2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 26Q133
School Name: P.S. 133 QUEENS
Principal: NICOLE COLON
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

BEDS Code: 342600010133

Grades Served: Pre K- Grade 5

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

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

School Contact Person: Nicole Colon  
Email Address: ncolon11@schools.nyc.gov

Principal: Nicole Colon

UFT Chapter Leader: John Trimble

Parents’ Association President: Jessica Finelli

SLT Chairperson: Renee Sabbagh

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 26  
Superintendent: Danielle Giunta

Community School District 26

Superintendent’s Office Address: 61-15 Oceania Street Bayside NYRoom 129

Superintendent’s Email Address: dgiunta4@schools.nyc.gov

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

Field Support Center (FSC)

2018-19 CEP
FSC: Queens- District 26
Executive Director: Lawrence Pendergast
28-11 Queens Plaza North, Long Island City NY 11001

Executive Director’s Office Address:

Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Colon</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>John Trimble</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Jessica Finelli</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Roxanne Ugas</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Kaya Wielopolski</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Anna Figetakis</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Renee Sabbag</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Yi Wen</td>
<td>Member/Parent</td>
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<tr>
<td>Nafiza Ali</td>
<td>Member/Parent</td>
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<tr>
<td>Rizwana Shams</td>
<td>Member/Parent</td>
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<tr>
<td>Janet Maderik</td>
<td>Member/Parent</td>
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<td>Mehwish Chaudhry</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th>Rigorous Instruction</th>
<th>Supportive Environment</th>
<th>Collaborative Teachers</th>
<th>Effective School Leadership</th>
<th>Strong Family-Community Ties</th>
<th>Trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
<td>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.</td>
<td>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.</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
<td>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.</td>
</tr>
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</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Systems 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)

#### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>The mission of P.S. 133 is to provide all students with a high quality education that enables and encourages lifelong learning and empowers children to become self-sufficient individuals possessing positive self-esteem, respect for themselves and their community. We seek to create an environment that achieves equity for all students and ensures that each student is a successful learner, is fully respected, and learns to respect others. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image and cross-cultural understanding. Through the joint efforts of the entire P.S. 133 school community,</td>
</tr>
</tbody>
</table>

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children will develop their individual talents, values and critical thinking skills enabling them to become contributing members of their community and society.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 133 is located in the Bellerose area of Queens. Our school serves approximately 580 students, in Grades Pre-kindergarten through 5, consisting of General education, Collaborative Team Teaching, Self-contained and Gifted and Talented classes.

According to the 2017-2018 Teachers College Benchmark data, 14% of our students population are reading significantly below grade level (Level 1) and 17% of our students are approaching grade level (Level 2). 31% of our students are struggling to read and comprehend book and passages on their grade level. For the 2018-2019 school year, we have partnered with Columbia Teachers College to ensure the success of all our students in the area of English Language Arts. As a Teachers College Reading and Writing Program project school, we have targeted in house professional learning where teachers get to engage in hands on learning that allows them to plan lessons designed to meet ambitious 21st century standards. This year we will also adopt Reading Rescue as an intervention program to help our students close the achievement gap. Reading Rescue is a daily, one-on-one, 30 minute literacy intervention for elementary students, and a professional development program for school staff members. Students in first and second and any other students reading below a Level M will receive additional support in reading, writing, and speaking from a trained Reading Rescue Instructor. Our staff will go through a two-year professional development sequence preparing them to provide skilled intervention that teaches below-grade level students how to read and write.

3. Describe any special student populations and what their specific needs are.

Here at P.S. 133Q we believe in an Inclusive school community where all students are pushed to meet and exceed grade level. We offer Self-Contained Services, Integrated Co-Teaching Services. Special Education Teacher Support Services as well as Gifted and Talented services.

4. Identify 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.

In the 2017-2018 school year, the element of the Framework for Great Schools in which P.S. 133Q made the most progress was Collaborative Teachers. Teachers are committed to the success and improvement of their classrooms and schools. Teachers engage in daily common planning time with grade level colleagues. The Instructional Leadership Team (ILT) has worked collaboratively with administration to plan meaningful and effective professional learning opportunities for the staff. All teachers and paraprofessionals have had the opportunity to participate in professional development within a culture of respect and continuous improvement.

As we continue to grow our pedagogical knowledge and leadership capacities, we will take a deeper look into ways we as educators can foster more discourse with our classrooms. Our instructional focus for the 2018-19 school year is "If students are provided with open ended questions across content areas and given the time to work collaboratively then they will strengthen their ability to engage in authentic discourse and provide peers with meaningful and effective feedback."
## School Demographics and Accountability Snapshot for 26Q133

### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 553
- **SIG Recipient (Y/N)**: No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 34
- **SETSS (ELA)**: 18
- **Integrated Collaborative Teaching (ELA)**: 62
- **# Special Classes (Math)**: 34
- **SETSS (Math)**: 17
- **Integrated Collaborative Teaching (Math)**: 62

### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 25
- **# Music**: 25
- **# Drama**: 25
- **# Foreign Language**: N/A
- **# Dance**: 25
- **# CTE**: N/A

