

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q033

School Name:

P.S. 033 EDWARD M. FUNK

Principal:

ERICH WAGNER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Edward M. Funk School Number (DBN): 29Q033
Grades Served: K-5
School Address: 91-37 222nd Street Queens Village, NY 11428
Phone Number: 718-465-6283 Fax: 718-464-7588
School Contact Person: Erich Wagner Email Address: Ewagner2@schools.nyc.gov
Principal: Erich Wagner
UFT Chapter Leader: Kristian Lisowski
Parents' Association President: Jasmine Hamid
SLT Chairperson: Vincent Gatto
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Ave. Queens Village, NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718-264-3148

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. Queens, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-642-5705

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Grace Tolentino	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The educational program at P.S. 33, which is a Title I school, services children in grades Kindergarten through five and houses 1,072 students. The school has a multiethnic and multicultural population that is presently 47% Asian, 27% Hispanic, 16% African-American and 9% White. 14% of our students are ELLs, 6% have an IEP, and 64% are eligible for free lunch.

Our mission is to enable all of our children to become lifelong, independent learners who are active participants in their own education, growth and development and who are engaged and challenged to become critical thinkers who can work both individually and cooperatively as problem solvers. Our instructional focus this past year was to have students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level. Growth in student learning will be measured by NYCPT, Unit Assessments, and student performance on CCLS writing rubrics.

The school has a commitment to an active, hands-on approach to the teaching of Science and Technology. There are two labs, which merges components of science, mathematics and technology as a part of its curriculum. It is a structured program permitting research, response to questions and recording information through a practical task-based and computer-based format. Children learn a variety of skills including keyboarding, publishing and Internet use. The school also has an award winning web site. Parents can use it to find school and class materials besides general information.

We have partnered with the national organization, Reading Partners, which offers our students a 1:1 tutorial program in reading comprehension. We have utilized this program to address our needs for Academic Intervention in first and second grade primarily. The program is very successful with 90% of the children making at least 1 year progress within a six month span.

Our students participate in several health and social awareness fund raising campaigns (Penny Harvest, St. Jude's Math-a-thon). We have also partnered with community based organizations (SNAP, YMCA, and NYPD) and developed programs to increase student engagement while decreasing student disciplinary infractions .

This was the first year our state ELA state scores outnumbered our Math scores, so we now recognize that there is a need for growth and improvement in our math program. A key area of focus for us is student performance in Math. While we are meeting targets, Math scores are stagnant. We will work towards increasing the collaboration between home, school and community. Our teachers will continue to develop collaborative relationships to increase our shared understanding of highly effective instructional practices.

29Q033 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1050	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	61.7%	% Attendance Rate		94.0%
% Free Lunch	64.7%	% Reduced Lunch		11.5%
% Limited English Proficient	9.6%	% Students with Disabilities		13.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	4.1%	% Black or African American		18.0%
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		44.6%
% White	5.3%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.04	# 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)		4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.3
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	27.2%	Mathematics Performance at levels 3 & 4		36.7%
Science Performance at levels 3 & 4 (4th Grade)	85.9%	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		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
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.

State assessments results indicate that our students including those in the lowest third are meeting targets in English Language Arts. Our school focus was concentrated on writing this school year and indicators suggest students have made progress. Math results differed this year. We have seen a decrease in achievement. Although most students are approaching targets our lowest third are not meeting targets. Classroom discussions such as, Table Talks and Team Talks are utilized to encourage student understanding of multiple strategies that can be used in solving problems, develop student’s ability to explain their methods of solutions and encourage respectful interactions.

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.

In order to ensure access to a curriculum that incorporates the CCLS instructional shifts, we provide students strategically targeted instruction with multiple entry points in rigorous tasks, there by resulting in improved student outcomes in mathematics as measured by a 8% increase in the numbers of students in grades 3-5 meeting or exceeding proficiency levels on the New York State Mathematics exam administered in 2016.

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>Professional development will be geared towards problem solving in mathematics as well as in questioning and discussion techniques.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Math Achievement Coaches, PD Committee, Administration</p>
<p>Students will be provided with strategies to persevere in problem solving.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Administration</p>
<p>Differentiated instruction – Envision Reteach lesson, Small group instruction, AIS instruction</p>	<p>Bottom Third Students</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Support Staff</p>
<p>Parent Workshops – Problem Solving Series, Computer workshops, Class visitation</p>	<p>Parents</p>	<p>November 2015-March 2016</p>	<p>Teachers, Administration, Parent Coordinator</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>Envision resources and math manipulatives</p> <p>Math Cluster</p> <p>After School</p> <p>ELL Staff</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	X	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.

In February 2016, teachers in grades K-5 will administer the Mid Year Envision Assessment. Teacher teams will analyze results to monitor students' progress from September to February. Teacher teams will determine how many of their students have shown a 4% progress and work collaboratively to plan for next steps.

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.

Formal and informal observations revealed that students had difficulty articulating their next steps for improvement. Research has shown that students who receive targeted and specific feedback, feel supported and challenged by their teachers. Teachers must offer all students useful, student-friendly advice after the administration of assessments. Feedback must be goal-oriented, tangible, timely, and consistent in order to develop student independence. Teachers who adjust their instruction based on student performance and provide their students with descriptive feedback, achieve positive results. Our students who are empowered to apply this feedback will grow as life-long learners.

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.

In order to ensure that students feel supported and challenged by their teachers, 20% of professional development will be geared towards improving teachers’ ability to deliver effective student feedback. This will show an improvement in problem solving skills from September to June as evidenced by Performance Based 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 Supportive Environment 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>Professional development opportunities will be designed towards planning for coherent instruction by delivering helpful student feedback in order to promote student growth and independence.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Achievement Coaches, PD Committee</p>

Students will be provided with effective feedback based on their monthly Performance Based Assessments.	Students	September 2015- June 2016	Teachers, AIS Staff
Monthly grade specific math goals will be distributed to parents.	Students, Parents	September 2015- June 2016	Teachers, AIS Staff

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.											
Envision Resources/ Performance Based Assessments											
Effective Feedback Resources and Templates											
Monthly Student Writing Goal Tracking Sheets											
Student Performance Based Assessment Rubrics											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		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.
By February, at least 20 percent of our professional development opportunities will focus our teachers’ attention to providing effective student feedback. After the administration of the February 2015 Performance Based Assessments, teachers will analyze their PBA tracking sheets to monitor their students’ progress from September to February. Teachers will evaluate how many of their students have shown progress, explore best practices, and plan collaboratively for next steps.
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.

