

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

**DBN: (i.e. 01M001):**                   **26Q133**

**School Name:**                       **P.S. 133 QUEENS**

**Principal:**                             **MARIANNE SHERIDAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 133, Q. School Number (DBN): 26Q133  
Grades Served: Pre K-Grade 5  
School Address: 248-05 86<sup>th</sup> Avenue Bellerose, New York 11426  
Phone Number: 718-831-4016 Fax: 718-831-4020  
School Contact Person: Marianne Sheridan Email Address: msherid@schools.nyc.gov  
Principal: Marianne Sheridan  
UFT Chapter Leader: Rhoda Ruchefsky  
Parents' Association President: Renee Cosides  
SLT Chairperson: Misty Santo  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A

**District Information**

District: 26 Superintendent: Danielle Giunta  
Superintendent's Office Address: Community School District 26  
Superintendent's Email Address: 61-15 Oceania Street Room 129  
Phone Number: **718-631-6943** Fax: 718-631-6996

**Borough Field Support Center (BFSC)**

BFSC: Queens- District 26 Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North, Long Island City 11001  
Director's Email Address: LPender@schools.nyc.gov  
Phone Number: 718-391-8222 Fax: 718-391-8320

## 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)
Marianne Sheridan	*Principal or Designee	
Rhoda Ruchefsky	*UFT Chapter Leader or Designee	
Renee Cosides	*PA/PTA President or Designated Co-President	
Roxanne Ugas	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>	
N/A	CBO Representative, if applicable	
Sharon Steck	Member/ UFT	
Misty Santo	Member/UFT	
Yawattie Fray	Member/ UFT	
Christina Bressingham	Member/ Parent	
Ronald DiMaria	Member/ Parent	
Pandora Stamatelatos	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Semar	Member/ Parent	
Roy Menendez	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.

Public School 133 is located in the Bellerose area of Queens. Our school serves approximately 480 students in Grades Pre -kindergarten through 5 along with a Special Education Department consisting of Collaborative Team Teaching, Self-contained classes and a Special Education Teacher Support Service program (SETSS). In September 2014 the New York City Department of Education (NYCDOE) opened up a gifted and talented Kindergarten class in our school. These youngsters have now articulated to Grade 1 as well as the expansion of another gifted and talented kindergarten in September 2015. We expect to have a Grade 2 Gifted and Talented class in September 2016.

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

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

The School Quality Snapshot for the 2013-2014 school year contained information concerning student progress, student achievement, the school environment and closing the achievement gap. Our school rated 'excellent' for all students showing improvement on the state math test including the lowest performing students. Our lowest performing students rated 'good' on student progress for English Language Arts (ELA) and the average for all students in student progress was rated 'excellent'. Our poverty rate is 57%. We have a 98% pass rate for the school's former 5<sup>th</sup> graders in their 6<sup>th</sup> grade courses in Math, English, Social Studies and Science. 97% of parents are satisfied with the education their child has received and 100% of teachers would recommend this school to parents. We are very proud of our school and how all members of the community (teachers, parents, staff, students and administrators) collaborate to support student achievement. The partnership between school and home is integral to maximizing student achievement. This is accomplished by maintaining open lines of communication and fostering parent involvement. PS 133 has a hard working and active Parent Teacher Association that is supportive of our instructional initiatives and shares the school vision. The School Leadership Team meets regularly and works collaboratively to discuss school programs and initiatives.

Our instructional focus for the 2015-16 school year is "If students are actively engaged in evidenced based daily writing and discussion activities supported with multiple entry points across content areas, then students will strengthen their ability to substantiate their ideas which will further promote communication and collaborative skills indicative of college and career readiness while fostering positive citizenship behaviors". Our goal is centered around the six elements outlined in the Framework for Great Schools that drives school improvement and prepares students to compete and engage as citizens of the 21st Century. Through the use of a rigorous curriculum that is inclusive, motivating and aligned to the CCLS, teachers are committed to success in their classrooms. Parents are encouraged to develop partnerships with the teachers to bring together the strengths of school and home in order to support our students throughout the school day and beyond.



## 26Q133 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	478	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		0.3%	% Attendance Rate	95.2%
% Free Lunch		53.2%	% Reduced Lunch	10.5%
% Limited English Proficient		9.1%	% Students with Disabilities	21.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	7.1%
% Hispanic or Latino		18.1%	% Asian or Native Hawaiian/Pacific Islander	58.6%
% White		14.7%	% Multi-Racial	0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.18	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.67
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		51.9%	Mathematics Performance at levels 3 & 4	80.1%
Science Performance at levels 3 & 4 (4th Grade)		98.4%	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		X	Recognition	
In Good Standing			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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	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.
- School needs assessment is an ongoing process conducted at School Leadership Team meetings, grade level meetings, Pupil Personnel Committee (PPC) meetings, Response to Intervention (RTI) meetings, interdisciplinary and grade data team meetings as well as informal and formal observations by administration. Student performance trends are assessed through informal and formal formative and summative assessments.
- The percentage of students achieving proficiency as measured by the 2014 New York State English Language Arts (ELA) exam was 52% as compared with 50.2% in 2013 and 77% in 2012. The 2013–2014 School Quality Snapshot indicates that in our school students with special needs scored ‘fair’ in showing improvement on the state ELA test compared to other students who scored at the same level last year.
- Teachers, data team, school administration and the data specialist reviewed results from the 2014 ELA for testing grades for the last three years. The numbers of students who have shown proficiency in 2014 at Levels 3 and 4 have improved by 2% compared to 2013 as measured by the New York State ELA test. We need to continue to expand teacher use of strategies that provide scaffolds and multiple entry points for all students, particularly English Language Learners and Students with Disabilities.

### Part 2 – Annual Goal

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

By June 2016, 80% of all students (including English Language Learners and Students with Disabilities) will demonstrate proficiency of at least one year’s growth in reading capacity as measured by Teacher’s College leveling assessments five times a year in Grades Kindergarten through Five.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Pearson’s Common Core aligned Ready Gen program and Teacher’s College leveling system will be utilized to support the teaching and implementation of the Common Core Learning Standards in all grades kindergarten through 5. All students (including English Language Learners, Students with Disabilities and High Achievers) will be placed in leveled reading groups to address academic needs based upon analyzed data from the TC leveling assessments.</p>	<p>Students</p>	<p>September 2015-June 2016.</p>	<p>Administrators, Classroom Teachers, Paraprofessionals, Support Teachers and Related Service Providers.</p>
<p>The 2015-16 instructional focus will expand on teachers gathering data to formulate flexible instructional learning groups that will support student engagement in rigorous learning tasks including rich classroom discussions and developing communication skills in ELA and Math to provide a strong foundation for college and career readiness.</p>	<p>Teachers, Students</p>	<p>September 2015-June 2016.</p>	<p>Administrators, Classroom Teachers, Paraprofessionals, Support Teachers and Related Service Providers.</p>
<p>Professional development on September 8th, November 3rd and June 9th, in addition to at least 40 additional hours during Professional Development Mondays and Tuesdays, will be used to support pedagogy and develop content knowledge leading to improved instructional practices. Teacher teams will meet regularly to assess student work products, develop strategies to support student learning and analyze the success of the implementation based upon student progress over time.</p>	<p>Teachers, Paraprofessionals</p>	<p>September 2015-June 2016.</p>	<p>Administrators, Classroom Teachers, Paraprofessionals, and Related Service Providers.</p>
<p>Teachers will communicate regularly with families to engage and extend the school partnership and share best practices on how parents can best support their child at home. The parent coordinator, teachers and administrators will provide workshops for parents that nurture and help parents to better understand grade level curriculum and CCLS in a collaborative fashion that will ultimately help students to succeed socially, emotionally and academically.</p>	<p>Parents, Students</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Administrators, Classroom Teachers, Paraprofessionals, and Related Service Providers.</p>

**Part 4 – Budget and Resource Alignment**

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

- Per session monies (T.L. Fair Student Funding) will be budgeted for translation services for paras before and after school.
- Funds will be allocated for teacher’s coverage and per session activities.
- OTPS monies (FSF) will be budgeted for classroom resources.

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, 45% of all students will demonstrate proficiency of at least one year’s growth as measured by the TC leveling assessments given in September, November and January.

**Part 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.

**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.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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

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

**Part 5 – Progress Monitoring**

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

**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.
- The 2014-15 Quality Review states there are limited opportunities for students to engage in academic tasks that further promote higher level thinking and participation and ownership of learning.
- Public School 133, Q. has worked to strategically program teacher and student schedules to allow for open collaboration among teachers on grade level (common preps) and vertical level on inquiry data teams. We also have implemented a school professional development committee and a grade leader team in addition to our Pupil Personnel Committee, Attendance, Safety, United Federation of Teachers Consultation Team, School Leadership Team, and Vertical Data Teams.
- Based upon the 2014-15 Quality Review (1.2 and 4.2) states that teachers need to engage in structured professional collaboration in order to develop teacher pedagogy on teacher teams using an inquiry approach that promotes shared leadership that focuses on the outcome of improved student learning.