### School Composition (2017-18)
- **% Title I Population**: 61.0%
- **% Attendance Rate**: 95.2%
- **% Free Lunch**: 47.6%
- **% Reduced Lunch**: 13.9%
- **% Limited English Proficient**: 8.1%
- **% Students with Disabilities**: 16.8%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 1.4%
- **% Black or African American**: 5.6%
- **% Hispanic or Latino**: 17.4%
- **% Asian or Native Hawaiian/Pacific Islander**: 63.3%
- **% White**: 9.9%
- **% Multi-Racial**: 3.6%

### Personnel (2015-16)
- **Years Principal Assigned to School**: 1.1
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 3%
- **Average Teacher Absences (2014-15)**: 6.9

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Category</th>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
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<th>economically disadvantaged</th>
<th>ALL STUDENTS</th>
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<tbody>
<tr>
<td>Percentage</td>
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#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

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#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

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#### High School

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### Adequate Yearly Progress (AYP) in Graduation (2016-17)

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### Breakdown of Student Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4**: 73.4%
- **Mathematics Performance at levels 3 & 4**: 73.9%
- **Science Performance at levels 3 & 4**: 100%
- **Science Performance at levels 3 & 4 (4th Grade)**: 100%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A
- **Student Performance for High Schools (2016-17)**
  - **ELA Performance at levels 3 & 4**: N/A
  - **Mathematics Performance at levels 3 & 4**: N/A
  - **US History Performance at Levels 3 & 4**: N/A
  - **6 Year Graduation Rate**: N/A
  - **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

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2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- At P.S. 133 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. According to the NYS ELA 3rd Grade ELA data 84% of our students are Proficient. According to the NYS ELA 4th Grade ELA data 68% of our students are Proficient. According to the NYS ELA 5th Grade ELA data 62% of our students are Proficient. According to the NYS ELA 3rd Grade Math data 85% of our students are Proficient. According to the NYS ELA 4th Grade Math data 67% of our students are Proficient. According to the NYS ELA 5th Grade Math data 65% of our students are Proficient.

- Through an analysis of teacher observations it has been noted that instruction has slowly been shifting from whole group to more small group work where teachers are focusing on conferring and quality feedback. However this area still remains a priority for P.S. 133.

- Looking at state and local data, it has been determined that the priority need to focus on for the 2018-2019 school year will be ELA. According to the Teachers College Reading Benchmark data, 17% of our students are approaching grade level and 14% need support. 31% of our students in grade K-5 are not meeting standards.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 80% of all students in Grades K-5 will demonstrate their ability to read grade level text with fluency, accuracy and comprehension as measured by achieving either a level 3 or 4 on Teachers College Reading Benchmark assessments in Assessment Pro or demonstrate 3-5 reading levels of growth towards benchmark level for ELLs and SWDs.
**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers in grade K-5 will receive targeted support with conferring, small group instruction and feedback from Teachers College staff developers. This support will be given 9 times throughout the year.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, Classroom Teachers, Paraprofessionals, Support Teachers and Related Service Providers.</td>
</tr>
<tr>
<td>Students who are approaching grade level and those who are in need of help will receive targeted 1:1 reading support through a program called Reading Rescue.</td>
<td>IEP Teacher, Paraprofessionals, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, IEP Teacher, Paraprofessionals.</td>
</tr>
<tr>
<td>Academic Intervention will be provided in small groups to students in order to increase their Reading skills.</td>
<td>Teachers, Paraprofessionals</td>
<td>Sept. 2018-June 2019</td>
<td>Administrators, Classroom Teachers, Paraprofessionals, and Related Service Providers.</td>
</tr>
<tr>
<td>Parent workshops will be provided to teach parents activities they can do at home with their child that will help support their reading development.</td>
<td>Parents, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator, Administrators, Classroom Teachers, Paraprofessionals, and Related Service Providers.</td>
</tr>
<tr>
<td>A Saturday Enrichment Program will be put in place to support students with Reading Readiness.</td>
<td>Teachers, Students</td>
<td>Nov. 2018-June 2019</td>
<td>Teachers, Administration.</td>
</tr>
<tr>
<td>Administration will conduct weekly walkthroughs of classroom practices and use the data gathered to inform Professional Learning structures.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Administration.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

During school year 2018-2019 P.S. 133 will provide support to parents to better their understanding of Rigorous Instruction and the Next Generation Learning Standards by providing a number of workshops during parent
engagement and PTA meetings, SLT meetings, Parent Coordinator workshops, Parent Teacher Meetings and outside agencies and resources. Oversight will be provided by school administration and parent coordinator.

**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.

- Fair Student Funding will be used to fund paraprofessional salaries to administer Reading Rescue
- Fair Student Funding will be used to hire Teachers College as a vendor
- Fair Student Funding will be used for per diem to cover teachers when they attend professional learning
- Title III Funding will be used for teacher per session, parent engagement and resources

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, 75% of all students in Grades K-5 will demonstrate their ability to read grade level text with fluency, accuracy and comprehension as measured by achieving either a level 3 or 4 on Teachers College Reading Benchmark assessments in Assessment Pro or demonstrate 1-2 reading levels of growth towards benchmark level for ELLs and SWDs.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Assessment Pro - Teachers College Reading Benchmark Assessment

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc.

Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

- At P.S. 133 we establish a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. According to the 2017-2018 School Quality Guide we received a 92% in the area of Social Emotional and only 12% of parents indicated they wanted to school to be safer. According to ADVANCE observation data, in the Domain 2: Classroom Environment teachers scored a 3-31 out of 4. This shows, our teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks.

- Looking at data provided by the Online Occurrence Reporting System it has been determined that the priority need to focus on for the 2017-2018 school year will be building an emotionally intelligent child. According to the data there were 112 incidents ranging from Level 1 - Level 5 this school year. 46 of those incidents were level 3 infractions, 13 were level 4 infractions and 1 was a level 5 infraction. 50% of all infractions were level 3 and 4.

- Currently, there are many opportunities where we support the whole child. Through our Book of the Month we teach students Character Traits such as respect, citizenship, caring, fairness, honesty, diligence, trustworthiness, courage, integrity, generosity and gratitude. These traits are celebrated during monthly assembly's. We have an active student council, Monthly Parent Visit Days, Multi-Cultural celebrations, Family Literacy Night, Family Math Carnival as well as academic and family engagement workshops.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 15% reduction in Level 3 and 4 incidents in comparison to last year as measured by incident data in the Online Occurrence Reporting System.
Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be provided with a 30 minute emotional intelligence period on a daily basis.</td>
<td>Teachers and Students</td>
<td>Sept. 2018- June 2019</td>
<td>Teachers, Administrators</td>
</tr>
<tr>
<td>Professional Learning will be provided to the P.S. 133 community around the RULER Approach.</td>
<td>Teachers, paraprofessional, school-aides, support staff, parent coordinator, parents</td>
<td>Sept. 2018- June 2019</td>
<td>Administration, RULER Planning Team</td>
</tr>
<tr>
<td>Students will be provided with an opportunity to identify their emotions during lunchtime through the creation of an interactive mood meter on the lunch pillars.</td>
<td>School aides and students</td>
<td>Sept. 2018- June 2019</td>
<td>School Aides</td>
</tr>
<tr>
<td>All staff, classrooms and cluster rooms will create a Charter which they will live by for the 2018-2019 school year.</td>
<td>Teachers, staff, students</td>
<td>Sept. 2018- June 2019</td>
<td>Administration, Team</td>
</tr>
<tr>
<td>Administration will meet with students and staff monthly to see how we can better support their Emotional Intelligence needs.</td>
<td>Teachers, staff, students</td>
<td>Sept. 2018- June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

During school year 2018-2019 P.S. 133 will provide support to parents to better their understanding of a Supportive Environment and the RULER Approach by providing at least on workshop at each of the following: during parent engagement time, PTA meetings, SLT meetings, and during Tea and Talk. Oversight will be provided by school administration and parent coordinator. Support will begin in October and end in June.

Part 4 – Budget and Resource Alignment

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

- Human Resources: School Staff
- Fair Student Funding will be used for support from Yale University
- Fair Student Funding will be used for supplies needed for mood meters

**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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | || 21st Century Grant | || SIG | || 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 2019, there will be a 7.5% reduction in Level 3 and 4 incidents in comparison to last year as measured by incident data in the Online Occurrence Reporting System.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Online Occurrence Reporting System

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

● At P.S. 133 we are committed to the success and improvement of their classrooms and schools. Our teachers have the opportunity to participate in professional development within a culture of respect and continuous improvement. According to the 2018-2019 School Quality Guide, 100% of the teachers say that they talk with one another about instruction and that their professional development experiences this year have been sustained and coherent. Teachers are given enough time to think carefully about, try, and evaluate new ideas that will raise the level of rigor in their classroom. As a school we whole heartily believe that "If students are provided with open ended questions across content areas and given the time to work collaboratively then they will strengthen their ability to engage in authentic discourse and provide peers with meaningful and effective feedback."

● Through an analysis of teacher observations it has been noted that instruction has been slowly shifting from a more traditional learning experience to a more inquiry based experience where teacher are crafting purposeful open-ended questions and allowing students opportunities throughout the day to engage with peers. However, this area still remains a priority for P.S. 133.

● Looking at data provided by the ADVANCE Rating System it has been determined that the priority need to focus on for the 2018-2019 school year will be focused around questioning and discussion. According to the data in Domain 3, specifically, : 3B - Questioning and Discussions, the overall average for teacher rating was 2.70 out of 4. This is a 0.2 above the average rating for Developing.

● Looking at data provided from the 2018-2019 School Quality Guide it has been determined that as a school there should be an emphasis on the quality of student discussion as in this area P.S. 133 scored a 66% out of a 100%. 68% of teachers stated that students build on each others ideas during class discussion, 57% of teachers stated that students use data or text references to support their ideas, 46% of teachers say that students provide constructive feedback to their peers and teachers and 79% of teachers say that students participate in class discussions at some point.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 80% of teachers will demonstrate evidence of Effective and Highly Effective practices in 3b - Questioning and Discussion s as measured by the ADVANCE rating system.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
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<table>
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<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leaders will meet with administration on a monthly basis to plan and evaluate professional learning cycles through a data analysis as well as through Learning Walks.</td>
<td>Instructional Leadership Team</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Teachers will identify grade level expectations and revise and refine task to make them more open ended by using a Task Analysis Protocols.</td>
<td>Teacher</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Students will be taught to use conversation stems as well as what effective and meaningful feedback looks like.</td>
<td>Students</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Parent will be provided at least one opportunity to observe a lesson in which questioning and discussion is of high quality.</td>
<td>Parents</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Teacher will be given six common planning periods per week to meet and collaborate.</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>Professional Cycles will have a focus on open-ended questions and discourse in all content areas.</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>The Teacher Development Effectiveness Coach visits will be conducted with a focus on questioning, discussion and quality feedback.</td>
<td>Teacher, Administration</td>
<td>Sept. 2018 - June 2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During school year 2018-2019 P.S. 133 will provide support to parents to better their understanding quality discourse looks like within the classroom by providing a number of workshops during parent engagement and PTA meetings, SLT meetings, Parent Coordinator workshops, Parent Teacher Meetings and outside agencies and resources. Oversight will be provided by school administration and parent coordinator.