We scored “Celebration” in component 2.2 (align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels).

Unfortunately, we scored “Focus” in component 1.2 our 2014-2015 Quality Review (develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products), it states that “some classrooms learning tasks remain teacher directed, which hampers students from demonstrating higher order thinking. The lack of consistency in the delivery of these common practices to engage and provide access for all students hinders instructional coherence across all classrooms, as evidenced by uneven levels of student understanding in oral and written work products.”

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.

During the 2015-2016 schoolyear, ongoing professional development will be provided for strategies so as to improve instructional practices and promote high levels of engagement that will result in 40% of the teachers improving one HEDI rating in the Danielson Framework.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers conduct action research based on Inquiry and student work	Teachers, Administration	October 2015- June 2016	Achievement Coaches, Administration
Parent engagement time scheduled weekly on Tuesdays	Teachers	September 2015- June 2016	Administration
Teacher teams will benefit from collaboration by sharing best practices and by adjusting instructional decisions based upon the analysis of student work in relationship to Common Core aligned rubrics.	Teachers	September 2015- June 2016	Teachers, Achievement Coaches
Students will be offered resources that specifically address their individual learning needs. In turn, students will be able to demonstrate their independence through the achievement of on grade level and/or above grade level Assessments.	Students	September 2015- June 2016	Teachers, 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.											
Common planning times Danielson Framework and Advance for teacher evaluation in order to impact student progress. Promethean boards, Ipads											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		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.

Teachers will input their agendas and attendance information on a weekly basis. The administration views information weekly and observes teaching practices to find the track of the action research in the classrooms. After completing 50% of observations, administration will review current progress as per Advance ratings.

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.

In order to facilitate the Professional Collaborative Learning model, teachers will need to take on a leadership role on and across grades. This PD model will allow teachers to share best practices hence, increase student progress. This change in Professional Development structures is a direct result of the new UFT contract, the Chancellor’s initiatives and teacher identified needs.

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.

By June 2016, school leaders will strengthen teacher pedagogy, through 100% of Advance-eligible teachers being observed a minimum of either three or four times, with targeted feedback, next steps with clearly delineated support mechanisms for improvement, and systems for teacher accountability .

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) 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>Collaborative Learning Workshops</p>	<p>All Staff</p>	<p>October 2015- June 2016</p>	<p>Teachers, Achievement Coaches, Administration</p>

Model teacher will perform one-on-one peer coaching with selected teachers to support teacher improvement. School leaders will conduct non-evaluative visits with feedback to support teachers.	Selected Teachers	November 2015- June 2016	Administration, Model Teachers, Achievement Coaches
“A Handbook for Professional Learning: Research, Resources, and Strategies for Implementation” is used as a guide in developing our professional learning plan and framework.	Teachers, Administration	October 2015- June 2016	All Staff
Paraprofessional Workshops	Paraprofessionals	October 2015- June 2016	Administration, UFT

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.											
EngageNY resources											
Professional Learning Library guides											
Model teacher will be provided with coverage to facilitate professional learning opportunities											
Achievement Coaches											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		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.
Administration will analyze observation data in January to assess progress towards this 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 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.

An analysis of our 2013-2014 NYC School Survey indicates that 88 percent of parents feel that *m child’s school communicates to me and my child what we need to do to prepare my child for college, career, and success in life (88.)* We must foster a culture that intentionally focuses our community’s attention to the importance of preparing our students for career and college. Parents, teachers, and administrators can help students to develop the skills and aspirations that lay the foundation for high academic expectations. This year, we plan to provide many educational opportunities for families that will allow them to explore and learn ways to help their children succeed in life.

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.

By June 2016, there will be an increase of 2.0 points for Parent School Culture on the 2015-2016 NYC School Survey

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) 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>School and community events will be designed towards positive parent engagement opportunities by creating a</p>	<p>Teachers, Parents, Students</p>	<p>September 2015- June 2016</p>	<p>All Staff</p>

safe environment that honors student diversity and builds upon student strengths.			
Parent Workshops aligned to the Common Core Learning Standards and Citywide Expectations will be provided to all families.	Parents	September 2015- June 2016	Teachers, Administration, Parent coordinator
Teacher initiated parent workshops and one to one meetings during parent engagement periods will empower parents with at-home strategies.	Parents	September 2015- June 2016	Teachers

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.											
Parent Resources											
Parent Coordinator											
Teachers											
Administration											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
In February, we will ask parents to complete a school-created questionnaire focusing on this goal. Results from this survey will be analyzed and used to plan our next steps in meeting our goal. By this point in the year we expect to have 30% of parents participating in school functions.
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.)
English Language Arts (ELA)	New York State Assessments, Benchmark reading levels	Guided Reading Leveled Books	Small Group, One-to-one	During the school day After school
Mathematics	New York State Assessments, Benchmark math levels	Small group instruction	Small group, One-to-one	During the school day After school
Science	New York State Assessments, Teacher recommendation	Non-fiction reading - Science, Lab work - experiments	Small group, Full class	During the school day
Social Studies	School based assessments, Teacher recommendation	Content reading – Social Studies	Small group, Full class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation, Parent recommendation, Guidance Counselor	Respect for All, Conflict resolution, Assembly program	Small group, One-to-one	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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.
Attend Teacher Job Fair in the Spring of 2016
Partner with colleges and universities for student-teachers
New teachers receive mentoring by highly qualified peers
Common preparation time to allow teachers to plan and share best practices
Teacher participate on various school committees.

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).
Professional Learning occurs on Mondays and Tuesdays with the teachers, administrators, and coaches conducting PD on CCLS, Advance and next steps.
Staff attends workshops and then turn-key information and/or practices to other staff members.
All staff is encouraged to attend outside professional development sessions and read professional articles in order to develop topics for future professional development sessions.

