



P.S. 013 CLEMENT C. MOORE

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 013 CLEMENT C. MOORE
ADDRESS: 55-01 94 STREET, QUEENS, NY, 11373
TELEPHONE: 718-271-1021
FAX: 718-699-3008

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q013 **SCHOOL NAME:** P.S. 013 Clement C. Moore

SCHOOL ADDRESS: 55-01 94 STREET, QUEENS, NY, 11373

SCHOOL TELEPHONE: 718-271-1021 **FAX:** 718-699-3008

SCHOOL CONTACT PERSON: Dr. Yvonne Angelastro **EMAIL ADDRESS** yangela@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Deborah Dickson

PRINCIPAL: Dr. Yvonne Angelastro

UFT CHAPTER LEADER: Adam Rinn is being represented by Marlene Apicel

PARENTS' ASSOCIATION PRESIDENT: Graciela Verdeguer and Gisella Catarine (Co-Presidents)- Mrs. Catarine will be on SLT

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 24 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization

SSO NETWORK LEADER: Audrey Murphy

SUPERINTENDENT: Madeline Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dr. Yvonne Angelastro	Principal	Electronic Signature Approved.
Deborah Dickson	Admin/CSA	Electronic Signature Approved. Comments: approved plan - difficulty logging on
Dyan Rivituso	UFT Member	Electronic Signature Approved.
Lauren Tableman	UFT Member	Electronic Signature Approved.
Marlene Apicel	UFT Chapter Leader representative	Electronic Signature Approved.
Sara Katz	UFT Member	Electronic Signature Approved.
Irma Bencosme	DC 37 Representative	Electronic Signature Approved.
Tania Arana	Parent	Electronic Signature Approved. Comments: parent is having trouble logging on but approves plan
Rita Hill	Title I Parent Representative	Electronic Signature Approved.
Gisella Catarine	PA/PTA Co-President	Electronic Signature Approved.
Jeannie Mendez	Parent	Electronic Signature Approved.
Ingrid Hernandez	Parent	Electronic Signature Approved.

Ella Spivey	Parent	Electronic Signature Approved.
Susie Haskins	Parent	Electronic Signature Approved.

Signatures of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

I. School Vision and Mission

Vision -

At P.S. 13 we want our students to be curious, to be independent and enthusiastic, to develop self-esteem and self-confidence, to love learning, and ultimately to become life-long learners and producers. Our vision ensures that the richness of our cultural diversity is recognized, appreciated and valued. Ideally, all members of our school community, the students, the staff and parents, will create an atmosphere where maximum learning and participation take place as together we pursue our common goals.

Mission-

P.S.13's mission is to provide challenging standards driven instruction, which will enable all students, including English Language Learners, special needs and high achieving students, to reach their maximum potential. The entire school community working collaboratively will create a nurturing, warm, happy and safe environment where all can thrive to make our community of learners "reach out" and become productive citizens in the 21st century.

Students Mission is that P.S. 13 is a school where all students:

Accept responsibility for their learning, decisions and actions.

Set challenging goals and give their best effort to achieve these goals.

Believe in themselves and take pride in their achievements.

Behave in a way that contributes to a safe atmosphere and ensures the rights of others by showing 'Respect for All'. Form partnerships with their parents and teachers to better themselves.

II. Contextual Information About the School's Community and its Unique/Important Characteristics

P.S. 13 services a total of 1315 students in two buildings.

P.S.13's main building is located in Elmhurst, Queens and serves 859 students in grades 2-5 in a stimulating environment that tries to nurture the highest academic standards in all of its children. Our main building is a 3-story brick facility built in 1931. The main building presently has 7 second grade classes; 8 third grade classes which includes one CTT/Bilingual class; 8 fourth grade classes which includes one CTT/Bilingual class, and 7 fifth grade classes which includes one CTT/Bilingual class. All classes average about 30-32 students.

The P.S.13 (P.S.269) Annex is located at 86-37 53rd Ave. in Elmhurst, Queens. The Annex currently has 11 Kindergarten classes which include 2 Self Contained Bilingual Special Education classes and 7 first grade classes with a total of 453 children. The average class size in Kindergarten is 25. The average 1st grade class size is 30-32.

Due to ongoing construction of the main building the student body is divided between the main building and the Annex P.S.13 (P.S. 269).

