levels, newspaper articles are also used. Along with graphic organizers, and sentence frames are used to help students develop advanced comprehension skills such as paraphrasing, comparing and contrasting multiple texts among other skills.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
C.S.133 offers dual language dictionaries. Dual language dictionaries for math and science are printed from the NYC DOE site. Students at the entering and emerging levels are allowed to use their native language where applicable. We will continue to provide Freestanding ENL. No programs in current use will be discontinued.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our required service support and resources reflect ELL age and grade levels as evidenced by our division of Freestanding ELL services based on grade level and proficiency level. If a student is a newcomer or struggling reader he or she will be placed in a pull-out group that focuses on the use of more phonics based instruction.
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).
C.S. 133 has incorporated "The Leader In Me." All staff was encouraged to attend a workshop that began before the beginning of the school year. The principles taught were incorporated on the first day of school and reinforced every day during morning assembly. Newcomer students are also encouraged to attend the after school programs.
19. What language electives are offered to ELLs?
N/A
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)?

N/A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers at C.S. 133 are involved in instructing ELLs. All staff at C.S.133 are given the opportunity every year to fulfill the hours of professional development that teachers of ELLs are required to have in their career to meet NYCDOE requirements. Our ELL teacher attends professional development. These professional developments provide our ESL teacher with the latest research on learning techniques and both current and new regulations and mandates concerning ESL.
- 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?
The professional development on Mondays provides teachers with PDS on how to support ELLs, as well as other students
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our Bilingual Guidance Counselor, Mr. Felix De La Cruz provide assistance to our ELLs in choosing Middle Schools based on academic needs and goals. Every ELL student is provided with a list of available Middle schools and is informed of the programs they offer. Mr. De la Cruz provide a parent workshop for ELLs and their parents to enlighten, inform and facilitate their choice of Middle school.
- 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.
The professional development Mondays, teachers are also sent to PDs outside of the building throughout the year.

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?

The English Language Learner's (ELL's) parent involvement at C.S. 133-Fred R. Moore Academy is an extension of our Parent Compact piece for parent involvement of the Comprehensive Education Plan (CEP) for the school. All parents are encouraged to be involved at the school. We pull from many segments of the school community to outreach and support parents and our ELL's families, including the School Based Support Team, the School Based Clinic, the Guidance Counselor, and the ESL teacher, the Parent Association (PA), the School Leadership Team (SLT), the Principal/ Vice Principal and the Parent Coordinator. Our goal is to support and service all the families that make up our wonderful school community. In addition, the ELL teacher, Ms. Zodiatis will also schedule the annual meeting to discuss the progress of ELL students Jan./Feb. Arrangements for a qualified translator will be made. This meeting is in addition to initial parent orientation, and the parent teacher conferences. Attendance will be recorded using existing procedures.

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.

Attendance records are kept in the main office. A log of phone calls made to home are kept by the ENL teacher. For the annual meeting a formal letter will be sent home to inform parents about the meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. During the school registration process Mr. Alleyne gives to all new parents whose children are being enrolled his contact information. All parents are made to feel welcomed and to become part of the school community. He makes his business card available again during the school's annual Meet & Greet night. It is also here that we find out what some of the needs our parents are. Additionally, a parent survey, goes out at the beginning of the school year from the Parent Coordinator along with the Parent Association in order to further hone in on the needs of the parents, including ELL's parents and based upon their response to the survey we bring in programs, conduct workshops, provide classes and hold meeting to address those needs. A school calendar is sent home monthly with the children giving an overview of all the activities and events that are available for parents to participate in during that month. Their questions and concerns are taken very seriously during meeting and are brought up at SLT meeting. Also when children at the school are identified needing English Mr. Alleyne calls those parents to come in for a video presentation of the three programs being offered by the DOE regarding its language arts program; Free ESL, Dual Language and Transitional Bilingual. Attendance is taken and the video is shown. Ms. Zodiatis the ESL teacher gives the parent the paper work to fill out and after going over the options with them they make their choice of what program they would like their child to participate in. There is a monthly parents focus group that is well attended and all parents are welcome to attend. Another outlet that parents have to address issues of concerns is during the monthly Coffee with the Principal
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? CS 133 partners with Harlem Children's Zone.
5. How do you evaluate the needs of the parents? The parent coordinator David Allyne creates a calendar to inform parents/guardians of all events. He also plans events such as Bingo Night, movie nights, spelling bees and math bees.
6. How do your parental involvement activities address the needs of the parents?

Through Mr. Alleyne's long term relationship with Harlem Hospital's Community outreach and many medical insurance programs, Parent JobNet and a host of other CBO's both in and outside the school, we continue to give to our parents' awareness workshop that will help them stay healthy and make health care assessable to all, and as aforementioned provided Job preparedness class and free computer classes to parents. The Parent's Room (Rm. 142A) a room where there are computers, a conference table with chairs and a long lounge chair and refrigerator is the primary room where the parents frequent; they can comfortably lounge when waiting for an appointment, hold meeting or just congregate and socialize. The SLT is constantly assessing the needs of the students of the school and how we can help parents help their children. Information is always critical and language is sometimes a barrier so to help us to accommodate the needs of our parent our social worker on the SBST helps us to communicate with our parents. Mr. De-La-Cruz the school's Guidance Counselor helps us communicate with or Spanish speaking parents. If we need a letter, flyer, brochure or newsletter to send home with a student and there's a family that doesn't speak the English language we use the Dept. of Education translation unit to word the form in the primary language of the family. Also when necessary we utilize their service for an interpreter at parent meeting when necessary.

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:

Part VI: LAP Assurances

School Name: **Fred R. Moore Academy- CS 133M**

School DBN: **05M133**

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)
Patricia E. Balbuena	Principal		1/1/01
Joan Mitchell	Assistant Principal		1/1/01
David Alleyne	Parent Coordinator		1/1/01
Agnes C. Zodiatis	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Jasmira Caceres	Other <u>Assistant Principal</u>		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: **05M133** School Name: **Fred R. Moore Academy**
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) 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

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.

The data and methodologies used to assess language preferences of parents comes from the intake process during registration.

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.

Parental preferences about language communication is delivered both orally and written. The languages of our parents are French, Arabic, Spanish, and Bengali.

Part B: Creating a Communications Calendar

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.)

On the HLIS for the 2015-2016 school year, one parent/guardian indicated Spanish for both written and oral communication. Another parent/guardian indicated Spanish/English for oral communication. The other parents/guardians indicated English.

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.

Parent-teacher conferences, open school night, parent orientation for parents of new ELLs is offered, Tuesday parent engagement

Part C: Providing Language Assistance Services

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.

CS 133 uses school staff for Spanish translation. For all other translation, CS 133 uses the Translation & Interpretation Unit. This is done either over the phone, or arrangements are made for a translator to come to the school.

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 majority of parents indicated English. One parent indicated Spanish for both written and oral communication. One parent indicated Spanish/English for oral communication.

Part D: Training Staff on Policies and Procedures

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.)

The parent coordinator will assist in this matter. The "Big Word" is a translation organization that supports us in these events.

Part E: Providing Notice of Language Assistance Services

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

These documents will be posted . The Parents' Guide to Language Access is located on the counter in the main office so that parents can point and identify their language of choice.

Part F: Monitoring and Quality Control

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

We will use parent surveys, workshops and interviews with their own children. The purpose is to obtain from the children how we are doing to help them with the communication between home and school. We will offer and reach out to the parents to come to the Principal's Coffee meet and greet monthly to have them become part of the school community and culture.