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.).

Incoming Kindergarten students and their parents are invited to attend a workshop to familiarize them with the instructional programs, support services, policies and procedures for our school in June of each year. For those students who require ESL screening, parents are invited to an orientation workshop to explain the models of instruction so they can make an informed choice for their children.

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.

Administration will meet with individual grades to discuss ongoing assessment. Mentors from the literacy and math programs will meet with teachers bi-monthly. Revision of curriculum maps will identify appropriate change in assessment if necessary.

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	437,734.00	X	Annual Goals
Title II, Part A	Federal	178,040.00		
Title III, Part A	Federal	16,304.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,475,665.00		

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. PS 33Q, 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. PS 33Q 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)

PS 33Q, 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.

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>0</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

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

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

Part E: Budget

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

Allocation Amount: \$12708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>7628.00</u> <u>1270.00</u>	<u>4 Teacher salaries</u> <u>3 Certified ELL teachers giving PD</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>_____</u>	<u>_____</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>2540.00</u> <u>1270.00</u>	<u>General supplies for after school program.</u> <u>Reading Keys researched-based program for ELL instruction</u> <u>Parental Involvement (Part D)</u>
Educational Software (Object Code 199)	<u>NA</u>	<u>NA</u>

Part E: Budget

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

Allocation Amount: \$12708

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	<u>NA</u>	<u>NA</u>
Other	<u>NA</u>	<u>NA</u>
TOTAL	<u>12708.00</u>	<u> </u>

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 29	Borough Queens	School Number 033
School Name Edward M Funk		

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	Assistant Principal Vincent Gatto
Coach Erich Wagner	Coach
ENL (English as a New Language)/Bilingual Teacher Francisca Powers	School Counselor Gina McDermott
Teacher/Subject Area Melissa Naab/ELL	Parent Jamine Hamid
Teacher/Subject Area Robeena Darr/ELL	Parent Coordinator Jessica Maldonado
Related-Service Provider Gina McDermott	Borough Field Support Center Staff Member Pierre Galvez
Superintendent Lenon Murray	Other (Name and Title) N/A

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	3	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	3
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)	1054	Total number of ELLs	150	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	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

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	158	Newcomers (ELLs receiving service 0-3 years)	118	ELL Students with Disabilities	1
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	40	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	118			40	3					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	0	0	0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: _____
---	---

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	17	7	6	5	5	2								0
Chinese						1								0
Russian														0
Bengali	10	5	3	3	3	2								0
Urdu	9	4	3	3	3	0								0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	12	4	4	7	4	2								0
Polish														0
Albanian														0
Other	10	5	4	7	7	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)	15	6	2	6	6	4								0
Emerging (Low Intermediate)	8	1	2	3	2	1								0
Transitioning (High Intermediate)	20	4	4	2	3	0								0
Expanding (Advanced)	15	14	11	14	11	3								0
Commanding (Proficient)			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		4	12	6	3	18								0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At P.S. 33 the ELL students are fully integrated within the school population. In the lower grades, the WRAP program, and MOSL(measure of student learning) are used as assessment tools. The upper grades utilize Treasures for assessment. Based on these results, the classroom teachers articulating with the ELL teachers create diversified instruction in the classroom. The data from these early assessments mirror the results of the NYSITELL and NYSESLAT. In speaking modalities 60% of students score at or above grade level. 35%-40% of our students score at or above grade level in the Reading and Writing portions of the NYSITELL and NYSESLAT.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns reveal that ELL students progress at a faster pace in the listening and speaking modalities. This can be seen across all grades. The data patterns though, in the reading and writing modalities indicate that this is the weakest area to achieve in language acquisition. These modalities are acquired at a slower rate across all grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 N/A
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) Results for ELL students in grades 3, 4, 5 – 2014-2015

Grade 3 ELA	Level 1- 9 students	MATH	Level 1- 9 students
	Level 2- 3 students		Level 2- 3 students
	Level 3- 0		Level 3- 1 student
	Level 4- 0		Level 4- 0

Grade 4 ELA Level 1 – 5 students	MATH Level 1- 5 students
Level 2- 2 students	Level 2- 2 students
Level 3- 0	Level 3- 1 student
Level 4- 1 student	Level 4- 1 student

Grade 5 ELA Level 1- 9 students	MATH Level 1-9 students
	Level 3- 1 student

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

a) ELL Afterschool Program

b) Reading Partners

Tier 1 schoolwide instructional practices - ELA state test data for upper grades. MOSL for all grades

Teacher created assessments to screen for at risk kids.

Tier 2 Saturday ELL program small group intervention w/in the ELL classroom.

Tier 3 Create individual lessons according to the students' capabilities using the scaffolding method.

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

At P.S. 33 a child's second language development is considered in instructional decisions. Our reading program, Treasures, has the ELL component. Classroom teachers articulate with the ELL teachers regarding how to best utilize this component. Every classroom is equipped with native language- English dictionaries, computer programs appropriate for the students, leveled libraries in every grade. Leap Pad is in the classes for new beginners. Children's second language development is taken very seriously in instructional decisions at P.S.33. Based on ongoing assessment we use scaffolding techniques to guide new language instruction. After screening a child and taking into consideration the child's background, we use this knowledge to guide instruction. We use: literacy to develop vocabulary and language, using literacy culturally related to the child's background.

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).

Over the past five years, ELLs have consistently met AYP.

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 parents enroll their children at P.S. 33, as new admits to the NYC school system, during the academic school year within 10 days, pupil personnel secretaries alert appropriate pedagogical staff members so that an informal oral interview in English may be conducted, and to ensure that the Home Language Identification Survey is completed appropriately. Bilingual staff members are called upon as necessary to conduct an interview with parents in their native language. If a speaker of the home language is not

available, a call is placed to the NYCDOE Translation Unit to conduct an oral interview by telephone. Based on the findings of the oral interview(s), and the completion of the Home Language Identification Survey, ESL teaching personnel administer the NYSITELL or Spanish LAB when necessary. At the beginning of the academic school year, ESL teachers run appropriate ATS reports (RLAT, RLER, RNMR, etc.) in order to discover the results of the previous year's NYSESLAT. Once students are identified as entitled or non-entitled ELLs, appropriate next steps are taken to inform parents of their status. The running of ATS reports also alerts ESL teachers to the presence of ELLs new to our building who have transferred from other NYC schools. At PS 33, the pedagogues involved in the administration of HLIS, NYSITELL, and the Spanish LAB are Mrs. F. Powers, Mrs. r. Darr, Mrs. M. Naab, who are ELL teachers. When other languages are required, Mrs. S. Khanam works with the teachers and parents.