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.
Flexible scheduling, including common prep time, to allow for collaborative teacher activities

Fair Student Funding will be used for per diem to provide with additional planning time

Translation materials for parents and families.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title II, Part A</th>
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<td></td>
<td>C4E</td>
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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 June 2019, 75% of teachers will demonstrate evidence of Effective and Highly Effective practices in 3b - Questioning and Discussion techniques as measured by the ADVANCE rating system.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ADVANCE System

Part 5c. In February 2019, 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
<td></td>
</tr>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
</tbody>
</table>

At P.S. 133 the Principal and Assistant Principal 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. According to the 2018-2019 School Quality Guide 100% of the teachers said the principal sets high expectations and carefully tracks students academic progress. Administration makes strategic organizational decisions to support the school’s instructional goals and meet student learning needs. Schedules have been crafted to allow teams of teachers to meet on a regular basis to grow professionally and to focus work on the school’s instructional goals. Times have been set aside that allow teachers to strategically, plan, share, and engage in learning that will help to improve instruction resulting in the creation of challenging academic tasks. Teacher assignments have been strategically selected anchored to a criteria of effective practices and supported via outside coaching in order to deepen capacity of teacher development.

- Looking at data provided by the School Quality Guide, 89% of teachers stated, their school the principal, teachers, and staff collaborate to make the school run effectively. 86% of teachers stated that they have influence over the development of instructional materials. 82% of teachers stated that the principal communicates a clear vision for this school.

Part 2 – Annual Goal

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<tbody>
<tr>
<td>Indicate your school’s 2018-19 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.</td>
<td></td>
</tr>
<tr>
<td>By June 2019, 80% of teachers will show Effective/Highly Effective practices in Domain 1: Planning and Preparation of the Danielson Framework.</td>
<td></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept.2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept.2018-June 2019</td>
<td>Instructional Leadership Team</td>
</tr>
<tr>
<td>Teachers</td>
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<td>Sept.2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Students</td>
<td>Sept.2018-June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

**Administration will create a clear vision by developing a set of non-negotiables/ classroom look-fors which all teachers should follow.**

**Teachers will meet weekly to collaborate on curriculum planning and instructional materials.**

**Administration will conduct weekly walkthroughs with a focused checklist and use the data to drive instruction.**

**Teachers will be provided with five common preps per week.**

**Administration has provided ongoing feedback on planning during Weekly Common Planning Time**

**Students will be engaged in inquiry based lessons/units where they use their prior knowledge to learn something new.**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During school year 2018-2019 P.S. 133 will provide support to parents to better their understanding leadership decisions by providing a number of workshops during parent engagement and PTA meetings, SLT meetings, Parent Coordinator workshops, Parent Teacher Meetings and outside agencies and resources. Oversight will be provided by school administration and parent coordinator.

### 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.

- Flexible scheduling, including common prep time, to allow for collaborative teacher activities
- Fair Student Funding will be used for per diem to provide with additional planning time
- Translation materials for parents and families.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
## 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 June 2019, 75% of teachers will show Effective/Highly Effective practices in Domain 1: Planning and Preparation of the Danielson Framework after the administration has provided ongoing feedback on planning through weekly Common Planning Time as measured by ADVANCE rating system.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ADVANCE rating system

### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- At P.S. 133 creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. According to the 2018-2019 School Quality Guide 91% of families say that school staff regularly communicate with them about how families can help their child learn. 96% of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child. 96% of families say that they are greeted warmly when they call or visit their school. 93% of families say that teachers work closely with them to meet their child's needs. 96% of families say that they feel well-informed by the communications they receive from their school. 97% of families say that their school communicates with them in a language and in a way that they can understand.

- This year, the school has taken a closer look at the home-school connection. In an effort to engage parents in their child's academic like in a more creative and authentic way, P.S. 133 sponsored a Family Literacy Night where 137 people attended. We also sponsored a Family Math Carnival where 446 people attended.