The main building is served by 92 professionals and support staff, including 1 principal, 3 assistant principals, 50 teachers, 2 staff developers (coaches), 1 full-time counselor, 1 paraprofessional, 3 full-time secretaries, 1 school safety officer, 11 school aides, and 19 additional support personnel. Staffing patterns follow the procedures and policies as outlined in the UFT contract. Of the 82 teachers on staff, 92.7% are fully licensed and certified. 63.4% of our teachers are teaching more than five years and 36.6% of our teachers are teaching less than five years.

The Annex is served by 43 professionals and support staff, including 1 assistant principal, 1 secretary, 27 teachers, 1 speech teacher (two days a week), 3 paraprofessionals of which 2 are assigned to the special education classes, and 10 School Aides.

The one paraprofessional in the main building works with the teachers in grades 2-5. The 1 paraprofessional in the annex works with the teachers on grades K-1.

At least 40 different languages are spoken within our school community. English language learners form a significant part of the student population at 34.9%. We use Leap Track in our ESL classes and many of these students also participate in using "Imagine Learning" in the Computer Lab.

The Carnegie Hall Grant is a collaborative teaching program that is currently being implemented at PS 13. This grant targets students in grades 3, 4 and 5 that participate in band and chorus. An accomplished musician works directly with our music teacher and students for 36 weekly sessions.

Our school is also participating in the Project Based Learning Title IIB Stem 24 Grant. These series of workshops are teaching techniques that will be incorporated into the Science curriculum in order to improve classroom practices. There are two fourth grade teachers and two fifth grade teachers who are participating this year.

P.S.13 has four 5th grade classes that will be participating in the American Ballet Theatre's program. The program is offered in conjunction with ABT's Young People's Ballet Workshops. The program consists of two classroom visits by an ABT artist and a culminating trip to a performance by America's National Ballet Company.

P.S. 13 is implementing a Tier II Response to Intervention program for our kindergarten and first grade students utilizing Wilson's Foundations program. Foundations is a research based, multi-sensory Orton-Gillingham phonics program which has been used in kindergarten and first grade for several years. The intervention program, a Double Dose of Foundations, will be used to supplement Foundations in order to address the needs of our at-risk reading population which will be identified by ECLAS/MCLASS (letter recognition and initial consonant sounds) to identify the children who require intervention. An AIS teacher will be working with Kindergarten students during the regular school day, and the classroom teacher will be working with the first grade students in extended day. Double Dose will be conducted in small groups of 2-6 students. Bi-weekly probes will be used to monitor the progress of these students, and an analysis of these data will take place every 6 weeks to determine whether or not modifications need to be made to each child's program.

We also have an ongoing relationship with the Ming Yuan Chinese School. They are a Community Based Organization that holds an after school program and a weekend program (Sunday) in our school.

The Faculty and Staff at P.S. 13 participate on various committees for the benefit of the school community. These committees include The Reaching Out Committee, Social Committee, Safety Committee, School Leadership Team, Policy Consultation Committee, Academic Intervention Team, Pupil Personnel Team, Emergency Response Team/Crisis Intervention, Steering Committee, Building Response Team and Inquiry Teams.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 013 Clement C. Moore				
District:	24	DBN #:	24Q013	School BEDS Code #:	24Q013

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

Enrollment:				Attendance: - % of days students attended			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	0	0	0		95.3	94.8	95.6
Kindergarten	232	222	200				
Grade 1	260	218	214	Student Stability: - % of Enrollment			
Grade 2	225	245	226	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	189	206	234		94.2	94.0	92.66
Grade 4	215	184	202				
Grade 5	223	204	177	Poverty Rate: - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			94.2	94.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		3	6	13
Grade 12	0	0	0				
Ungraded	0	8	0	Recent Immigrants: - Total Number			
Total	1344	1287	1253	(As of October 31)	2006-07	2007-08	2008-09
					43.0	47.0	37