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).
Sire questionnaire, student work, Interview during registration process and HLIS questionnaire, oral interview questionnaire
Personal and language info
Family and home background
Educational history
Language and literacy practice
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).
Same process as stated in Section 1. The LPT consists of ELL teacher, Admisitrator, Special Education Teacher, and Parent.
Interpretation is provided by other teachers with the language in school and/or over the phone interpretation services through the DOE. This timeline is within 15 days.
Personnel; ESL certified pedagogues, Special education cetified pedagogues, SBST team members
Indetification for new IEPs - HLIS
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.
As soon as scores are available, ESL teachers send language-specific entitlement letters and Parent Brochures from the toolkit home, inviting parents to come to school to view the multilingual DVD explaining program choices, and to make their selection via the Parent Survey and Program Selection form. ESL teachers, ELL parents and bilingual staff enjoy good community relations at P.S. 33, so that parents are comfortable setting up appointments to learn more about our program and to have their concerns regarding program selection addressed. To ensure best compliance, and for the convenience of working parents, we hold day- and night-time workshops with bilingual staff on hand where parents can view the DVD and complete the survey. For parents who choose not to come to school to attend Parent Choice DVD screenings, a letter is sent home in the native language with a parent brochure reiterating the importance of viewing the informational DVD and completing the survey on behalf of their child(ren).
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 are given the opportunity to voice their rights at the ELL parent meeting. If the parent does not attend, the ELL staf will reach out to each parent to obtain their appeal if necessary. After evaluating HLIS, we look for the parents' preffered language and use letters in paretns' preffered languages. Letters are filed in folders in the main office, students' cum folders, and ESL teachers keep records in the classroom.
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.
Upon identification of new ELLs in the building based on NYSITELL hand scores, ESL teachers send a language-specific communication home to parents (including the Parent Brochure), and invite them to come and view the multilingual DVD explaining program choices. Parents are invited and encouraged to come to the building as soon as ELLs are identified so that they may understand their choices via the multilingual DVD and/or face-to-face explanations from bilingual staff. Parents have 10 days to decide which program they favor. For the convenience of working parents, and for parents who enrolled their children during the summer months, a multilingual evening workshop is scheduled within the allotted identification time frame, and the DVD is viewed and discussed. Bilingual staff members are always on hand at the evening workshop so that questions and concerns may be addressed in the native language. Parents are then able to make fully-informed choices for their ELL child(ren). The ELL identification process includes two parts: The administration of the Home Language identification Survey to determine the child's home language, followed by the administration of the NYSITELL. Students who score below proficiency on the NYSITELL, become eligible for state mandated services for ELLs. All new entrants to a NYC pubic school who have a home language of Spanish and score below proficiency on the NYSITELL must be administered the Spanish LAB-R once at the time of initial enrollment during the same testing period to determine language dominance. This process is done within ten days of enrollment. An entitlement letter is sent to eligible students based on the test results. A parental meeting is scheduled, which is run by the ELL teachers, Mrs. F. Powers, Mrs. R. Darr, and Mrs. M. Naab as well as Mrs. Khanam. A parent orientation video, in the parents native language is shown. The parents are made aware of three program choices available for ELL studennts: bilingual education, dual-language, and free-standing ELL programs. After a question

and answer period, parents fill out the appropriate forms. Once the child's program has been determined, the ELL teacher sends the parent a placement letter indicating the program in which their child has been placed. Every outreach attempt is tracked and maintained at the school for parents unable to attend the day or evening meetings. Individual appointments are made by the ELL teachers throughout the year at the parents' convenience. PS 33 has been successful complying with these regulations. ELL teachers review parent program choice letters and students are placed accordingly. Parents are informed of placement with a letter of their choice language. Outreach process - We keep track of parents who chose TBE/DL programs, when/if program becomes available. If the numbers meet the requirements we reach out by letters and phone calls to the parents.

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If a parent survey is not returned, by default we would place students in a bilingual program as mandated.

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.
PS 33 reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner. Parents are invited and encouraged to come and attend a meeting as soon as the ELLs are identified. At this time, ELL teachers inform parents about their program choices with interpreters and the multilingual DVD which also explains their program choices. After showing the video, we hold a Q & A session. The parent surveys and program selection forms are filled out by the parents and signed after the parents are informed in their native language about their program choices. The students will then be placed accordingly based on the Parental choice. For the convenience of working parents, and for parents who enroll their children during the summer months, a multilingual evening workshop is scheduled within the allotted identification time frame. Bilingual staff members are always available to address any concerns. If a parent is unable to attend the meeting, the ELL teachers reach out to the parents by phone and letters. ELL teachers offer meetings before and after school and also on parent engagement days on Tuesdays. Every outreach attempt is tracked and maintained at the school for parents who are unable to attend the day and evening meetings. Individual appointments are made by the ELL teachers throughout the year at the parent's convenience. PS 33 has been successful complying with these regulations. ELL teachers review parent program choice letters and students are placed accordingly, parents are informed of placement with a letter of their chosen language. We keep track of parents who chose TBE/DL programs, when/if program becomes available. If the numbers meet the requirements we reach out by letters and phone calls to the parents. According to parents' preferred language, correspondence in written letters and translation services through the DOE is used.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Survey and Program Selection Forms are distributed to the parents on the day of our meetings. The parents make the program selection and sign the form on the same day of the meeting. If a parent is not able to attend the meeting, the ELL teachers make every attempt to meet with them by calling home, setting up a meeting on parent engagement time on Tuesdays, or meeting early morning or at dismissal. Every ESL teacher at PS 33 is responsible for making sure the forms are completed with their caseload. PS 33 has 100% returned. All correspondence is in the parents' preferred language if available.
9. Describe how your school ensures that placement parent notification letters are distributed.
PS 33 ensures that Placement Parent Notification Letters are distributed to every ELL student that are entitled. These letters are distributed by the ELL teachers and sent home with the students. These letters are given to the students in their native language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The original HLIS and Program Selection forms are kept in the students' cumulative folder. A copy of the HLIS is also kept in a file cabinet in the main office. The files are kept by the grade level and divided into entitled students and non-entitled student folders. In addition, the ELL teachers keep individual files for each student that they service in their caseload. These copies include the HLIS, Program Selection forms, Notification forms, and any other forms pertaining to the student. Based on RLAT & RLER, the students listed will be entitled to take the NYSESLAT.
ESL teachers - Francisca Powers, Robeena Darr, Melissa Naab
ATS reports used to determine eligibility are the RLAT & RLER. We administer reading and writing assessments in small groups. We administer listening and speaking assessments individually. Within the testing windows, if a student(s) is present we administer the test.
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.
In the spring every student entitled to take the NYSESLAT will be administered the test. The ELL teachers follow the procedures and regulations according to the NYSESLAT. The reading, writing and listening modalities are given in small groups. The speaking modality is given individually by an ELL teacher other than the student's own. The four modalities are given during the assigned testing period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The continued entitlement letters and transitional support parent notification letters are distributed by the ELL teachers and sent home with the students. All letters/notifications are given to parents in their preferred language, if available. ESL teachers are responsible for their own caseload.