### Part 2 – Annual Goal

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

By June 2016, 100% of the teachers will participate in collaborative teacher teams to examine the impact of teacher practices on student progress by using data and identifying strategies that will strengthen current teacher pedagogy ultimately reflecting in an increase of 5% of students meeting or exceeding proficiency as evidenced by multiple measures of assessment including TC leveling system and MOSL Performance Tasks.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher teams will continue to meet on a regular basis throughout the year to focus on targeted subgroups of students including ELLs and SWDs. The teacher teams will collect and analyze data, including student work products, in order to review the impact of instructional strategies, reflect on work efforts, make changes to teacher practice and set goals for students learning by assessing progress toward meeting June goals.	Teacher Teams	September 2015-June 2016	Teachers, Paraprofessionals, Administration
Parent workshops will be presented by the Parent Coordinator, Teachers and Administrators in order to support work efforts for a home-school connection. Parents will be invited to participate in workshops that focus on how to best support their child at home that will ultimately extend and enrich the learning process.	Parents	September 2015- June 2016	Parent Coordinator, Teachers, Paraprofessionals, Parents, Administration
Administration and Teacher facilitators will support pedagogy by offering PDs that differentiate instruction, revise mini lessons, provide feedback concerning classroom visits and present best instructional practices with grade colleagues. Allow for congruence activities between classroom teachers and support staff to share student specific needs and successes, and the impact on learning.	Teachers	September 2015- June 2016	Teacher facilitators, Paraprofessional, Administration
During the weekly professional periods, teachers will assess student learning and/or work with small groups of students to support student achievement.	Students	September 2015-June 2016	Classroom Teachers, Support Staff and Clusters.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Flexible scheduling, including common prep time, to allow for collaborative teacher activities</li> <li>• OTPS monies to be budgeted for classroom resources</li> <li>• Sub hours must be budgeted for teacher hours for congruence as well as outside professional development</li> <li>• Translation materials for parents and families.</li> </ul>
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

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

- By February 2016, 85% of teachers will be involved in collaborative activities with colleagues as measured by the number of Professional Development activities led by pedagogues as recorded in the annual school Professional Development plan.

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

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- According to the 2014-15 Quality Review a majority of teachers are engaged in collaborative inquiry work to ensure alignment with the Common Core Learning Standards. Teachers memorialize meetings with implications for instruction and next steps. Teachers, however, need to fully embed practice leading to sufficient adjustments to their pedagogy.
- After a close review of Advance data, it was indicated that there was a need for improvement in Danielson Components 3B, 3C, and 3D to elevate overall student engagement.

### **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, there will be a 35% increase in the number of teachers who were given the opportunity to attend outside professional development workshops and turn keyed the information by leading professional learning as measured by the 2015-2016 learning environment survey for setting clear expectations for teachers about implementing what they have learned in professional development compared to the 2014-2015 learning survey.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Administrators will meet with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and goals for the year. Administrators will review the MOSL and MOTP structures and use of Danielson rubrics to identify areas of strength and need for growth in assessing teacher practice.</p>	<p>Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Administrators, Teachers</p>
<p>Professional Development Committee, Vertical Data and Grade level data teams will meet regularly throughout the year to conduct surveys and assess learning needs. Professional development will be provided based on identified needs gathered from formative and summative assessments, with special attention to addressing the needs of English Language Learners, Students with Disabilities, and High Achievers.</p>	<p>Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Administrators, Teachers</p>
<p>Administrators will analyze trends in student learning in order to plan and implement differentiated professional development opportunities. Capacity will be built amongst the staff through informal inter-visitations, review of student work efforts and professional development conducted by staff members based upon identified strengths and best practices.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Administrators</p>
<p>The administration, parent coordinator and teachers will work collaboratively to plan activities throughout the school year that increase parent involvement and engagement on a variety of levels including academic and social/emotional support for students. School paraprofessionals, who speak Punjabi, Urdu, Hindi and Spanish, will be utilized to facilitate improved communication for non-English speaking parents.</p>	<p>Students, Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator, Administrators, Teachers, Paraprofessionals</p>
<p>Activities will focus how to facilitate rich classroom discussion ,improve student engagement and planning for strategic grouping of students including SWDs (Students with disabilities), ELLs (English Language Learners) and high achievers. Facilitators will include lead teachers, vertical data team members, grade leaders and other professional staff.</p>	<p>Teachers, Students</p>	<p>September 2015- June 2016</p>	<p>Administrators, Teachers, Queens North Borough Field Office Professional Development Facilitators.</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Funds will be allocated for teacher coverage and per session activities</li> <li>• Data specialist per session and coverage</li> <li>• Strong Schools Strong Communities funding to support professional development</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 15% increase in the number of teachers who were given the opportunity to attend outside professional development workshops and turn keyed the information by leading professional learning as measured by the 2015-2016 learning environment survey for setting clear expectations for teachers about implementing what they have learned in professional development compared to the 2014-2015 learning survey.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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**

<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>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).</li> <li>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

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

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

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

**Part 5 – Progress Monitoring**

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

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	<p>Students will be pre-assessed using CCLS aligned ELA program, Ready Gen. Formative and summative assessments and reading/writing conferences will also be utilized. Teachers will analyze data and plan Tier I and Tier II interventions for students who are not progressing.</p> <p>Students in Grades 4 and/or 5 who receive a Level 1 or low Level 2 on the 2015 state assessment.</p>	<ul style="list-style-type: none"> <li>• Close reading of short shared texts</li> <li>• Repeated readings</li> <li>• Independent practice</li> <li>• Guided practice</li> <li>• Modeled instruction</li> <li>• Constructed response writing</li> <li>• Collaborative annotation</li> </ul>	<ul style="list-style-type: none"> <li>• Small group pull out program</li> <li>• Students served in K-5 by an Academic Intervention Teacher</li> <li>• One to one tutoring</li> <li>• Academic Periods</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day; two to three times a week per group in Grades K-5</li> </ul>
<b>Mathematics</b>	<p>Students in Grades K-5 will be pre-assessed before each CCLS aligned Go Math unit. Teachers will analyze data and plan to provide Tier I and Tier II interventions for students who are not progressing. Formative and summative CCLS assigned assessments along with teacher conference notes, exit slips and other forms of data will be considered.</p>	<p>Students in Grades K-5 receive small group math academic intervention services provided during the school day using Tier I strategies to support learning. Teachers utilize best practices and resources from Go Math curriculum and “Exemplars” problems. Students in all grades work on problem solving using reasoning and proof as well as learning their math facts.</p>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one Tier I classroom instruction</li> <li>• Academic periods</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

	Students in Grades 4 and 5 who receive a Level 1 or low Level 2 on the 2015 state math exam.			
<b>Science</b>	Formative and summative CCLS assessments along with teacher conference notes and other supporting forms of data are considered. Science lab teacher and classroom teachers collaborate on providing needed Tier I intervention, if necessary. Students in Grade 5 who received a Level 1 or 2 on the 4 <sup>th</sup> grade state science exam will receive Tier I interventions in the classroom.	Academic Intervention Service in science is provided by the science teacher and classroom teachers through the use of literacy and math practices in small groups with a focus on content and strategies. Some of the strategies utilized may be following step by step instructions, hands-on approach, observing and recording experiments.	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one Tier I classroom intervention</li> <li>• Academic periods</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day.</li> </ul>
<b>Social Studies</b>	Formative and summative CCLS aligned Social Studies assessments are utilized to ascertain need for academic intervention services in this curricular area.	Social Studies is integrated into the ELA non-fiction guided reading practices.	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One-to-one Tier I classroom intervention</li> <li>• Academic periods</li> </ul>	During the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p><b>School Psychologist</b></p> <ul style="list-style-type: none"> <li>• One to one</li> <li>• Small groups</li> </ul> <p><b>Guidance Counselor</b></p> <ul style="list-style-type: none"> <li>• one to three (Socialization)</li> </ul> <p><b>Social Worker</b></p> <ul style="list-style-type: none"> <li>• One to one</li> <li>• Group</li> </ul>	<p><b>School Psychologist</b></p> <ul style="list-style-type: none"> <li>• One to one</li> <li>• Small groups</li> </ul> <p><b>Guidance Counselor</b></p> <ul style="list-style-type: none"> <li>• One to three (Socialization)</li> </ul> <p><b>Social Worker</b></p> <ul style="list-style-type: none"> <li>• One to one</li> <li>• Group</li> </ul>	<p><b>School Psychologist</b></p> <ul style="list-style-type: none"> <li>• One to one</li> <li>• Small groups</li> </ul> <p><b>Guidance Counselor</b></p> <ul style="list-style-type: none"> <li>• One to three (Socialization)</li> </ul> <p><b>Social Worker</b></p> <ul style="list-style-type: none"> <li>• One to one</li> <li>• Group</li> </ul>	During the school day.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

#### **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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 133, Q.** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 133, Q.** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

#### **School-Parent Compact (SPC)**

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

# DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

## GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

### Part I: School ELL Profile

#### A. School Information

District <b>26</b>	Borough <b>Queens</b>	School Number <b>133</b>
School Name <b>type here</b>		