- Looking at data provided by the School Quality Guide, 51% of parents took the time to complete the survey.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, parents will have the opportunity to participate in at least 5 family events where the parents and students have an opportunity to engage in fun learning activities as measured by participation rate at these 5 big events being at least 50% of the school community.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families will be invited to observe their child classroom 4 times throughout the year.</td>
<td>Parents, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator, Administration</td>
</tr>
<tr>
<td>Families will be invited to learn about a healthy lifestyle through CookShop NYC.</td>
<td>Parents, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator, Administration</td>
</tr>
<tr>
<td>Families will be invited to engage in hand-on learning experiences during Tuesday Parent Engagement Time created by all teachers.</td>
<td>Parents, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator, Administration</td>
</tr>
<tr>
<td>Families will be invited to be apart of a Professional Learning Cycle around Emotional Intelligence.</td>
<td>Parents, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator, Administration</td>
</tr>
<tr>
<td>Families will be invited to participate in at least 2 monthly activities held before/after school.</td>
<td>Parents, Students</td>
<td>Sept. 2018-June 2019</td>
<td>Parent Coordinator, Administration</td>
</tr>
</tbody>
</table>

### Part 3b – Parent and Family Engagement

*If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.*

**During school year 2018-2019 P.S. 133 will provide support to parents to better their understanding of strong family and community ties and the impact it has on both student learning and emotional growth by providing a number of workshops during parent engagement and PTA meetings, SLT meetings, Parent Coordinator workshops, Teacher Meetings and outside agencies and resources. Oversight will be provided by school administration and parent coordinator.**

### 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.

- Fair Student Funding and Title III Funds will be used to purchased resources/ materials for events
- Translation materials for parents and families.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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 June 2019, parents will have the opportunity to participate in at least 2 family events where the parents and students have an opportunity to engage in fun learning activities as measured by participation rate at these 2 big events being at least 50% of the school community.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

New York City School Survey

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**           | 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. Students in Grades 4 and/or 5 who receive a Level 1 or low Level 2 on the 2018 state assessment. | ● Close reading of short shared texts  
● Repeated readings  
● Independent practice  
● Guided practice  
● Modeled instruction  
● Constructed response writing  
● Collaborative annotation | ● Small group pull out program  
● Students served in K-5 by an Academic Intervention Teacher  
● One to one tutoring  
● Academic Periods | ● During the school day; two to three times a week per group in Grades K-5 |
| **Mathematics**                           | 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 | 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 | ● Small group  
● One-to-one Tier I classroom instruction  
● Academic periods | ● During the school day |
forms of data will be considered. Students in Grades 4 and 5 who receive a Level 1 or low Level 2 on the 2018 state math exam.

### Science

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 4th 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.

- Small group
- One-to-one Tier I classroom intervention
- Academic periods
- During the school day.

### Social Studies

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.

- Small group
- One-to-one
- Tier I classroom intervention
- Academic periods
- During the school day.

### At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

<table>
<thead>
<tr>
<th><strong>School Psychologist</strong></th>
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</thead>
<tbody>
<tr>
<td>- One to one</td>
</tr>
<tr>
<td>- Small groups</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Guidance Counselor</strong></th>
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<tbody>
<tr>
<td>- One to three (Socialization)</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Social Worker</strong></th>
</tr>
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<tbody>
<tr>
<td>- One to one</td>
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2018-19 CEP
<table>
<thead>
<tr>
<th></th>
<th>Group</th>
<th>Group</th>
<th>Group</th>
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</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

| N/A |

2. Please describe the services you are planning to provide to the STH population.

N/A

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

25

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
$1,266.00 - emergency supplies, guidance/ counseling services, intervention programs, assembly programs

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

$11,580
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

<table>
<thead>
<tr>
<th>Part 1: Title I Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate with an “X” your school’s Title I Status.</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: All Title I Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Highly Qualified Teachers (HQT)</td>
</tr>
<tr>
<td>Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2b. High Quality and Ongoing Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3: TA Schools Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Use of Program Resources</td>
</tr>
<tr>
<td>Describe how the TA program resources will assist participating children to meet proficiency.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3b. TA Coordination with the Regular Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>
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.).

N/A

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.

N/A

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. 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. 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.

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

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2 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 aim 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 133Q], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 133, Q. will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
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., ESSA/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 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 Every Student Succeeds 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;

### Encouraging School-Level Parental Involvement

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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act.

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) 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

**Student Responsibilities:**

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](http://schools.nyc.gov/Academics/ELL/default.htm). Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Total # of ELLs to be served:</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Total # of teachers in this program:</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
</tr>
<tr>
<td># of content area teachers:</td>
</tr>
</tbody>
</table>
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the:

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

Begin description here: 