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 past few years at PS 33, the trend in program choice for parents has been free standing ESL program 99% of the time. The program models offered at PS 33 are aligned with parent request. We monitor trends by keeping data on the information provided on the parent choice forms. ASPIRA Consent decree is addressed during the parental meetings/video presentation - the parents are explained about the parent choice offerings and parents are able to make their choices. The 3 choices are: Freestanding ESL, Bilingual, Dual Language.

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]).
- Freestanding ENL program.

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

The basic program model at P.S. 33 tends to be homogeneous since we group our students according to grade and proficiency level. However, during push-in instruction, by nature, we deal with heterogeneous groups as the student population in any given classroom tends to be mixed. The integrated model consists of push-in program by ESL teachers in content areas. The stand alone model - ESL instruction developing the English language by a pull-out instructional model.

- TBE program. *If applicable.*

Paste response to questions here:

- DL program. *If applicable.*

Paste response to questions here:

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

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

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

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

Emerging/Emerging - 360 minutes of instruction per week. Transitional/Expanding - 180 minutes of instruction per week. Commanding - 90 minutes of instruction per week.

Units of study includes scaffolding techniques such as;

*organize words on T charts

*analyze the meaning and impact of word choices for content areas

*each grade level unit of study - determine figurative and connotative meanings of words and phrases

*analyze meaning and tone of specific word choices

Entering and Emerging students receive .5 unit of study in the Stand-Alone Program (90 minutes), 1 unit of study in the Integrated Program (180 minutes) and .5 units of study in Integrated ENL content area (90 minutes), this is on a weekly basis.

Transitioning students receive .5 unit of study in the Integrated Program (90 Minutes) and .5 unit of study in Integrated ENL content area (90 min) on a weekly basis. Expanding students receive 1 unit of study in ENL/ELA in the Integrated Program (180 minutes) on a weekly basis. Commanding students receive .5 unit of study (90 minutes) of Integrated ENL in ELA on a weekly basis.

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.

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

Materials: all leveled ESL readers as part of the Treasures Program used in our school, also alphabet charts, vowel charts, audio/video, smartboard created lessons, T charts, story maps, word wheels, picture vocabulary cards, cloze texts.

Scaffolding vocabulary instruction, TPR, Relia, Bilingual dictionaries/smart board lessons/Google translator are used to identify words in native language and translated to English. Use of CCLS, ELL teacher provides support by using students prior knowledge, experienced skills while being responsive to student's cultural and linguistic backgrounds. They are aligned based on content area subjects along with student abilities.

In the Stand-Alone Model we utilize materials and gather resources that make content more comprehensible and that meet the demands of the CCLS. Entering and Emerging students in this model receive and work with a variety of materials, ranging from Realia to scaffolding techniques needed at this level. In the Integrated Model, we identify and use basic reading and writing strategies to make the text/content more comprehensible and meaningful. We gather, organize, and discuss information from various sources. We select materials/information appropriate for the purpose of content. We compare/contrast to gain a deeper understanding of language and information. We use charts, visuals, audios, to present information clearly and deepen language development.

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

After ELL students are identified the PPT and SBST teams forward the request for proper language evaluations.

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

Teachers ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Teachers study the results of the students' NYSESLAT or when needed NYSITELL scores to determine the students' strengths and weaknesses. Teachers then design language-driven lessons to address the students's needs. Periodically, Getting ready for the NYSESLAT and Beyond by Attanacio and Associates is utilized as an evaluation tool. This affords the teacher new data in the progression and needs in the four modalities of language acquisition. Based on this data, new data-driven lessons are designed to target the students' needs. Weekly assessments. Informal - listening, speaking, reading, writing - observing students responses - verbally, orally, written. Formal - Treasures Program assessments at the end of each week.

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

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

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

Academic Intervention Services. Our plan for these students includes mandated Extended Day and Related Services as required by their individual academic needs and IEPs where applicable.

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

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

Former ELLs are provided 90 minutes of mandated ESL services. Test accommodations are provided for ELLs and former ELLs as per IEP.

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.

PS 33 ensures the students' academic progress has not been adversely affected by the re-identification process by providing additional support services to the students. These services include: after-school programs and Reading Partners. Progress is ensured by mandated instruction according to their levels, along with afterschool programs and other support services. School receives written request from parent. We review all documents. Review student work in English and home language. Administer the NYSITELL if the student did not take it. Consult with parent. School conducts and reviews results of assessments. Consult with special education personnel if needed. Principal will determine change with a written notification to parent. Documents are sent to superintendent to review for a final decision. Written notification is sent from superintendent to principal. All documents are placed in student's cumulative folder.