#### B. Language Allocation Policy Team Composition

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

Principal <b>Marianne Sheridan</b>	Assistant Principal <b>Michele Feuerstein</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Gio Ortellado</b>	School Counselor <b>Hennie Wolf</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Paula Sciblia</b>
Related-Service Provider <b>Doreen McDonough/ SETSS</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

#### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	482	Total number of ELLs	35	ELLs as share of total student population (%)	7.26%
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## Part II: ELL Demographics

### A. ELL Programs

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

#### 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
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	35		3							35
<b>Total</b>	35	0	3	0	0	0	0	0	0	35

Number of ELLs who have an alternate placement paraprofessional: 1

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	1											4
Chinese	1	1				1								3
Russian														0
Bengali		1												1
Urdu	4			1										5
Arabic	2													2
Haitian														0
French														0
Korean														0
Punjabi	4	4	2		1	3								14
Polish														0
Albanian														0
Other	2	1	1	2										6
<b>TOTAL</b>	<b>14</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>35</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSES LAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSES LAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
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				
US History and Foreign Language				
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.  
 P.S. 133 uses the TCRWP as the early literacy assessment tool to assess the early literacy skills of our ELLs. This comprehensive assessment provides data related to a variety of skills including: Letter Identification Assessment; Word Identification Assessment; Concepts About Print Assessment; Spelling Assessment; and a Text Reading Assessment which determines a student's Independent Reading Level. This data will help teachers differentiate their instruction, form reading groups and target skills needed to improve the early literacy skills of their ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 There are a few patterns found across proficiency levels. The pattern for the Kindergarten NYSITELL results shows that most Kindergarteners scored at the Advanced level. It shows that most students entering Kindergarten have some English knowledge but need to expand on it to reach proficiency. Two students in Kindergarten however, were very limited in their English language abilities and scored at the Beginner and Intermediate levels. For grades 1-5 the pattern shows that most students who have been in the ESL Program for 2 or 3 years scored at the Advanced level on the NYSESLAT. Students who scored at the Beginner and Intermediate levels are students who are either Newcomers or students that have left the country for a significant amount of time and returned again.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 P.S. 133 uses the Annual Measurable Achievement Objectives (AMAO) Estimator Tool to automatically estimate the AMAOs 1 and 2 at the school level. The Data Analysis and AMAO Estimator Tool are used to provide Data Driven Instructional Decisions. Information from the AMAO Tool allows us to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed by the AMAO Tool include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, and ELA/math performance and progress. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. After examining students' results in the four modalities (listening, speaking, reading and writing) of the 2014 NYSESLAT, a pattern was shown. Most students in Grades K through 2 scored the lowest on the Speaking and Reading subtests. Most students in

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

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

Students' performance on the 2013 State Math Test was reviewed. There were two ELL students that participated in the Grade 3 State Math Test. One student received a score of 2 indicating that the student is approaching grade-level standards in Math. One student received a score of 3 indicating that the student is meeting grade-level standards in Math. Students' performance on the 2013 State Math Test was reviewed. Three ELL students participated in the Grade 4 State Math Test. One student received a score of 2 indicating that the student is approaching grade-level standards in Math. One student received a score of 3 indicating that the student has met grade-level standards in Math. One student received a score of 4 indicating that the student exceeds grade-level standards in math. Students' performance on the 2013 State Math Test was reviewed. One ELL students participated in the Grade 5 State Math Test. That student received a score of 2 indicating that the student is approaching grade-level standards in Math. Students' performance on the 2013 State Science Test was reviewed. Four ELL students participated in the Grade 4 State Science Test. Two students received a score of 2 indicating that they are approaching grade-level standards in Science. Two students received a score of 3 indicating that they have met grade-level standards in Science. One of the students that received a score of 3 was newly admitted at the time of the Science test and was given the test in Spanish, her native language.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
PS 133 uses data from formal and informal assessments to guide instruction for ELLs. The RtI framework for grades K-5 offers three Tiers of intervention to support students. Tier 1 provides a strong instructional core that is intended to incorporate high quality instruction for all students in the classroom. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instruction for ELLs in English language development is provided at the Tier 1 instructional level. This includes five interrelated instructional principles for teachers that have been shown to be effective for ELLs, such as, teachers and students producing together, developing language and literacy across the curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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).  
To evaluate the success of our programs for ELLs, PS 133 uses a variety of measures. Scores on the NYSESLAT, as well as any informal tests that ELLs take will be used to measure students' progress. Progress monitoring for any Rtl interventions will be used to make decisions about student goals, instruction and services. PS 133 will also use the AMAO tool to help measure students' progress, guide instruction and evaluate the ENL Program.

## Part IV: ELL Identification Process

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

- 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.  
Newly enrolled students are administered the Home Language Identification Survey (HLIS) to determine New York State Identification Test for English Language Learners (NYSITELL) eligibility. A trained pedagogue, such as the certified ENL teacher assists parents in filling out the HLIS and conducts an informal interview. Whenever needed a member of our multilingual staff will assist in translating any questions on the HLIS. New students are then screened by the ENL teacher based on how they answer the HLIS (answering a language other than English to at least one question from Questions 1-4 and at least two questions from Questions 5-8.) The ELL Coordinator determines NYSITELL eligibility for students whose home language is not English. A more in-depth interview with the student, a review of his/her work, and a review of the Individualized Education Program (IEP), when applicable, will all help the ELL Coordinator determine NYSITELL eligibility. The NYSITELL is administered by the ENL teacher to incoming students who are identified as eligible within the first ten school days that they are admitted. Students who are tested or eligible for services are given the proper entitlement letters to notify parents within 5 school days of ELL determination. Whenever possible, entitlement letters are also sent in the student's native language. Spanish speaking students who are tested using the NYSITELL and qualify for ELL services are then administered the Spanish LAB. Original copies of the HLIS are filed in each student's Cumulative Folder and a copy is filed in the Main Office.
- 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).  
Within 30 days of initial enrollment, P.S. 133 will make an initial SIFE determination. Determining SIFE status begins when the parent indicates prior schooling experience on the Home Language Identification Survey. If there are indications that the student has had an interrupted or inconsistent education, then the SIFE identification Process will begin. These newly identified ELLs in grades 3 to 5 and at the Entering or Emerging level of proficiency as scored on the NYSITELL will be administered the oral interview questionnaire. Students who speak Arabic, Bengali, Chinese, Haitian Creole, or Spanish will be administered the Literacy Evaluation for Newcomer SIFE (LENS).
- 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).  
The NYSITELL eligibility for students entering with an IEP is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of a school/ district administrator, a certified ESOL teacher, the director of special education and the student's parent or guardian.
- Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The ESL teacher keeps a detailed Entitlement Letters Checklist stating which letters were sent to each child, which translated languages of the letter were sent, the date they were sent, and which letters were signed and returned. A copy of each Entitlement Letter they receive will be kept in each student's folder. The original Parent Survey and Program Selection Forms are filed in each student's Cumulative Folder.
- 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 who believe their child may have been misidentified as an ELL or non-ELL have the right to appeal ELL status within 45 days of enrollment. Parents will be informed of this right through Entitlement letters and at the Parent Orientation Meetings given by the ENL Teacher.
- 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.

Parents of eligible ELLs are invited to a Parent Orientation to help them understand all three program choices: Transitional Bilingual, Dual Language, Freestanding ESL, and make an informed choice on the Parent Survey and Program Selection Form. The Orientation Video is shown in English and any other available languages that parents request to see. To meet the needs of the ELL parents in their native language, a multilingual translator assists the ENL teacher, at Parent Orientations. The translator, (one of our school's paras, who speaks a few of the Indian languages) helps parents understand the information being presented to them, translate any questions or answers that arise and help parents make informed choices on the Parent Program Selection Form. Parent Orientations for newly enrolled ELLs are tentatively scheduled for Monday, September 21, 2015 and Tuesday, September 22, 2015. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. The dates for any other Parent Orientations that are arranged will be kept by the ENL Teacher. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. Mrs. Ortellado, the ENL Teacher contacts parents of newly enrolled ELLs to schedule Parent Orientation meetings throughout the year. Parents of ELLs are provided with any translated notices and brochures provided by the NYCDOE website.