For the 2018-2019 school year, our Title III program will consist of an Afterschool Program, ongoing professional development for staff and yearlong parental involvement initiatives. A supervisor will be needed and must be present in the building as there is no other program operating during the hours of the Title III Program. Identified students in grades K-5 who have scored at the Entering, Emerging, Transitioning, Expanding and Commanding levels on the NYSESLAT, NYSITELL and/or have been in the United States for less than two years will be eligible to participate in the Saturday Academy. Former ELLs who tested out will also be invited to the Title III program activities. The program will consist of six Saturday sessions (March 9th, March 16th, March 23rd, March 30th, April 6th, and April 13th) of three hours (9:00am to 12:00pm) of additional targeted instruction. Students will be divided into subgroups determined by their level on the NYSITELL or NYSESLAT, TC Independent Reading Level, and their grade level. The school will maintain copies and signed tear-offs of the parent notifications that were sent home in parents’ preferred languages (or with a multilingual stamp to translate this notice.) Attendance will be taken on a class list paper and kept on record of students who attended each class. All records will be maintained in the Title III 2018-2019 Folder located in the Supervisor’s office. Instruction will be provided to support, supplement and enrich the core curriculum that is part of the regular school day. The proposed program will include instruction in ELA, Math and content area subjects. Instruction will be provided by a certified ENL teacher and five other NYC licensed common branch teachers who will provide extra support in ELA, Math and the content area subjects. Preference will be given to any teacher that possesses an ESL license or certification. The ENL teacher and the five common branch teachers will collaborate lesson plans and co-teach during the push in period. In addition, teachers will meet in study groups with the ENL teacher for 30 minutes weekly to review appropriate strategies and techniques that are proven successful for improving learning for ELLs and to read and discuss professional articles. There will be five classes divided by grade level, by students’ proficiency level and ability. The ENL teacher will push in and co-teach with each class for 30 minutes. Our school has a multi-ethnic population. The languages represented by the community include Spanish, Punjabi, Urdu, Hindi, Gujarati, and Chinese. Instruction will be in English with native language support whenever possible. For students who have been in the United States less than two years and/or have scored at the Entering or Emerging levels on the NYSITELL or NYSESLAT, intensive language proficiency language instruction will be provided through the Language Proficiency Intervention Kits. While many students have social fluency in English, their literacy and academic fluency needs reinforcement. The kits supplement both literacy and science content instruction and reinforces all four modalities found on ENL and ELA assessments: listening, reading, writing, and speaking. The kits provide for differentiated small group instruction. The components support read alouds, guided reading, guided writing, and partner reading. GoMath! provides specific support for teachers to meet the needs of the ELL child. Each lesson has a brief lesson summary, vocabulary list and an example or illustration to provide the ELL student with an overview. To support language development for English Language Learners support is embedded in the lessons as well as being available as separate activities.
**Part B: Direct Instruction Supplemental Program Information**

Materials will be purchased and will be supplemental and distinct from those used in daily instruction. The Buckle Down to the Common Core Standards Series for ELA and Math will be utilized to help prepare and support ELLs and Former ELLs for State Assessments. Supporting and scaffolding skills needed to succeed in ELA, Math and content areas will benefit ELLs and Former ELLs while moving them toward meeting Common Core Standards. Our intent is to purchase components of this program for grades 3-5. The Title III funds for 2018-2019 will enable us to purchase materials as needed for selected grades. Additional materials will be ordered through alternate funding sources.

The goals of our Title III program are as follows:

* Provide high quality literacy, math and content area instruction through ENL strategies and techniques
* Support our ELL students in meeting standards on all State Assessments
* Utilize data (i.e. NYSITELL, NYSESLAT, State Assessments, TCRWP Assessment Pro, Teacher's College Independent Reading Levels) to inform instruction.
* Utilize technology on an increased basis to support student learning such as use of the interactive boards, computers, and iPads during classes.

Growth and success will be measured by increasing reading level on the TC Independent Reading Level and showing improvement on the proficiency level on the NYSESLAT. Students will also show improvement on the NYS ELA and NYS Math Assessments.

---

**Part C: Professional Development**

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

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

Begin description here: 

As part of our Title III Program, teachers who are providing instruction will participate in Professional Development sessions with a certified ENL teacher to discuss instructional objectives for students and outline the activities for each teaching session. This will involve a thorough review and analysis of data and student work including writing samples, classroom assessments and item analysis of formal assessments, TCRWP Assessment Pro, Teacher's College Independent Reading Levels, State Assessments in ELA, Math, and Science, NYSITELL and NYSESLAT. Teachers will participate in study groups reviewing articles and videos about supporting ELLs which will include, but are not limited to topics such as, The RtI Guide for Teachers of ELLs, The Blueprint for English Language learners Success, Mathematics Problem-Solving Strategies foe ELLs, Text Complexity and English Language Learners-Building vocabulary, etc. these Professional Development sessions will take place on Saturdays 8:30-9:00am before each class begins. Through these rich, collaborative discussions and analysis of data, teachers will positively impact the progress of their ELLs. Agendas and attendance sheets for these PD Sessions will be maintained for our records in the Title III 2018-2019 Folder located in the Supervisor's office. These PD topics will also be incorporated into school staff PD sessions throughout the school year.
Part D: Parental Engagement Activities

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

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

Begin description here:

At PS 133, the administration, classroom teachers, the ENL teacher, and the Parent Coordinator work together to ensure that parents are welcomed, informed and involved in their children's education. To further involve and communicate effectively with parents of ELLs, PS 133 makes sure that all parents are aware of the free adult ESL classes offered at local schools for family and friends of the community to improve their English skills. Those adult ESL classes are offered from September to June on Mondays and Wednesdays from 11:00am to 2:00pm. The classes that we direct our parents to are part of the NYCDOE initiative. Parents' needs are discussed at monthly meetings including PTA, Tea and Talk, and School Leadership Team. As part of the Title III Program there will be at least two one-hour Parent Workshops for parents given by the ENL teacher and a common branch teacher to review Common Core Standards in ELA and Math, understanding what is expected of their children on NYS assessments, and what they can do to help their child. All parents of ELLs and F-ELLs will be encouraged to attend these workshops. Agendas and Attendance Sign-In Sheets will be kept in the Title III 2018-2019 Folder located in the Supervisor's office. We often arrange, when possible, to have a paraprofessional who speaks Punjabi, Urdu, Gujarati, Hindi or Spanish to be available for parent conferences or telephone conferences during the year. Translation interpretation services are also used when needed. Communication to parents includes school notices, monthly newsletters and a comprehensive school website.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>$9,670.50</td>
<td>Per session Academy Program: Supervisor cost hourly per session rate with fringes is $63.00 Teacher cost hourly per session rate with fringes is $61 January 9, 10, 16, 17, 23, 24, 30, 31 February 6, 7, 13, 14, 27, 28 March 6, 7, 13, 20, 21, 27, 28 21 sessions X 6 teachers (126 hours X $61 = $7,686) 21 sessions X 1.5 (hr) Supervisor (31.5 hours X $63 = $1,984.50)</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 46
### Part E: Budget

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

**Allocation Amount: $**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Supplies and materials  
  - Must be supplemental.  
  - Additional curricula, instructional materials.  
  - Must be clearly listed. | $2,000 | Materials for content area instruction, test sophistication and bilingual dictionaries, Buckle Down to the Common Core series for ELA and Math. |
| Educational Software (Object Code 199) | $445.5 | Appropriate software to be used to supplement curriculum using specific strategies that will support ELL students. Subscription to Brain Pop ESL, Brain Pop Jr. (K-3), and Brain Pop for classroom use with interactive board. |
| Travel | N/A | N/A |
| Other | $250.00 | Refreshments/materials for celebrations and parent engagement meetings. |
| **TOTAL** | **$12,366** | |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Queens</td>
<td>133</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Colon</td>
<td>Michele Feuerstein</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna Adinolfi</td>
<td>Gio Ortellado</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Francine Tapp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Toback</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Giunta</td>
<td>Elizabeth Weppler (IEP Teacher)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>580</td>
<td>43</td>
<td>7.41%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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 in grades K-2 or Independent Reading Levels Pre-Emergent through K. TCRWP is also used in grades 3-5 or levels L-Z to assess a students' Independent Reading level. It is a tool to provide data on the students' ability to retell, answer literal and inferential questions. In addition it provides insight to students' oral fluency, reading rate, and word recognition. The data provides the teacher with the students' Independent Reading Level as well as Guided and Instructional Reading levels. This data will help teachers differentiate their instruction, form reading groups and target skills needed to improve the early literacy skills of their ELLs.

2. What structures do you have in place to support this effort?
Running records and students’ Independent Reading Levels are shared with the ENL teacher and support staff each time the student is assessed or moves to a new level. Sharing Independent Reading Levels as well as the areas of strengths and weaknesses helps target instruction for that student. The ENL teacher attends weekly Common Planning time to share strategies with teachers and to assist teachers when thinking about Unit/ Lesson Plan modifications. The ENL teacher also runs professional learning session for teachers on an ongoing basis.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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

4. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The ENL teacher, classroom teachers, and support staff will meet during Common Preps or Tuesday's OPW time to share data and discuss students’ areas of need, progress, and goals. The ENL teacher is also given Congruence time to conference with each classroom teacher about their students to discuss progress and next steps.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

The data patterns across proficiency levels on the NYSITELL and NYSESLAT are as follows: The students who took the NYSITELL in Kindergarten have the following performance levels: 2 Entering, 3 Emerging, 2 Transitioning, and 5 Expanding. In grades 1-5, the pattern revealed is that students with a performance level of Entering or Emerging are our newcomers and students with disabilities. In addition, NYSESLAT data reveals that our students exhibit a pattern of advancing at least one level, from one year to the next.

In order to design effective instruction and/or intervention we collect and analyze information from the EDAT using such factors as home language, grade level, years of ELL service, ELA/Math performance, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status and disability classification. The early warning indicator feature automatically calculates the number of risk factors exhibited and color codes them accordingly. The data reveals that most of our students meet their annual goals.

Data from the 2017 ELA and State Math tests were also analyzed. There were 9 ELL students in testing grades 3 to 5. Out of the 9 students, 5 were first-year Newcomers and therefore exempt from the ELA. Out of the four ELL students that did participate in the State ELA, two Newcomer ELL students scored a Level 2 and two Students With Disabilities scored a Level 1. Out of the 9 students, 3 ELL students scored at a Level 3 or 4, showing that they met or exceeded grade level standards in Math. Two students scored a level 2, one of which was a Newcomer and one was a SWD. The one ELL who scored a Level 1 on the State Math was a true Newcomer who had just come to our school a few weeks before the test. Three ELL students did not participate in the Math test due to a Parent Refusal Letter.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

The findings from outcome assessments and data will be shared with staff during the LAP meetings, common preps, Congruence, or Tuesday's OPW time. ELL students’ statistics are also shared during Professional Learning with the ENL teacher to make the staff aware of the ELL population in our school and their needs.
Part IV: ELL Programming

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 model instructed by a one full-time New York State and New York City certified ENL teacher that services heterogeneous groups of students from Kindergarten through Grade 5. 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 instruction is given to Entering and Emerging students with a focus on foundational skills as well as emergent literacy skills. Integrated ENL instruction is given to students at all proficiency levels and is a pull-out ENL program with a focus on language acquisition through content area instruction.
   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. 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 ENL 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 ENL teacher uses the National Geographic Reach Program specifically written for ELLs to teach language through literature that is Science or Social Studies content based. The ELL students in P.S. 133 spend the entire day in an all-English content area instructional classroom. All ELLs participate in the Teacher’s College Reading and Writing Program 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 speaking 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 NYSITELL, to measure their fluency in their native language.