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

Teachers of ELL-SWD use grade level materials to ensure the academic progress of the students. The teachers use the ELL component of the Treasures Literacy Curriculum. This component provides the students with support of the academic content covered in the classroom. Teachers modify specific lessons to accelerate English language development. In addition, teachers provide the following strategies to excel the students' academic progress and English language development: scaffolding, modeling, TPR, and Realia. ELL teachers and classroom teachers confer on a regular basis to ensure alignment of content area instruction in order to promote and support learning in the content areas while enriching language development.

We use age and grade appropriate materials according to content area instruction. Younger students use materials that we utilize a variety of instructional strategies and materials that provide access to academic content areas and accelerate English language development. The use of Realia and TPR are used abundantly. For Entering and Emerging students, the use of manipulatives, drawings, charts, graphic organizers, word wheels, and visual aids are highly used. For Transitioning and Expanding students, the use of timelines, newspapers, manipulatives, charts, and audios are highly used.

We use a lot of technology such as, computer programs, ActivPanel smartboard programs, iPads, listening audios for academic content. A variety of books in different native languages are used, dictionaries on a variety of languages, and videos/audios are used for native language materials.

A variety of instructional strategies for ELL-SWDs are utilized in our school such as: Use of Comprehensible Input, making lessons visual, linking new information to prior knowledge, determining key concepts for the units and defining language and content objects for each lesson, modifying vocabulary, use of cooperative learning strategies, and modifying testing and homework for ELL-SWDs.

We make sure all ELL-SWDs receive all services mandated on their IEPs. All staff members servicing students of this nature are allowed access to the IEP and they work together to compose a plan that fits in all mandates for the student along with a program that meets the mandates. All of our ELL-SWDs whose IEP mandates ESL instruction receives an appropriate program. Staff works together to create a program for the student that fits in all mandated services, while providing any support to staff or student if necessary. When we acquire bilingual instruction, we will follow all mandates for the student, making sure the student receives all services needed.

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 ELL department, special education department and administration collaboratively determine a needs assessment for all ELL-SWDs to best be served in the least restricted environment. Staffing and budget are taken into consideration before any consensus is reached. The staff works cooperatively to ensure flexible programming is used to maximize time spent with non-disabled peers.

The staff works together to create models that are unique to each student and focusing on increasing access to the general education curriculum. All staff involved on this team, examines student data, identifies the strengths and needs of each student,

Chart staff identifies school resources, effectively engage parents, staff amends IEP's and implements new schedule, and a new schedule is created to meet the students' need.

The criteria used to place ELL-SWD's in ICT classes are as follows: Classroom Teacher evaluates and refers student, filling out all necessary forms with consensus from the parent. SBST evaluates forms and observes student, along with any other necessary paperwork, staff works cooperatively to evaluate student and any services that student may need, PPT discusses student and makes a decision, consultation/meeting with the parent about placement takes place.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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.

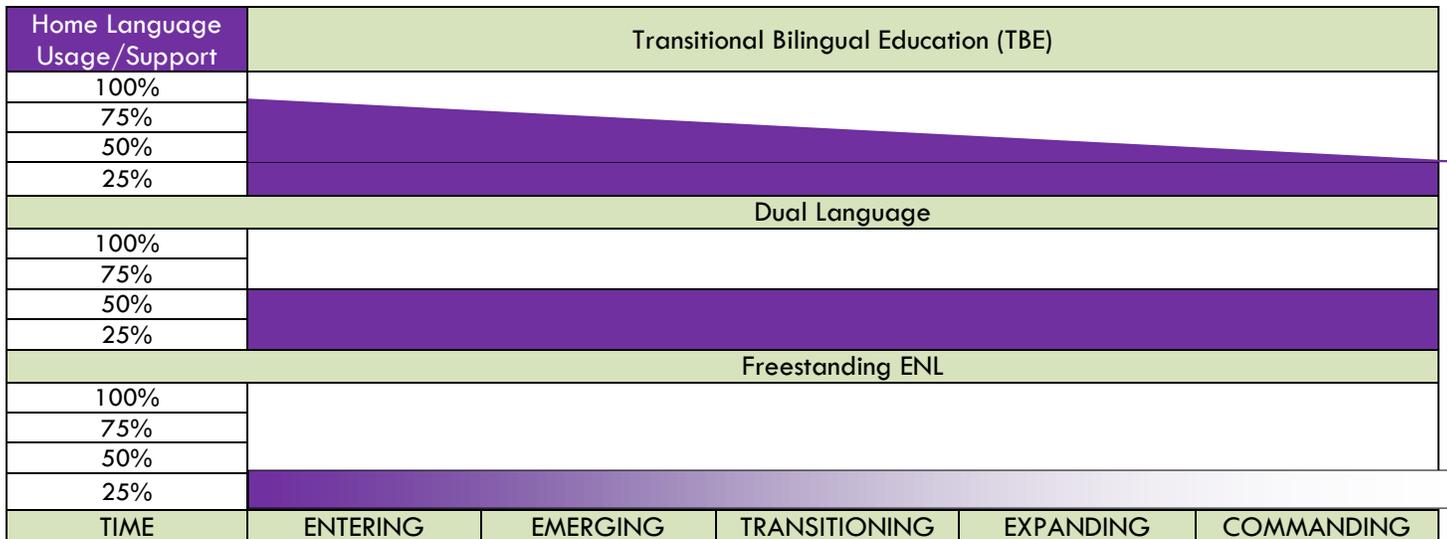


*Note: “other approved services” does not apply to New York City at this time.