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.  
The ENL Teacher sends the parents of identified ELLs an invitation to attend a Parent Orientation Meeting where the Parent Surveys and Selection Forms are filled out together. The invitation includes choices of dates and times of meetings to attend as well as the option to call for a one-to-one appointment with the ENL Teacher. The ENL teacher keeps a log of who returned their Parent Surveys and Selection Form and an attendance sheet of who attended each meeting. If a parent has missed all the meetings, the ENL teacher will call home to schedule a one-to-one meeting at the parents' convenience.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL teacher keeps a log of Parent Surveys and Selection Forms that were sent and returned on the Teacher Caseload spreadsheet, along with which bilingual program choice was the first choice of the parent.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher keeps a log of which Entitlement Letters were sent to each student. A copy of the Placement Parent Entitlement Letter is put in the students Cumulative folder and another copy is kept in the ENL teacher's files in each student's Diagnostic Folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
A copy, or carbon-copy of each child's HLIS is kept on file in the Main Office, while the original HLIS is filed in the child's Cumulative Folder. All Entitlement Letters are photocopied. One copy is filed in the Cumulative Folder and another is filed in the ENL teacher's files in each child's Diagnostic Folder.
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.  
The ESL teacher keeps a detailed checklist listing the names of all the students taking the NYSESLAT. The date that each child receives each subtest is recorded. The ESL teacher can easily see if any student has missed a subtest on this checklist.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL teacher keeps a log of which Entitlement Letters were sent to each student. A copy of the Continued Entitlement Letter or Transitional Support Entitlement Letter is put in the students Cumulative folder and another copy is kept in the ENL teacher's files in each student's Diagnostic Folder.
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 95% or more of parents have chosen the ENL Program as their first choice on the Parent Survey and Program Selection Form. The pull-out and push-in ESL Program at P.S. 133 is aligned with what the parents have been requesting. Parents are informed about ELL instruction, policies and student progress throughout the year. This is achieved through ELL parent orientations, ELL parent workshops, parent\teacher conferences and PTA meetings. To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for Adult ESL classes for parents and family to improve their English skills. The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

The current ELL instructional program at P.S. 133 is freestanding English as a New Language pull-out and push-in model. This ENL program enables students in Kindergarten through Grade 5 to receive mandated instruction and enrichment in reading, writing, listening and oral language. After selection, students from various classes are grouped together by their proficiency level and by grade (no more than two contiguous grades are grouped together.) Stand-alone, pull-out ENL instruction is in small groups of students. There is one full-time New York State and New York City certified ENL teacher that services \*six groups of students from Kindergarten through Grade 5. There is a Kindergarten push-in for Beginner and Intermediate level students. There is a Kindergarten pull-out for Advanced level students. There is a pull-out for Grades 1 and 2 Beginner and Intermediate level students and another for Grade 1 and 2 Advanced students. There is a pull-out for Grades 3, 4, and 5 Beginner and Intermediate students and another group including the Advanced students as well.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging level students receive 1 unit (4 periods, 180 minutes) of Stand-alone ENL services in a pull-out model with a certified ESOL teacher. They also receive 1 unit (4 periods, 180 minutes) of Integrated ENL/ELA services in a push-in model with a certified ESOL teacher and a certified Common Branch teacher co-teaching. Transitioning level students receive half of a unit (2 periods, 90 minutes) of Stand-alone ENL services in a pull-out model with a certified ESOL teacher and half of a unit (2 periods, 90 minutes) of Integrated ENL/ELA services in a push-in model with a certified ESOL teacher and a Common Branch teacher co-teaching. When scheduling allows a Transitioning level student may receive the whole 1 unit (4 periods, 180 minutes) of Integrated ENL/ELA services in a push-in model with a certified ESOL teacher and a certified Common Branch teacher co-teaching. Expanding level students receive 1 unit (4 periods, 180 minutes) of Integrated ENL/ELA/ or other content area services in a push-in model with a certified ESOL teacher and a certified Common Branch teacher co-teaching. Commanding level students receive half of a unit (2 periods, 180 minutes) of Integrated ENL in ELA or other content area in a push-in model with a Certified ESOL teacher and a Certified Common Branch teacher co-teaching.
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.

P.S. 133 will implement The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus will be on improving Literacy and Math. Differentiated curriculum and ESL instructional strategies will be used in accordance with the Principles of Learning, the Common Core Learning Standards, and the Learning Standards for English as a Second Language. ENL classes will support academic development in content areas. Content area instruction will be taught using Scaffolding Strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. Instruction in the ENL program is in English to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, music, repetition, visual aids, Total Physical Response and Choral speaking. The ELL students in P.S. 133 spend the entire day in an all-English content area instructional classroom. All ELLs participate in the ReadyGen Literacy Program (a comprehensive core literacy curriculum built specifically for the Common Core Learning Standards) and the GO Math! Program (a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics.)
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Spanish students that are identified as ELLs are tested in their native language. They are administered the Spanish LAB, if they didn't reach a proficiency level on the English LAB-R, to measure their fluency in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELL students have taken the LAB-R upon entering the program and will take the NYSESLAT. These state assessments test the four modalities; Listening, Speaking, Reading and Writing. Students receiving ESL services take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language needs for the following school year. Throughout the year ELLs are appropriately evaluated in all four modalities by teacher evaluations, formal and informal assessments.

6. How do you differentiate instruction for 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

At present, P.S. 133 does not have any SIFE students. If a SIFE student were enrolled in the future, that student would be placed in the appropriate ENL group based on his/her proficiency level and grade level. All identified, newcomer ELLs are given the NYSITELL within the first ten days of enrollment and are then placed in the appropriate ENL group based on their grade and proficiency level. Currently, P.S. 133 does not have any long-term ELLs in the ENL Program. If a long-term ELL student were enrolled in the future, teachers would review Interim Assessment scores and State test scores to better understand the needs of the student and drive instruction. The student would then receive differentiated instruction to help the student meet Common Core Standards. P.S. 133 offers continuing transitional support for all ELLs reaching proficiency on the NYSESLAT. After testing at the Commanding level on the NYSESLAT, students will receive .5 unit of Integrated ENL in ELA or Content Area for an additional two years. For additional transitional support, these students are also given the same ELL test accommodations on State tests for two years after they have tested Commanding (proficient) on the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

The principal will review the Re-identification Process decision within 6-12 months to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with qualified staff members, such as the classroom teacher and the ENL teacher; the parent/guardian; and the student. Based on the recommendations from the staff and the consultation with the parent/guardian, the principal will determine if the child was adversely affected by the Re-identification Process decision. If the principal believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student within the 6-12 month period. The principal will consult with the superintendent if the principal's decision is to reverse the ELL status. Notification of the final decision will be in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

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?

The needs of special education ELL students are reviewed and implemented according to their IEPs. "Alternate Placement" students in special education programs receive ENL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category. We use instructional strategies and grade-level materials with ELL-SWDs that both provide access to academic content areas and accelerate English language development. Some instructional strategies used with academic content are differentiation, scaffolding, repetition, labeling, using graphic organizer, peer partnerships and having leveled libraries. We also use many math manipulatives such as, fake money (bills and coins), counting blocks, pattern blocks, analog clocks and counting sticks. Teachers of ELL-SWDs use ReadyGen and GoMath! grade-level materials that are aligned to the Common Core Standards.

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

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The needs of special education ELL students are reviewed and implemented according to their IEPs. "Alternate Placement" students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	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 Dually 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(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. 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.

Chart 5.2 **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 Dually 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.

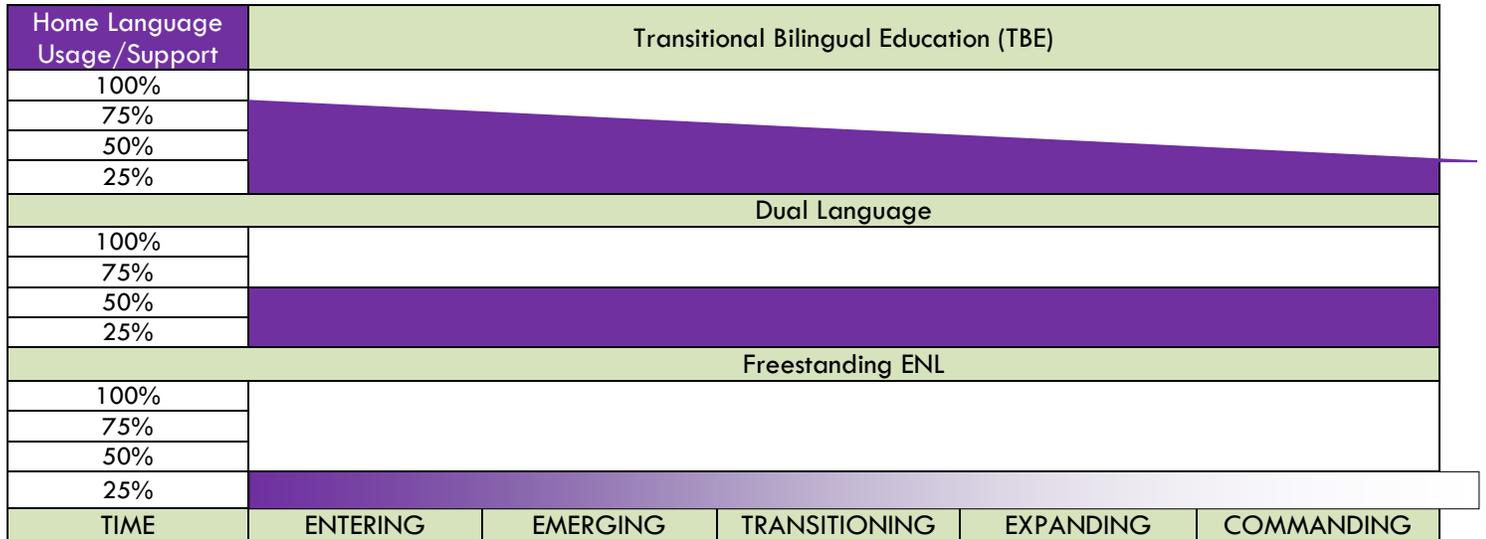


\*Note “other approved services” does not apply to New York City at this time.