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	0	0	0				
# in Collaborative Team Teaching (CTT) Classes	19	25	23	Principal Suspensions	7	11	TBD
Number all others	47	39	50	Superintendent Suspensions	0	2	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	59	63	63	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	430	407	357	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	20	0	0	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	78	81	82
				Number of Administrators and Other Professionals	10	17	14
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	0	0
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	98.7	98.8	92.7
American Indian or Alaska Native	0.4	0.5	0.5	Percent more than two years teaching in this school	69.2	75.3	78.0
Black or African American	12.1	11.0	10.5	Percent more than five years teaching anywhere	61.5	64.2	63.4
Hispanic or Latino	42.4	44.1	47.6				
Asian or Native Hawaiian/Other Pacific Isl.	36.0	35.5	35.0	Percent Masters Degree or higher	96.0	94.0	90.0
White	9.1	8.9	5.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	99.2	100.0
Multi-racial							
Male	49.1	49.3	50.1				
Female	50.9	50.7	49.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
Individual Subject/Area Ratings		Elementary/Middle Level			Secondary Level		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		-	-	-			
Other Groups							
Students with Disabilities		√ ^{SH}	√	-			
Limited English Proficient		√	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
--	--	--	--	--	--	--

subject	7	7	5	0	0	0
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CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	90.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	53.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Needs Assessment

Our greatest accomplishments have been our efficiency in closing the achievement gap of our ELL students, special needs students and students falling into the lowest third percentile. This is evident by our exemplary gains and additional credit the school received on the NYC progress report.

English Language Arts

Credit	Exemplary Proficiency Gains	Student Group
0.75	32.3%	English Language Learners
0.75	47.4%	Special Education Students
1.5	52.5%	Hispanic Students in the Lowest Third Citywide
0.75	53.3%	Other students in the lowest third Citywide

Mathematics

Credit	Exemplary Proficiency Gains	Student Group
	18.3%	English Language Learners
	14.3%	Special Education Students
0.75	28.9%	Hispanic Students in the Lowest Third Citywide

Although our school made adequate yearly progress in all areas for all subgroups it was because the subgroup of students with disabilities met the AMO for ELA using Safe Harbor (the 34 points that were added to the Performance Index). Therefore, our students with disabilities are the subgroup most in need of academic intervention services.

The next subgroup of students in need of academic support are the ELL students. As you will note in the chart below, our ELL students in 2007 receiving a level 3 and 4 went from 24% to 46% in 2008 but then dropped to 44.8% in 2009.

Grade	Year		Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3 4	
				#	%	#	%	#	%	#	%	#	%
All Grades	2007	ELLs	150	37	24.7	77	51.3	36	24.0	0	0.0	36	24.0
All Grades	2007	EP	442	4	0.9	105	23.8	300	67.9	33	7.5	333	75.3
All Grades	2008	ELLs	150	22	14.7	59	39.3	68	45.3	1	0.7	69	46.0
All Grades	2008	EP	413	0	0.0	56	13.6	324	78.5	33	8.0	357	86.4
All Grades	2009	ELLs	145	14	9.7	66	45.5	65	44.8	0	0.0	65	44.8
All Grades	2009	EP	444	1	0.2	44	9.9	334	75.2	65	14.6	399	89.9

The chart below shows our Grades 3-5 ELA scores from 2007-2009. The data reflects the fact that the scores of the Grade 3 students have not increased as much as Grade 4 and 5 from year to year. Based on this data, we are trying to improve Grade 3 scores on the 2010 and 2011 ELA by implementing additional instructional programs (Wilson Foundations in Grade 2) and providing professional development on teaching strategies that are being used in Grades 2 and 3.

Grade	Year	Number Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3 4	
				#	%	#	%	#	%	#	%	#	%
3	2007	183	663.8	12	6.6	50	27.3	112	61.2	9	4.9	121	66.1
3	2008	197	667.9	12	6.1	40	20.3	126	64.0	19	9.6	145	73.6
3	2009	226	670.5	8	3.5	53	23.5	142	62.8	23	10.2	165	73.0
4	2007	204	660.9	17	8.3	62	30.4	110	53.9	15	7.4	125	61.3
4	2008	176	665.2	7	4.0	41	23.3	123	69.9	5	2.8	128	72.7
4	2009	190	675.2	7	3.7	32	16.8	131	68.9	20	10.5	151	79.5
5	2007	205	659.9	12	5.9	70	34.1	114	55.6	9	4.4	123	60.0
5	2008	190	667.6	3	1.6	34	17.9	143	75.3	10	5.3	153	80.5
5	2009	173	677.6	0	0.0	25	14.5	126	72.8	22	12.7	148	85.5

During 2008-2009, a major effort was made to increase the percentage of teachers and parents completing the Learning Environment survey. The parent response rate went from 38% to 86% and the teacher response rate went from 65% to 92%. The Learning Environment survey showed that on important survey questions parents increased their satisfaction on 2 out of 3 questions. Parents were satisfied and/or very satisfied with the education their child received (from 93% to 94%). They were also satisfied with the opportunities to be involved in their child's education (92% to 93%). However, there was a 1% decline in how well they felt the school communicates with them. This is an area we are aiming to improve on this year.