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.
P.S. 33's Title III Afterschool program targets ELA, Math and Science preparation for all ELLs. ELLs also benefit from our Afterschool program where they work in small groups with ESL teachers targeting specific areas of need. Where appropriate and/or mandated, ELLs attend SETSS sessions tailored to their specific academic needs. Identified students in greater need are given intervention from our reading teacher. Afterschool programs also target Social Studies content area. Intervention services range from one-on-one to small group instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
PS 33's current program is meeting the needs of our ELLs in both content and language development. Our program is highly effective when it comes to academic success for our ELLs. Based on the results of the NYSESLAT, most students experience a high rate of success. ESL methodologies, such as scaffolding, test deconstruction, and other strategies learned during professional development, are employed in order to promote and support learning in the content areas while enriching language development. An average of 80% make progress and 42% attain proficiency. ESL teachers identify the ELL's. The ESL teachers share a list of students in their caseload to the other teachers involved in servicing the ELL student. The teachers work together to create a program to fit the needs of the ELL. Assessments used are: NYSITELL results (if applicable), assessments from Treasure's reading program, informal assessments from teacher observations, and other teacher-created assessments needed for any specific content area and/or language development. Data is reviewed monthly.
12. What new programs or improvements will be considered for the upcoming school year?
P.S. 33 will conduct a program wherein one primary class consists of students, including ELLs, who benefit from instruction and strategies designed to aid in language acquisition. The classroom teacher holds ESL certification and is supported by other ESL teachers' pushing in daily. By combining grade level curriculum, the language expertise of the classroom teacher, additional language support such as the Wilson Foundations program, with a group of students who have the most to gain from a language-rich environment, we saw strong gains in literacy skills and English language proficiency. For upper grade non-English speaking Beginners, the Wilson Foundations program is also utilized to lay the foundation for our ELLs' learning of the Roman alphabet and sound-letter correspondence.
13. What programs/services for ELLs will be discontinued and why?
No programs/services have been discontinued. The programs we have are successful and are excelling the skills and scores of our ELL's. Our ELL's are gradually increasing in test scores. Our ELL's are moving up at least one proficiency level when tested. Report card and progress report grades also show growth for these students. Our programs/services for ELL's are positively benefitting these students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At P.S. 33, ELLs are included in all before-, during- and after-school activities, and are encouraged to participate in all appropriate school community activities, clubs, teams, etc. A Title III program will be offered to ELL students to participate on a pre-fixed amount of Saturdays for academic intervention. School Programs are as follows: Reading Partners, Afterschool programs in ELA and content areas, Extracurricular after school activities, and Saturday Programs. School encourages and invites ELL's to participate in such programs by sending home letters to parents, phonecalls with translation in native languages if necessary, and meetings/workshops inviting parents to learn about each program and encouraging them to have the student participate. Our ELL's are encouraged by all staff to participate in any programs/services offered. ELL's are present in all of the programs and services offered at our school. They attend all services/programs that can fit into their schedule. They also attend after-school and Saturday programs. ELL's have priority on all of our programs and if any services are needed they also have priority. For each program, 30% of the students enrolled are ELL's.
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.
Materials used to aid instruction of ELLs include realia; picture and photo cards; manipulatives; Reader's Theater; various trade books in English and native languages; and leveled readers. Imagine Learning software is fully implemented for all ELLs in upper grades. In addition, computers and computer learning software is utilized in small-group ESL instruction. Classroom teachers are also encouraged to allow ELLs time on classroom computers visiting language learning sites such as www.esl-kids.com, www.everythingESL.net, www.starfall.com, and other appropriate educational websites previewed by ESL teachers. Materials used for subgroups are: manipulatives, videos, charts, graphic organizers, materials in native language, and technology programs. Native language materials include: levelled readers on different levels, dictionaries with different languages, illustrations and graphs with native languages needed, videos/audios with native languages. Content area materials range from manipulatives and number lines to diagrams and tables. In addition, newspapers, videos, and graphic organizers are used. Technology used are iPads, ActivPanel resources and programs, and computer programs. Visuals are displayed on our technology resources for visuals for ELL's. Stories are displayed on the ActivPanel for ELL's.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Bilingual picture dictionaries in our community's major home languages are available to all ELLs. Children are always encouraged to bring native language materials to school to share with teachers and classmates, and to aid in the transitional period of adjustment they experience as newcomers. Bilingual staff are on hand to support students and their families. In addition, ESL teachers encourage ELL families to maintain the use of their L1 at home in order to promote literacy skills that transfer from the native language to English. Our ENL program includes numerous literary resources in native languages such as: levelled readers and dictionaries, along with audios and visuals through technology. We also utilize our bilingual staff for any translation of materials as needed.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required supports and resources correspond to students in the ELL program in regards to their appropriate age and grade level. Staff servicing students are licensed in the grade levels they are responsible for. Resources are researched and bought for specific grade levels. Other resources used are categorized and organized according to age and grade level. The three ESL teachers service specific grades and follow the ELL component of the curriculum for that age/grade level. Grade/Age appropriate materials are used that are aligned with the CCLS and curriculum. In addition, other service providers are experienced and licensed in the grade/age level they are required to be servicing.
Services and Resources are adapted for ELL-SWD's to correspond to their age and grade levels, while being appropriate to their cognitive needs. Staff providing services modify instruction for these students and utilize resources age/grade appropriate. Resources are also modified to meet the needs of ELL-SWD's. Curriculum and instruction are also scaffolded taking into account the cognitive needs of these students. Comprehensible Input, linking new information to prior knowledge, modifying vocabulary and testing, determining key concepts while defining language and content objectives for instruction are some strategies we use to adapt to the needs of ELL-SWD's while being appropriate to their cognitive needs.
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).
Parents and students are encouraged to visit the school prior to the new school year, starting in September. The building and program supervisor are available throughout the summer. The Principal and Parent Coordinator are available for any assistance and/or activities and workshops. The ESL teachers and guidance counselor are available during the school year for any assistance or activities and workshops planned. Newly enrolled ELLs are provided with a packet of activities. These activities are grade/age appropriate for each student. Activities in packets range from, alphabet charts to tables and charts. Workshops are held for these students and their parents prior to the beginning of the school year to assist in making an easy transition into the school setting. Furthermore, the workshops are designed to help ELLs prepare for the upcoming school year by giving them opportunities to participate in pairs/partners grouping, small group work and familiarizing them with the structure of their new school setting. New ELLs that enroll throughout the school year are also provided with packets and workshops to help with their transition into their new school setting. Since they enroll when the school year is already in progress, the ESL teachers provide a period of the day/week when needed to work on special activities tailored to the needs of these students. Activities range from word wheels and phonics games to how to use manipulatives.
19. What language electives are offered to ELLs?
We do not offer language electives at this point.
20. For schools with dual language programs:
 - a. 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.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. 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

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ESL teachers at P.S. 33 will attend professional development workshops provided by our District. During the 2013-2014 school year, ESL teachers will provide support and PD to staff members. ESL teachers meet informally with classroom teachers to discuss strategies to use with ELLs throughout the day. ESL teachers will plan, model, and co-teach lessons with teachers. Our ELL Network Support Specialist will continue to share strategies and support the teacher of this class. The language acquisition classroom teacher will attend workshops, when available, over the course of the year, September, 2014 - June 2015. The principal and the ESL teachers participated in a year-long study group supporting ELL instruction and language acquisition last year to support our school-wide commitment to supporting ELLs and the staff members providing services for them. This instructional support will continue for the 2014-2015 school year.