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. Students receive Academic Intervention Services (AIS) that offer support in English language arts, math and/or science in programs. Services are provided based upon review of data, including standardized test scores and informal assessments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ENL instruction is designed to align curriculum and instruction with the Common Core Learning Standards in math and literacy. The ENL teacher provides the ELL students with academic instruction in content areas using ESL methodologies while incorporating a Balanced Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as TPR (Total Physical Response), repetition, choral speaking, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs. Picture dictionaries, bilingual picture dictionaries, and Content Area picture dictionaries are available in the ENL and mainstream classrooms to support students. Math and Science glossaries are also provided in various languages. The National Geographic Reach Series, the Empire State NYSESLAT/ ELL series by Continental, leveled libraries in different genres, word/picture cards, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ENL classroom instruction.
12. What new programs or improvements will be considered for the upcoming school year?

Recently, PS 133 adopted the ReadyGen Literacy Program and the GO Math! Program to meet and align with the Common Core Standards. to provide further support with the Common Core Standards, P.S. 133 will be adopting the Teacher's College Writing Program and the Renzulli Learning Program.
13. What programs/services for ELLs will be discontinued and why?

We have discontinued the Everyday Math Program because it does not match the level of rigor called for by the Common Core State Standards (CCSS). The new ReadyGEN and GOMath! Core Curriculum programs are recommended by the NYCDOE and better reflect the demands of the CCSS.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

P.S. 133 offers a variety of extracurricular activities. ELLs participate in these activities as a part of their mainstream class. All ELLs participate in a specialized Art Program during the school day. ELL students also participate in a variety of programs that incorporate the arts into our daily curriculum. These programs include artist residencies in musical theatre. In addition, at risk support services (i.e. Speech, Counseling) are provided to students who are identified by the Pupil Personal Committee once parental consent is given. AIS for Math and Science is provided to identified students.
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.

Picture dictionaries, bilingual picture dictionaries, and Content Area picture dictionaries are available in the ENL and mainstream classrooms to support students. Math and Science glossaries are also provided in various languages. The internet is used as a resource to help ELLs understand content using pictures or online translation sources. The National Geographic Reach Series, the English to a Beat! Series, leveled libraries in different genres, word/picture cards, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ENL classroom instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At PS 133, ELLs receive a variety of native language support. Classroom teachers are encouraged to find newcomers a "language buddy" who speaks the same language. If not, an older student who speaks the native language may be asked to help with any translations, etc. Students are provided the English and Native Language versions of formal assessments when available. Since many of the languages at PS 133 are the low incidence languages, translation services are also used to hire a translator for State assessments if there is no one on staff that can assist.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ELLs at PS 133 receive their mandated time of service. Entering and Emerging level students receive 1 unit of Stand-alone ENL (4 periods) and 1 unit (4 periods) of Integrated ENL/ELA per week, totaling 360 minutes. Transitioning level students receive .5 unit of Stand-alone ENL (2 periods) and .5 unit (2 periods) of Integrated ENL/ELA per week, totaling 180 minutes. Expanding level students receive 1 unit (4 periods) of Integrated ENL/ELA or other Content Area per week, totaling 180 minutes. Commanding level students receive .5 unit (2 periods) of Integrated ENL/ELA or Content Area per week, totaling 90 minutes. Stand-alone ENL pull-out classes are grouped by proficiency and grade level.
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).

Since the Principal is available during most of July and August, newly enrolled students and parents may make an appointment for an informal orientation meeting before school begins. The Parent Coordinator is also available to assist families.

19. What language electives are offered to ELLs?

N/A

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.)  
P.S. 133 will plan professional development opportunities to target the needs of teachers of ELLs. Staff Development plans for teachers will include a review of new ENL Standards, a review of the "The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs," a review of "Effective Instruction for ELLs using an RtI Approach" and a review of the school's Language Allocation Policy. Staff Development will also include the different stages of language acquisition and ENL teaching strategies to help teachers develop academic language through content. There is one fully certified ESL teacher at PS 133. She receives Professional Development emails from the Office of English Language Learners. Professional Development workshops are chosen with discretion to the importance of the workshop. The ESL teacher is sent to any ELL Professional Development workshops given by the senior ELL CPS. The ENL teacher will provide turn-key workshops to staff on appropriate Mondays during Professional Development time.
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?  
Professional Development opportunities will also be available for teachers on the NYCDOE website which offers a link to The Office of English Language Learners The OELL offers multiple resources including high quality professional development series, Common Core-aligned lesson samples and documents, and an ever-growing video library. P.S. 133 will also plan congruence time between the classroom teacher and the ENL teacher. This will provide opportunities to work collaboratively to evaluate student work and plan together to maximize English language acquisition for ELLs. Staff Development will target classroom teachers, support personnel and administrators.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Additional support will be provided for teachers and support staff throughout the year during faculty conferences and/or grade conferences. To support staff when ELLs from PS 133 transfer to middle school their cumulative record folders go with them. A student's cumulative record folder will have their original Home Language Identification Survey, Parent Survey and Program Selection Form and their last level of English Proficiency. This will help staff identify who was in the ENL program before they entered middle school.
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.  
Professional development opportunities are offered to all school staff members during Workshops, Staff Development, and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. All teachers receive the mandated 15% of total hours and the ENL teacher receives 50% of total hours of ELL-specific training through professional development at staff meetings and on professional development days. Participants, attendance, meeting dates, and agendas are maintained by the teacher and serve as a record of this training.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher will meet with parents of ELLs annually to discuss goals of the program, language development progress and needs, and language proficiency assessment results such as the NYSESLAT and/or NYSITELL. The ENL teacher will keep a log of dates and times of meetings. The ENL teacher will keep a signed attendance log for anyone who attended the annual meeting such as the parent, classroom teacher, and an interpreter if needed. This will ensure that each ELL student has received their annual individual meeting with parents.

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

### 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.

N/A

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: **26Q133**

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)
Marianne Sheridan	Principal		1/1/01
Michele Feuerstein	Assistant Principal		1/1/01
Paula Scibilia	Parent Coordinator		1/1/01
Gio Ortellado	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Hennie Wolf	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Doreen McDonough	Other <u>SETSS</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**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

### C. School Information

District <b>26</b>	Borough <b>Queens</b>	School Number <b>133</b>
School Name <b>type here</b>		

### D. Language Allocation Policy Team Composition

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

Principal <b>Marianne Sheridan</b>	Assistant Principal <b>Michele Feuerstein</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Hennie Wolf</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Paula Sciblia</b>
Related-Service Provider <b>Doreen McDonough/ SETSS</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>482</b>	Total number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	35	<b>Newcomers</b> (ELLs receiving service 0-3 years)	35	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	35		3							0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE _____																					0	0	
SELECT ONE _____																						0	0
SELECT ONE _____																						0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE _____											0	0
SELECT ONE _____											0	0
SELECT ONE _____											0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	1											0
Chinese	1	1				1								0
Russian														0
Bengali		1												0
Urdu	4			1										0
Arabic	2													0
Haitian														0
French														0
Korean														0
Punjabi	4	4	2		1	3								0
Polish														0
Albanian														0
Other	2	1	1	2										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
P.S. 133 uses the TCRWP as the early literacy assessment tool to assess the early literacy skills of our ELLs. This comprehensive assessment provides data related to a variety of skills including: Letter Identification Assessment; Word Identification Assessment; Concepts About Print Assessment; Spelling Assessment; and a Text Reading Assessment which determines a student's Independent Reading Level. This data will help teachers differentiate their instruction, form reading groups and target skills needed to improve the early literacy skills of their ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
There are a few patterns found across proficiency levels. The pattern for the Kindergarten NYSITELL results shows that most Kindergarteners scored at the Advanced level. It shows that most students entering Kindergarten have some English knowledge but need to expand on it to reach proficiency. Two students in Kindergarten however, were very limited in their English language abilities and scored at the Beginner and Intermediate levels. For grades 1-5 the pattern shows that most students who have been in the ESL Program for 2 or 3 years scored at the Advanced level on the NYSESLAT. Students who scored at the Beginner and Intermediate levels are students who are either Newcomers or students that have left the country for a significant amount of time and returned again.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
P.S. 133 uses the Annual Measurable Achievement Objectives (AMAO) Estimator Tool to automatically estimate the AMAOs 1 and 2 at the school level. The Data Analysis and AMAO Estimator Tool are used to provide Data Driven Instructional Decisions. Information from the AMAO Tool allows us to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that can be analyzed by the AMAO Tool include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, and ELA/math performance and progress. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels. After examining students' results in the four modalities (listening, speaking, reading and writing) of the 2014 NYSESLAT, a

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

12. For each program, answer the following:

- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

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

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

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

13. 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](#).]