The Learning Environment Survey showed a decline in the percentage of teachers who agreed or strongly agreed with whether school leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school. Although teachers set goals for their own class and

their grade, the numbers reflect a decrease in the number of teachers who felt they were invited to play a meaningful role in setting the goals for the school. In an effort to address this concern, two Steering Committees were created Grades K-2 and the other for Grades 3-5. These committees will help to analyze data, set goals, provide instructional suggestions and discuss issues related to the instructional programs.

Some teachers did not feel that the professional development they received provided them with content support and teaching strategies to better meet the needs of their students. In an effort to increase the number of teachers who will strongly agree this year, a survey was sent out to the teachers offering various professional development opportunities so that they could select the topics they felt would enhance their teaching skills and knowledge.

Based on the Learning Environment Teacher Survey the administration and teachers have high expectations for all students, high standards are set for students' work and a priority is made to help students develop challenging learning goals. In addition, school leaders encourage collaboration among teachers by scheduling common preps and additional planning times. Lastly, P.S.13Q continues to be a safe environment in which order and discipline are maintained.

One of our school's biggest challenges is the ongoing construction of the extension of the main building. Grades Kindergarten and 1 are housed in an Annex, located less than a mile away from the main building. Unlike the main building, the annex is equipped with only one large room, which is utilized as the cafeteria and auditorium. The children engage in physical activities in the classroom due to no access to a gymnasium. In addition, unlike the main building, there is no computer lab, library or art studio in the annex. Therefore, these activities take place in the classroom as well.

Another challenge we face at PS 13Q is parent involvement and communication with the teachers. Based on the teacher survey, it is evident that classroom teachers have difficulty obtaining feedback, responses or communication from the parents. Although school notices are sent out in multiple home languages and continuously distributed to the students, feedback and response from parents continue to cause an issue. In an effort to address this problem, notices were sent home to the parents. These notices offered parents the opportunity to share information about their child with teachers, administrators, and other staff members. Additionally, reciprocal meetings are held with the parents of AIS students. In these meetings, parents are given the opportunity to review their child's work and obtain information about the AIS program. It is hoped that these meetings will help to improve the communication between the staff and the parents.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2010, the students with disabilities in grades 3, 4, and 5 who had a Performance Index of 123 on the 2008-2009 State Accountability Report will show adequate progress by increasing their Performance Index to the ELA target of 131 as measured by the 2009-2010 State Accountability Report.	Students with disabilities in grades 3, 4, and 5 will meet the ELA target of 131 for 2009-2010 on the State Accountability Report.
By June 2010, we will improve communication with parents from 92% on the NYC School Survey 2008-2009 Report to 94% as measured by NYC School Survey 2009-2010 Report.	We will increase communication with parents by 2% as a result of the 1% decline in parental response to how well the school communicates with them on the NYC School Survey 2008-2009 Report.
By June 2010, ELL students in grades 3, 4, and 5 will show progress by increasing the percentage of students receiving levels 3 and 4 from 44.8% on the 2009 NYS ELA test to 46.8%, an increase of 2%, as measured by the 2010 NYS English Language Arts Test.	There will be a 2% increase in the number of ELL students receiving a level 3 and 4 on the NYS 2010 ELA Test.
By June 2010, our target population of (five) 2nd and (fifteen) 3rd grade special education students will improve their range of level in reading comprehension skills as evidenced by their IEP and from their current Rigby/mCLASS reading level to at least two levels higher as measured by Rigby for the third grade, and mCLASS for the second grade (current range D-M to projected range F-O)	Targeted special education students will make gains by increasing their reading level by at least 2 levels as measured by Rigby and mCLASS.
By June 2010, Grade 3 students will show an increase of 2% on the NYS ELA test from 73% scored in 2 consecutive years (2007-2008 and 2008-2009) to 75% as measured by the 2010 NYS ELA test.	The scores for students in Grade 3 will increase by 2% by June 2010 on the NYS ELA test.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the students with disabilities in grades 3, 4, and 5 who had a Performance Index of 123 on the 2008-2009 State Accountability Report will show adequate progress by increasing their Performance Index to the ELA target of 131 as measured by the 2009-2010 State Accountability Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will continue to instruct students in context clues strategies in order to improve their comprehension and vocabulary skills.</p> <p>Early Bird and After School provides instruction for some of the students with disabilities from October to mid November</p> <p>Extended Day provides instruction for some of the students with disabilities</p> <p>Differentiated Instruction</p> <p>Reading Log collections in grades 3-5 supported by incentives</p> <p>Guided reading</p> <p>Use of ITA data to track students with disabilities</p> <p>Daily mini-lessons in reading</p>