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

Assistant Principals and ENL teachers provide professional development for classroom teachers of early childhood and common branches, along with paraprofessionals, special education teachers, occupational/physical therapists, psychologists, guidance counselors, and speech therapists. Parent Coordinators and secretaries are provided professional development opportunities as needed. Workshops include the following content areas: Math, Science, ELA, and Social Studies. Each specific content area workshop focuses on that content area and CCLS in that area of study. Workshops provide hands-on activities for teachers and resources for teachers to use in their classrooms. The workshops also provide teachers the opportunity to share ideas and activities in specific content areas. In addition, workshops focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Workshops are also developed on the needs of the school and as per teacher requests.

Calendar of PD dates:
January 11th, 2016; March 7th, 2016; May 16th, 2016.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Current Common Core programs which are implemented in Ps 33Q, Treasures and Envision, will have numerous Professional Development sessions conducted by the vendors to all staff with concentrated small group sessions for specific subjects. Teachers of ELLs are provided with professional development to give these teachers the opportunity to familiarize themselves with the CCLS, use the CCLS, how to incorporate it into their lesson plans and everyday activities, different strategies and instruction that utilize the CCLS. Professional Development helps teachers incorporate the CCLS on a daily basis by providing the CCLS on all content areas. Websites are also provided in professional development, in order to support teachers of ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ESL teachers provide information to teachers who are creating articulation cards for graduating ELL students. Such information may include years of service, proficiency levels and personal teacher observations of the student. ESL teachers are also available to share information with middle school personnel who make inquiries about P.S. 33 graduates coming to their schools. Open houses are provided to assist ELLs. Middle school information sessions are provided afterschool. Middle school directories are provided in different languages and highlight ELL programs. Individual counseling is provided for students transitioning from our school to the Middle school. Staff members and students take trips to zoned Middle School. Principal and Assistant Principal provides the guidance counselor with professional development in order to provide support to ELLs in the transitioning process.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

At PS 33, ELL teachers conduct professional development training for the school staff on the first Monday of each month during inquiry period at 2:45pm. These PD's support classroom teachers in topics that include steps of language acquisition, explaining the modalities of the NYSESLAT, and scaffolding lessons necessary to increase movement in proficiency from one level to the next.

PD's conducted for the entire staff take place on specific Mondays at 2:45 pm, during staff development. Topics include the components of Danielson's Framework, which are aligned to support teachers in delivering Commoncore instruction. Professional Development records are kept by agendas and attendance.

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?

ELL teachers at PS 33 provide annual 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 during our parent involvement day on Tuesday afternoons. The ELL teachers will inform the school parent coordinator if there are any interpretations and translations needed for the meeting. In addition to Tuesdays, the ELL teachers schedule appointments during the school day if necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The P.S. 33 school community enjoys a high level of parent involvement. Our school is a welcoming environment for students, families and visitors. Our PTA enjoys a large and committed membership who contributes their time and energy to many projects that benefit our school and school community. Our Parent Coordinator creates, organizes and facilitates many opportunities for parent and family involvement in the way of day- and night-time workshops. Some of the workshops held at P.S. 33 Open Doors ELL (parents & children workshops), Bullying Prevention, Organizing your Child, Movie Night, and Parent ESL classes for beginners and advanced learners. Translation services are provided all year for parents, especially during activities planned. School staff such as the parent coordinator, paraprofessionals, and other bilingual staff are available to translate when needed.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with the public library and various local museums to create opportunities for student and family involvement in our P.S. 33 school community. We partner with Barnes and Nobles and YMCA to provide workshops/services to ELL parents. We coordinate with these partnerships as to our specific concerns, especially dealing with language. Accommodations are made whenever possible. Translation services are provided by the school staff when needed. The parent coordinator, paraprofessionals, and other staff members are available at the time needed. There are numerous activities that allow for parental involvement throughout the school year. Workshops and family nights provide parents these opportunities.
5. How do you evaluate the needs of the parents? We listen to our parents via the learning environment survey, conversations with staff, email correspondence, and through home language evaluation/reflection forms which parents are required to fill out at the end of each workshop. Based on workshop evaluation responses, our parent coordinator tailors future workshops to best suit our families' interests and needs. We also supply a translation service by phone so that non-English speaking parents can call with their requests, questions or concerns, and they receive responses within 24-48 hours. Parents may also leave phone messages in their native language for translation on a daily basis, if needed. Whenever a staff member is alerted to a situation wherein a family needs support, guidance or referrals, they alert other appropriate staff, and situations are addressed and resolved in a very timely manner.
6. How do your parental involvement activities address the needs of the parents?

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

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

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

D. Additional Information

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

Paste response here:

School Name: **Edward M Funk**

School DBN: **29Q033**

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)
Erich Wagner	Principal		7/27/15
Vincent Gatto	Assistant Principal		7/27/15
Jessica Maldonado	Parent Coordinator		7/27/15
Francisca Powers	ENL/Bilingual Teacher		7/27/15
Jamine Hamid	Parent		7/27/15
Melissa Naab	Teacher/Subject Area		7/27/15
Sandra Ray	Teacher/Subject Area		7/27/15
	Coach		1/1/01
	Coach		1/1/01
Gina McDermott	School Counselor		7/27/15
Lenon Murray	Superintendent		7/27/15
Pierre Galvez	Borough Field Support Center Staff Member _____		7/27/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01