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

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

Instruction for ELLs in English language development is provided at the Tier 1 instructional level. This includes five interrelated instructional principles for teachers that have been shown to be effective for ELLs, such as, teachers and students producing together, developing language and literacy across the curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation.

15. For dual language programs, answer the following:

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

N/A

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

To evaluate the success of our programs for ELLs, PS 133 uses a variety of measures. Scores on the NYSESLAT, as well as any informal tests that ELLs take will be used to measure students' progress. Progress monitoring for any Rtl interventions will be used to make decisions about student goals, instruction and services. PS 133 will also use the AMAO tool to help measure students' progress, guide instruction and evaluate the ENL Program.

## Part IV: ELL Identification Process

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

14. 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.

Newly enrolled students are administered the Home Language Identification Survey (HLIS) to determine New York State Identification Test for English Language Learners (NYSITELL) eligibility. A trained pedagogue, such as the certified ENL teacher assists parents in filling out the HLIS and conducts an informal interview. Whenever needed a member of our multilingual staff will assist in translating any questions on the HLIS. New students are then screened by the ENL teacher based on how they answer the HLIS (answering a language other than English to at least one question from Questions 1-4 and at least two questions from Questions 5-8.) The ELL Coordinator determines NYSITELL eligibility for students whose home language is not English. A more in-depth interview with the student, a review of his/her work, and a review of the Individualized Education Program (IEP), when applicable, will all help the ELL Coordinator determine NYSITELL eligibility. The NYSITELL is administered by the ENL teacher to incoming students who are identified as eligible within the first ten school days that they are admitted. Students who are tested or eligible for services are given the proper entitlement letters to notify parents within 5 school days of ELL determination. Whenever possible, entitlement letters are also sent in the student's native language. Spanish speaking students who are tested using the NYSITELL and qualify for ELL services are then administered the Spanish LAB. Original copies of the HLIS are filed in each student's Cumulative Folder and a copy is filed in the Main Office.

15. 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).

Within 30 days of initial enrollment, P.S. 133 will make an initial SIFE determination. Determining SIFE status begins when the parent indicates prior schooling experience on the Home Language Identification Survey. If there are indications that the student has had an interrupted or inconsistent education, then the SIFE identification Process will begin. These newly identified ELLs in grades 3 to 5 and at the Entering or Emerging level of proficiency as scored on the NYSITELL will be administered the oral interview questionnaire. Students who speak Arabic, Bengali, Chinese, Haitian Creole, or Spanish will be administered the Literacy Evaluation for Newcomer SIFE (LENS).

16. 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).

The NYSITELL eligibility for students entering with an IEP is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of a school/ district administrator, a certified ESOL teacher, the director of special education and the student's parent or guardian.

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

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

18. 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 who believe their child may have been misidentified as an ELL or non-ELL have the right to appeal ELL status within 45 days of enrollment. Parents will be informed of this right through Entitlement letters and at the Parent Orientation Meetings given by the ENL Teacher.

19. 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.

Parents of eligible ELLs are invited to a Parent Orientation to help them understand all three program choices: Transitional Bilingual, Dual Language, Freestanding ESL, and make an informed choice on the Parent Survey and Program Selection Form. The Orientation Video is shown in English and any other available languages that parents request to see. To meet the needs of the ELL parents in their native language, a multilingual translator assists the ENL teacher, at Parent Orientations. The translator, (one of our school's paras, who speaks a few of the Indian languages) helps parents understand the information being presented to them, translate any questions or answers that arise and help parents make informed choices on the Parent Program Selection Form. Parent Orientations for newly enrolled ELLs are tentatively scheduled for Monday, September 21, 2015 and Tuesday, September 22, 2015. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. The dates for any other Parent Orientations that are arranged will be kept by the ENL Teacher. Meetings with individual parents will be arranged to accommodate any parent requests. Ongoing Parent Orientation meetings are scheduled if and when the need arises. Meetings will be scheduled throughout the year for newly enrolled and identified ELLs. Mrs. Ortellado, the ENL Teacher contacts parents of newly enrolled ELLs to schedule Parent Orientation meetings throughout the year. Parents of ELLs are provided with any translated notices and brochures provided by the NYCDOE website.

20. 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.  
The ENL Teacher sends the parents of identified ELLs an invitation to attend a Parent Orientation Meeting where the Parent Surveys and Selection Forms are filled out together. The invitation includes choices of dates and times of meetings to attend as well as the option to call for a one-to-one appointment with the ENL Teacher. The ENL teacher keeps a log of who returned their Parent Surveys and Selection Form and an attendance sheet of who attended each meeting. If a parent has missed all the meetings, the ENL teacher will call home to schedule a one-to-one meeting at the parents' convenience.
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL teacher keeps a log of Parent Surveys and Selection Forms that were sent and returned on the Teacher Caseload spreadsheet, along with which bilingual program choice was the first choice of the parent.
22. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL teacher keeps a log of which Entitlement Letters were sent to each student. A copy of the Placement Parent Entitlement Letter is put in the students Cumulative folder and another copy is kept in the ENL teacher's files in each student's Diagnostic Folder.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
A copy, or carbon-copy of each child's HLIS is kept on file in the Main Office, while the original HLIS is filed in the child's Cumulative Folder. All Entitlement Letters are photocopied. One copy is filed in the Cumulative Folder and another is filed in the ENL teacher's files in each child's Diagnostic Folder.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL teacher keeps a detailed checklist listing the names of all the students taking the NYSESLAT. The date that each child receives each subtest is recorded. The ESL teacher can easily see if any student has missed a subtest on this checklist.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL teacher keeps a log of which Entitlement Letters were sent to each student. A copy of the Continued Entitlement Letter or Transitional Support Entitlement Letter is put in the students Cumulative folder and another copy is kept in the ENL teacher's files in each student's Diagnostic Folder.
26. 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 95% or more of parents have chosen the ENL Program as their first choice on the Parent Survey and Program Selection Form. The pull-out and push-in ESL Program at P.S. 133 is aligned with what the parents have been requesting. Parents are informed about ELL instruction, policies and student progress throughout the year. This is achieved through ELL parent orientations, ELL parent workshops, parent\teacher conferences and PTA meetings. To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for Adult ESL classes for parents and family to improve their English skills. The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success.

# Part V: ELL Programming

## B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.  
The current ELL instructional program at P.S. 133 is freestanding English as a New Language pull-out and push-in model. This ENL program enables students in Kindergarten through Grade 5 to receive mandated instruction and enrichment in reading, writing, listening and oral language. After selection, students from various classes are grouped together by their proficiency level and by grade (no more than two contiguous grades are grouped together.) Stand-alone, pull-out ENL instruction is in small groups of students. There is one full-time New York State and New York City certified ENL teacher that services \*six groups of students from Kindergarten through Grade 5. There is a Kindergarten push-in for Beginner and Intermediate level students. There is a Kindergarten pull-out for Advanced level students. There is a pull-out for Grades 1 and 2 Beginner and Intermediate level students and another for Grade 1 and 2 Advanced students. There is a pull-out for Grades 3, 4, and 5 Beginner and Intermediate students and another group including the Advanced students as well.
  - e. TBE program. *If applicable.*  
N/A
  - f. DL program. *If applicable.*  
N/A
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Entering and Emerging level students receive 1 unit (4 periods, 180 minutes) of Stand-alone ENL services in a pull-out model with a certified ESOL teacher. They also receive 1 unit (4 periods, 180 minutes) of Integrated ENL/ELA services in a push-in model with a certified ESOL teacher and a certified Common Branch teacher co-teaching. Transitioning level students receive half of a unit (2 periods, 90 minutes) of Stand-alone ENL services in a pull-out model with a certified ESOL teacher and half of a unit (2 periods, 90 minutes) of Integrated ENL/ELA services in a push-in model with a certified ESOL teacher and a Common Branch teacher co-teaching. When scheduling allows a Transitioning level student may receive the whole 1 unit (4 periods, 180 minutes) of Integrated ENL/ELA services in a push-in model with a certified ESOL teacher and a certified Common Branch teacher co-teaching. Expanding level students receive 1 unit (4 periods, 180 minutes) of Integrated ENL/ELA/ or other content area services in a push-in model with a certified ESOL teacher and a certified Common Branch teacher co-teaching. Commanding level students receive half of a unit (2 periods, 180 minutes) of Integrated ENL in ELA or other content area in a push-in model with a Certified ESOL teacher and a Certified Common Branch teacher co-teaching.
23. 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.
- P.S. 133 will implement The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs. To assure that Limited English Proficient students achieve the highest academic standards, the focus will be on improving Literacy and Math. Differentiated curriculum and ESL instructional strategies will be used in accordance with the Principles of Learning, the Common Core Learning Standards, and the Learning Standards for English as a Second Language. ENL classes will support academic development in content areas. Content area instruction will be taught using Scaffolding Strategies. Six main types of scaffolding techniques include: modeling, bridging, contextualization, schema building, text re-presentation, and metacognition. Instruction in the ENL program is in English to promote second language acquisition. The instructional approaches and methods used to make content comprehensible to enrich language development are hands-on activities, modeling, role playing, storytelling, music, repetition, visual aids, Total Physical Response and Choral speaking. The ELL students in P.S. 133 spend the entire day in an all-English content area instructional classroom. All ELLs participate in the ReadyGen Literacy Program (a comprehensive core literacy curriculum built specifically for the Common Core Learning Standards) and the GO Math! Program (a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics.)
24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- Spanish students that are identified as ELLs are tested in their native language. They are administered the Spanish LAB, if they didn't reach a proficiency level on the English LAB-R, to measure their fluency in their native language.
25. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELL students have taken the LAB-R upon entering the program and will take the NYSESLAT. These state assessments test the four modalities; Listening, Speaking, Reading and Writing. Students receiving ESL services take the NYSESLAT (New York State English as a Second Language Achievement Test) in the Spring to assess their language needs for the following school year. Throughout the year ELLs are appropriately evaluated in all four modalities by teacher evaluations, formal and informal assessments.