	<p>AIS services</p> <p>Imagine Learning</p> <p>Leap Track</p> <p>Professional Development for teachers of students with disabilities</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL Fair Student Funding</p> <p>Title I SWP</p> <p>Title III LEP</p> <p>TL NYSTL Textbooks</p> <p>Contract for Excellence</p> <p>TL FSF Legacy Teacher Supplement</p> <p>EGCSR Fed Program - Title II</p> <p>ATL DRA Stabilization</p> <p>IDEA ARRA CTT</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> · ELA Predictive administered in January · Classroom assessments · ITA's administered in November and March · NYS ELA test administered in April · Rigby Running Record is administered in October, January and May · Supervisory observation of assessment use as evidenced by walkthroughs and observation

	<p>reports.</p> <p>Results of the ITA's and Predictive Assessments are reviewed/analyzed by the Steering Committee and benchmark goals are written with suggestions for instruction based on the newest data.</p> <p>Running Records are used to monitor student progress and provide differentiated small group instruction.</p>
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**Subject Area
(where relevant) :**

Parent Communication

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, we will improve communication with parents from 92% on the NYC School Survey 2008-2009 Report to 94% as measured by NYC School Survey 2009-2010 Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All parents will receive student progress reports in all subject areas that must be signed and returned by a parent/guardian to the teacher.</p> <p>Reciprocal meetings between teachers and the parents who wanted to share additional information about their children.</p> <p>Reciprocal meetings between parents of at-risk students and the Academic Intervention Team, Literacy Coach, Parent Coordinator, Principal and Assistant Principals.</p> <p>Phone messaging system that will call all parents informing them of special dates, special events, meetings, and emergency information.</p> <p>All teachers will distribute monthly curriculum calendars.</p> <p>Memos from the Principal will be distributed to all parents throughout the year</p> <p>Letters and phone calls from teachers when applicable.</p>

	<p>Letters and phone calls from parent coordinator when applicable.</p> <p>Parent walkthrough - open invitation for parents who would like to take a tour of the building during the Spring.</p> <p>Curriculum orientation in September for all parents.</p> <p>Encourage all parents to attend parent teacher conferences in November and March.</p> <p>Information shared with all parents at a monthly Parent Association meeting.</p> <p>Monthly writing celebrations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL FSFTL Parent Coordinator</p> <p>Title I SWP</p> <p>Title III LEP</p> <p>Contract for Excellence</p> <p>TL DRA Stabilization</p> <p>Title I ARRA SWP</p> <p>Title I Translation Services</p> <p>TL Translations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Signed student progress reports.</p> <p>Sign in sheets for special events/meetings.</p> <p>NYC School Survey 2009-2010 Report.</p>

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, ELL students in grades 3, 4, and 5 will show progress by increasing the percentage of students receiving levels 3 and 4 from 44.8% on the 2009 NYS ELA test to 46.8%, an increase of 2%, as measured by the 2010 NYS English Language Arts Test.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>AIS teachers provide services to level 1 and level 2 students using STARS for Grades 2, 3, 4, and 5. ESL teachers push-in the classrooms where the ELL students are for 1-2 periods according to the proficiency level of the students.</p> <p>Extended Day provides additional instruction for select students (targeted ELL's and those students at risk of meeting the standards.) Title III After School Program from October 26th through April provides instruction for 40 ELL students from each of Grades 3, 4, and 5.</p> <p>Differentiated Instruction</p> <p>Guided Reading</p> <p>Small Group Instruction</p> <p>Imagine Learning online reading program is utilized once a week in the computer lab for the 4th and 5th Grade CTT students.</p> <p>LEAP Track for the ELL students.</p> <p>Reading Conferences</p> <p>Reading Log collections supported by incentives.</p> <p>All staff will participate in professional development workshops on:</p> <p>Higher Order Thinking Skills Through Read Alouds and Think Alouds</p> <p>Improving Comprehension through Think Alouds</p>