5. 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.

6. 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 TC Reading and Writing and GoMath! grade-level materials that are aligned to the Common Core Standards.

7. 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. ELL-SWDs are instructed using grade level content that has been modified using specific ELLs strategies. When scheduling these students we make sure group sizes are small and students are integrated into instruction with their grade-level peers. The needs of special education ELL students are reviewed at monthly Pupil Personnel Committee meetings and Annual IEP meetings. “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.

8. 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. Students who may need extra support in ELA will be provided instruction using the following programs: Wilson, Fundations, Leveled Literacy Intervention and targeted Guided Reading. Students who may need extra support in math will be provided with targeted fluency instruction. Students who may need extra support in other subject areas receive small group targeted instruction from trained personnel.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Recently, PS 133 adopted the TC Reading and Writing 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 NYC Passport Social Studies Program this year.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. 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.

12. 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, and Thinking Maps are also used in the ENL classroom instruction.

13. How is home language support assessed and 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. For Newcomer Spanish speaking students, the Spanish LAB is used to assess their native language proficiency.

14. 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.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? At this time, PS 133 does not share a building. All students are serviced here at PS 133.

16. 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.

17. What language electives are offered to ELLs?
N/A

18. 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

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**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 and non-pedagogic staff.) 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?
   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 ENL teacher at PS 133. She receives Professional Development emails from the Division of English Language Learners and Student Support. Professional Development workshops are chosen with discretion to the importance of the workshop. The ENL 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.
   Professional Development opportunities will also be available for teachers on the NYCDOE website which offers a link to The Office of English Language Learners DELSS 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, data, and plan together to maximize English language acquisition for ELLs. Staff Development will target classroom teachers, support personnel and administrators.

2. 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.
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.

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.

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. 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 ENL 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, parents are welcomed to our school at an Open School Night Orientation. Parents meet with their child’s teacher and are informed about what their child will be learning that year and the expectations.

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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Nicole Colon, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
<td>Nicole Colon</td>
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<td>Michele Feuerstein</td>
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<td>Antonella Golia</td>
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy.
If there is more than one LAC, list all.

<table>
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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tr>
<td>Karen</td>
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<td>Ortellado</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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, RH LA (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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
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<td>TAMIL</td>
<td>4</td>
<td>0.4</td>
<td>4</td>
<td>0.4</td>
</tr>
<tr>
<td>TELUGU</td>
<td>2</td>
<td>0.2</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>URDU</td>
<td>43</td>
<td>4.3</td>
<td>43</td>
<td>4.3</td>
</tr>
<tr>
<td>VIETNAMESE</td>
<td>1</td>
<td>0.1</td>
<td>1</td>
<td>0.1</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

English is the preferred language for 65% of our community.

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Report Cards</td>
<td>November, March, June</td>
<td>Translators will be available to translate these documents during Parent Teacher Conferences as well as during Parent Engagement time.</td>
</tr>
<tr>
<td>Required School Surveys</td>
<td>Once a year</td>
<td>The school survey is translated by the Department of Education in many languages. The languages the</td>
</tr>
</tbody>
</table>
department does not provide will be translated by school staff and/or outside translators.

**Parent Notification Letters**

Sept. - August

All parent notifications are stamped with a translation stamp letting parents know that we can translate any letter upon request and/or by visiting the schools main office.

**ELL Program Forms**

September

ELL program forms are translated by the Department of Education in many languages. The languages the department does not provide will be translated by school staff and/or outside translators.

**School Calendar**

September - June

The calendar is stamped with a translation stamp letting parents know that we can translate any letter upon request and/or by visiting the schools main office.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Parent Engagement Time</td>
<td>Every Tuesday throughout the school year.</td>
<td>Many paraprofessionals and school staff speak the different languages of our community. These staff members assist with translations. Teachers also make use of the Over-the-phone Interpretation Services.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November March May</td>
<td>Many paraprofessionals and school staff speak the different languages of our community. These staff members assist with translations. Teachers also make use of the Over-the-phone Interpretation Services.</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>Monthly</td>
<td>Many paraprofessionals and school staff speak the different languages of our community. These staff members assist with translations. Teachers also make use of the Over-the-phone Interpretation Services.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
In the event of a school emergency the school will post a message on the school website which translates all written text into the desired language. The school will also use the phone messenger system which translates messages into the parents preferred language if available. Out of classroom personnel will be charged with the task of reaching out to families using the Over-the-phone Interpretation Services to make sure they are aware of the schools emergency.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

During the month of October, during the Monday Professional Development time, the Parent Coordinator will conduct a workshop for teachers exclusively on translations and interpretation services. The meeting minutes and all resources distributed will be then be emailed to all staff.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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. Lastly, a focus group of parents inclusive of all cultures and languages represented in our school to gather feedback and best practices on communicating with families.