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

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

At present, P.S. 133 does not have any SIFE students. If a SIFE student were enrolled in the future, that student would be placed in the appropriate ENL group based on his/her proficiency level and grade level. All identified, newcomer ELLs are given the NYSITELL within the first ten days of enrollment and are then placed in the appropriate ENL group based on their grade and proficiency level. Currently, P.S. 133 does not have any long-term ELLs in the ENL Program. If a long-term ELL student were enrolled in the future, teachers would review Interim Assessment scores and State test scores to better understand the needs of the student and drive instruction. The student would then receive differentiated instruction to help the student meet Common Core Standards. P.S. 133 offers continuing transitional support for all ELLs reaching proficiency on the NYSESLAT. After testing at the Commanding level on the NYSESLAT, students will receive .5 unit of Integrated ENL in ELA or Content Area for an additional two years. For additional transitional support, these students are also given the same ELL test accommodations on State tests for two years after they have tested Commanding (proficient) on the NYSESLAT.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

The principal will review the Re-identification Process decision within 6-12 months to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with qualified staff members, such as the classroom teacher and the ENL teacher; the parent/guardian; and the student. Based on the recommendations from the staff and the consultation with the parent/guardian, the principal will determine if the child was adversely affected by the Re-identification Process decision. If the principal believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student within the 6-12 month period. The principal will consult with the superintendent if the principal's decision is to reverse the ELL status. Notification of the final decision will be in writing to the parent/guardian in the parent's preferred language within 10 school calendar days.

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

The needs of special education ELL students are reviewed and implemented according to their IEPs. "Alternate Placement" students in special education programs receive ENL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category. We use instructional strategies and grade-level materials with ELL-SWDs that both provide access to academic content areas and accelerate English language development. Some instructional strategies used with academic content are differentiation, scaffolding, repetition, labeling, using graphic organizer, peer partnerships and having leveled libraries. We also use many math manipulatives such as, fake money (bills and coins), counting blocks, pattern blocks, analog clocks and counting sticks. Teachers of ELL-SWDs use ReadyGen and GoMath! grade-level materials that are aligned to the Common Core Standards.

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

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The needs of special education ELL students are reviewed and implemented according to their IEPs. "Alternate Placement" students in special education programs receive ESL services as part of their interim service plans. A full time language paraprofessional is assigned to youngsters in this category.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	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(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. 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.

Chart

**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.

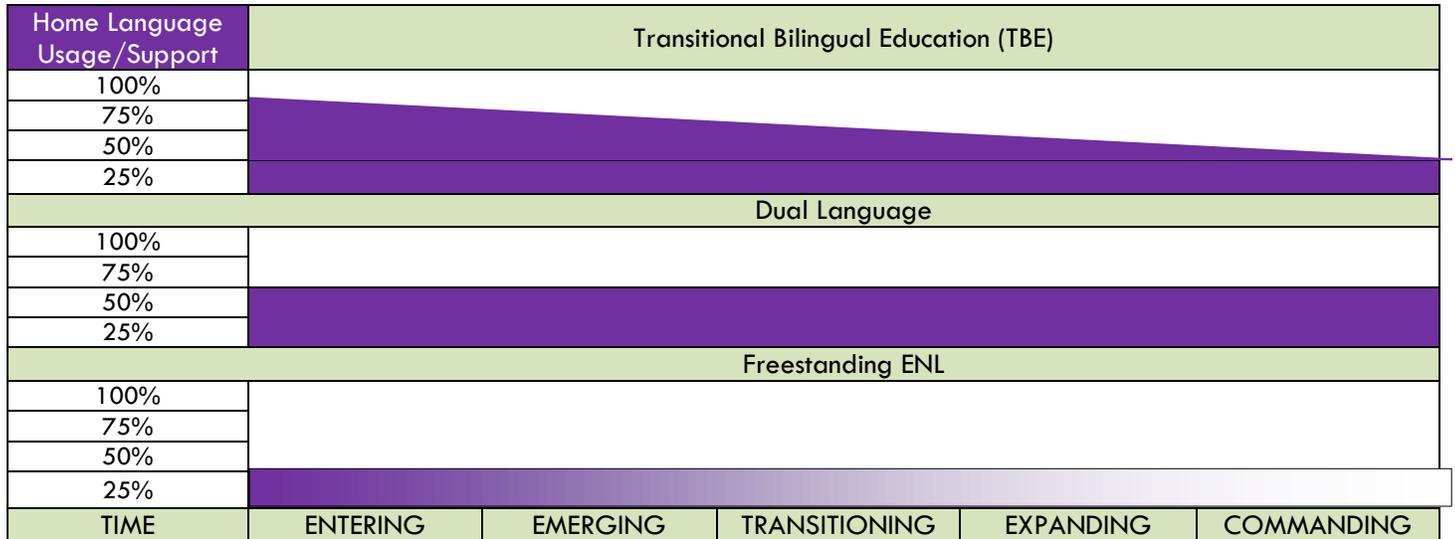


\*Note “other approved services” does not apply to New York City at this time.

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.



## E. Programming and Scheduling Information--Continued

30. 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. Students receive Academic Intervention Services (AIS) that offer support in English language arts, math and/or science in programs. Services are provided based upon review of data, including standardized test scores and informal assessments.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ENL instruction is designed to align curriculum and instruction with the Common Core Learning Standards in math and literacy. The ENL teacher provides the ELL students with academic instruction in content areas using ESL methodologies while incorporating a Balanced Literacy approach to their teaching. The workshop model, coupled with different TESOL techniques, such as TPR (Total Physical Response), repetition, choral speaking, storytelling, modeling, music, visual aids, language masters, and hands-on activities are used to support second language acquisition. Student assessment is a key component of our ESL program as it drives differentiated instruction as applicable to student needs. Picture dictionaries, bilingual picture dictionaries, and Content Area picture dictionaries are available in the ENL and mainstream classrooms to support students. Math and Science glossaries are also provided in various languages. The National Geographic Reach Series, the Empire State NYSESLAT/ ELL series by Continental, leveled libraries in different genres, word/picture cards, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ENL classroom instruction.
32. What new programs or improvements will be considered for the upcoming school year?
- Recently, PS 133 adopted the ReadyGen Literacy Program and the GO Math! Program to meet and align with the Common Core Standards. to provide further support with the Common Core Standards, P.S. 133 will be adopting the Teacher's College Writing Program and the Renzulli Learning Program.
33. What programs/services for ELLs will be discontinued and why?
- We have discontinued the Everyday Math Program because it does not match the level of rigor called for by the Common Core State Standards (CCSS). The new ReadyGEN and GOMath! Core Curriculum programs are recommended by the NYCDOE and better reflect the demands of the CCSS.
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- P.S. 133 offers a variety of extracurricular activities. ELLs participate in these activities as a part of their mainstream class. All ELLs participate in a specialized Art Program during the school day. ELL students also participate in a variety of programs that incorporate the arts into our daily curriculum. These programs include artist residencies in musical theatre. In addition, at risk support services (i.e. Speech, Counseling) are provided to students who are identified by the Pupil Personal Committee once parental consent is given. AIS for Math and Science is provided to identified students.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Picture dictionaries, bilingual picture dictionaries, and Content Area picture dictionaries are available in the ENL and mainstream classrooms to support students. Math and Science glossaries are also provided in various languages. The internet is used as a resource to help ELLs understand content using pictures or online translation sources. The National Geographic Reach Series, the English to a Beat! Series, leveled libraries in different genres, word/picture cards, audio material (such as books with accompanying tapes), and graphic organizers are also used in the ENL classroom instruction.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- At PS 133, ELLs receive a variety of native language support. Classroom teachers are encouraged to find newcomers a "language buddy" who speaks the same language. If not, an older student who speaks the native language may be asked to help with any translations, etc. Students are provided the English and Native Language versions of formal assessments when available. Since many of the languages at PS 133 are the low incidence languages, translation services are also used to hire a translator for State assessments if there is no one on staff that can assist.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All ELLs at PS 133 receive their mandated time of service. Entering and Emerging level students receive 1 unit of Stand-alone ENL (4 periods) and 1 unit (4 periods) of Integrated ENL/ELA per week, totaling 360 minutes. Transitioning level students receive .5 unit of Stand-alone ENL (2 periods) and .5 unit (2 periods) of Integrated ENL/ELA per week, totaling 180 minutes. Expanding level students receive 1 unit (4 periods) of Integrated ENL/ELA or other Content Area per week, totaling 180 minutes. Commanding level students receive .5 unit (2 periods) of Integrated ENL/ELA or Content Area per week, totaling 90 minutes. Stand-alone ENL pull-out classes are grouped by proficiency and grade level.
38. 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).
- Since the Principal is available during most of July and August, newly enrolled students and parents may make an appointment for an informal orientation meeting before school begins. The Parent Coordinator is also available to assist families.

39. What language electives are offered to ELLs?

N/A

40. 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

## F. Professional Development and Support for School Staff

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

P.S. 133 will plan professional development opportunities to target the needs of teachers of ELLs. Staff Development plans for teachers will include a review of new ENL Standards, a review of the "The Practitioners' Work Group for Accelerating English Language Learner Student Achievement Nine Common Features of Successful Programs for ELLs," a review of "Effective Instruction for ELLs using an RtI Approach" and a review of the school's Language Allocation Policy. Staff Development will also include the different stages of language acquisition and ENL teaching strategies to help teachers develop academic language through content. There is one fully certified ESL teacher at PS 133. She receives Professional Development emails from the Office of English Language Learners. Professional Development workshops are chosen with discretion to the importance of the workshop. The ESL teacher is sent to any ELL Professional Development workshops given by the senior ELL CPS. The ENL teacher will provide turn-key workshops to staff on appropriate Mondays during Professional Development time.

6. 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?

Professional Development opportunities will also be available for teachers on the NYCDOE website which offers a link to The Office of English Language Learners The OELL offers multiple resources including high quality professional development series, Common Core-aligned lesson samples and documents, and an ever-growing video library. P.S. 133 will also plan congruence time between the classroom teacher and the ENL teacher. This will provide opportunities to work collaboratively to evaluate student work and plan together to maximize English language acquisition for ELLs. Staff Development will target classroom teachers, support personnel and administrators.

7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Additional support will be provided for teachers and support staff throughout the year during faculty conferences and/or grade conferences. To support staff when ELLs from PS 133 transfer to middle school their cumulative record folders go with them. A student's cumulative record folder will have their original Home Language Identification Survey, Parent Survey and Program Selection Form and their last level of English Proficiency. This will help staff identify who was in the ENL program before they entered middle school.

8. 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.

Professional development opportunities are offered to all school staff members during Workshops, Staff Development, and Common Preps. These professional development events will include different strategies to assist staff members in development of academic language through content for ELLs and oral communication with ELLs. All teachers receive the mandated 15% of total hours and the ENL teacher receives 50% of total hours of ELL-specific training through professional development at staff meetings and on professional development days. Participants, attendance, meeting dates, and agendas are maintained by the teacher and serve as a record of this training.

## G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher will meet with parents of ELLs annually to discuss goals of the program, language development progress and needs, and language proficiency assessment results such as the NYSESLAT and/or NYSITELL. The ENL teacher will keep a log of dates and times of meetings. The ENL teacher will keep a signed attendance log for anyone who attended the annual meeting such as the parent, classroom teacher, and an interpreter if needed. This will ensure that each ELL student has received their annual individual meeting with parents.

8. 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.

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9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

At P.S. 133, the administration, classroom teachers, the ESL teacher and the Parent Coordinator work together to ensure that parents are welcomed, informed and involved in their children's education. At the beginning of the school year, each grade has a Parent Orientation Meeting for parents. Parents meet with their child's teacher and are informed about what their child will be learning that year and the expectations.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

To further involve and communicate effectively with parents, the Parent Coordinator provides information and resources available within the community for example; Adult ESL classes for parents and family to improve their English skills are held at PS 26. The Parent Coordinator also sends home flyers notifying parents of The Parent Coordinator room also provides a parent resource center, parent workshops to better support child learning and offers family support for student success.

11. How do you evaluate the needs of the parents?

To evaluate the needs of the parents, they are asked fill out the Language Needs Survey to identify what language parents would like to receive written information from the school and oral communication with school staff. Parents' needs are discussed at monthly meetings including PTA and School Leadership Team. Additionally, parents and teachers share suggestions regarding ways to support students and strengthen the home/ school connection. Workshops and parental involvement activities reflect the input of both parents and staff.

12. How do your parental involvement activities address the needs of the parents?

Communication to parents includes school notices, monthly newsletters and a comprehensive school website. To promote parent involvement, of the entire school, the parent coordinator offers parent workshops serving various purposes and needs to support education. Workshops for parents will include information and assistance in understanding the Common Core Standards in ELA and Math. Translators are available to help assist parents during the workshops. Flyers for meetings are sent home and also posted in the lobby on the Parent Coordinators bulletin board. Bilingual math, science and social studies glossaries are sent home in their native language if available. At PS 133 there are many parents that assist other parents that speak the same native language when translation services are needed. We also utilize the Translation Unit when in-house translators are not available. We encourage parents to use the ARIS parent link which shows their child's progress.

## H. 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.

N/A

## **Part VI: LAP Assurances**

**School Name:** \_ **School DBN:** 26Q133

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)
Marianne Sheridan	Principal		1/1/01
Michele Feuerstein	Assistant Principal		1/1/01
Paula Scibilia	Parent Coordinator		1/1/01
Gio Ortellado	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Hennie Wolf	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Doreen McDonough	Other <u>SETSS</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **26Q133** School Name: **N/A**  
Superintendent: **Danielle Giunta**

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

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

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

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

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

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

To assess the written and oral communication language preferences of the parent community, ATS reports were generated and reviewed. i.e. Ethnic Survey, Admission reports, Home Language Surveys, RCON (Emergency Contact Student List, RHLA (Home Language Aggregation), BIOS (Biographical Information), RAPL (Adult Preferred Language Report), and RELC (Current ELL Biographical Data Report). In addition to official reports, information/ data was collected through consultation with the staff, parent coordinator, PTA, parents and School Leadership Team.

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

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

## **Part B: Creating a Communications Calendar**

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

P.S. 133 makes use of the Translation and Interpretation Unit resources available through the Intranet. They provide translated templates for typical letters that our school disseminates every year, such as Student Report Cards, Required School Surveys/Forms, Opt-Out Forms/Consent Forms, Parent Notification Letters, ELL Program Forms/Surveys, ELL Entitlement Letters, Health Forms, and Recess Notification Letters. Important school notices are also stamped with a message for parents to have the notice translated by a friend or relative. Parents are also aware and encouraged to contact the school for help translating any information they may not fully understand. Our multilingual staff is always ready to assist our parents.

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

P.S. 133 is fortunate to have a multilingual staff. We utilize our paraprofessionals during Fall (September 17, 2015 and November 5, 2015) and Spring (March 3, 2016 and May 12, 2016) Parent-Teacher Conferences, both in the afternoon and in the evening (subject to funding made available by the DOE). We will contact LIS Translations and make arrangements for any other translators that may be needed during these conferences. Our multilingual school staff is available to serve as translators at these conferences and meetings throughout the year. Based upon parent responses to workshops, translators will be requested for additional days. We will also utilize the “over-the phone” services that are provided through the Translation and Interpretation Unit of the Department of Education. These services will enable our parents to achieve a greater comfort level regarding participation in school workshops and a better understanding of the material being presented.

## **Part C: Providing Language Assistance Services**

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

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

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

P.S. 133 will meet the interpretation needs using a variety of services. We are continuously using our multilingual staff to interpret and assist parents and students. We will also utilize the "over-the-phone" interpreters provided by the Translation and Interpretation Unit and if there is a need for a language not provided by the DOE, we will hire interpreters from an outside vendor recommended by the LIS Translations and DOE.

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

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

Staff members will receive turn-key training from the LAC (Language Access Coordinator) during Monday Professional Development. The LAC and staff will discuss the interpretation needs of our school and the options available to assist parents with translations. The LAC will provide the staff with an electronic memo with links to all the resources the Translation and Interpretation Unit has to offer, such as the over-the-phone interpreter phone number, the Unit's website with access to translated notices, the Language ID Guide, etc.).

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

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

##### Checklist of Notification Requirements

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

Information will be posted in the lobby area on designated bulletin boards. The Parent Coordinator will maintain a folder containing all information related to available translation and interpretation services and will assist parents in accessing such services. A print-out of the RAPL (Adult Preferred Language Report) is kept in the Main Office file cabinet to easily access parents' choice of communication,

**Part F: Monitoring and Quality Control**

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

The Principal, Assistant Principal, the LAC, the Parent Coordinator, and the school staff will work together to gather feedback on the quality and availability of interpreting services provided. We will also look at the results from our parent survey to monitor our needs.