	<p>All staff will collect and analyze data in order to provide small group instruction based on students' needs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL FSF</p> <p>Title I SWP</p> <p>Contract for Excellence</p> <p>TL Legacy Teacher Supplement</p> <p>TL NYSTL Software</p> <p>TL NYSTL Text books</p> <p>EGCSR Fed Program - Title II A</p> <p>Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ITA's administered in November and March</p> <p>ELA Predictive administered in January</p> <p>Classroom assessments</p> <p>Reading Conference Notes</p> <p>Rigby Running Records administered in October, January and May</p> <p>NYS ELA test administered in April</p> <p>ELL Periodic Assessment in October and March</p> <p>Results of the ITA's and Predictive Assessments are reviewed/analyzed by the Steering</p>

	<p>Committee and benchmark goals are written with suggestions for instruction based on the newest data.</p> <p>Running Records are used to monitor student progress and provide differentiated small group instruction.</p>
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**Subject Area
(where relevant) :**

ELA-Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, our target population of (five) 2nd and (fifteen) 3rd grade special education students will improve their range of level in reading comprehension skills as evidenced by their IEP and from their current Rigby/mCLASS reading level to at least two levels higher as measured by Rigby for the third grade, and mCLASS for the second grade (current range D-M to projected range F-O)</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>These are some of the topics the Inquiry Team will be focusing on during November and December. Identifying main characters and identifying supporting characters</p> <p>Describing characters by identifying external/internal traits</p> <p>Comparing and contrasting characters in a story (using graphic organizers - ex: t-chart, Venn diagrams and Study maps. Comparing and contrasting characters - text-to-text connections</p> <p>Making text-to-self connections. Use graphic organizers to relate a character from the story to self</p> <p>Identify setting and identifying multiple settings</p> <p>Once the targeted population has mastered these skills the Inquiry Team will then focus on problem and solution.</p>

	<p>Reading conferences</p> <p>Reading Log collections supported by incentives.</p> <p>Foundations is being utilized by Grade 2 to better prepare the upcoming 3rd graders for the NYS ELA test in 2011.</p> <p>All staff will participate in professional development workshops on:</p> <p>Higher Order Thinking Skills Through Read Alouds and Think Alouds</p> <p>Improving Comprehension through Think Alouds</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>TL FSF</p> <p>Title I SWP</p> <p>Contract for Excellence</p> <p>TL FSF Legacy Teacher Supplement</p> <p>TL NYSTL Software</p> <p>TL NYSTL Text books</p> <p>EGCSR Fed Program - Title II A</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ITA's administered in November and March</p> <p>ELA Predictive administered in January</p> <p>Classroom assessments</p> <p>Reading Conference notes</p> <p>Rigby Running Records administered in October, January and May</p>

NYS ELA test administered in April

Results of the ITA's and Predictive Assessments are reviewed/analyzed by the Steering Committee and benchmark goals are written with suggestions for instruction based on the newest data.

Running Records are used to monitor progress and provide differentiated small group instruction.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	54		N/A	N/A	10			
1	6	42	N/A	N/A	9			
2	30		N/A	N/A	7			6
3	30		N/A	N/A	20			19
4	25		25	25	24			14
5	19		10	10	26			8
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Students for Academic Intervention Services were identified in the following ways:</p> <ul style="list-style-type: none"> - Students with a Level 1 or Level 2 score on the 2008/09 NYS ELA Test - Students with a Level 1 or Level 2 score on the 2008/09 NYS Math Test - 2008/09 Holdovers - 2008/09 Students considered Promotion in Doubt - 2008/09 Teacher Recommendations - Parent Input <p>The AIS list is continually reviewed and revised throughout the year.</p> <p>There are 3 teachers providing services in reading using one of the following programs :</p> <p>Strategies to Achieve Reading Success (STARS) – This program provides direct instruction of 12 comprehension strategies. The CARS series is used for assessment.</p> <p style="padding-left: 40px;">Small Group Instruction (8 students) 4x per week/45 minutes sessions Grades 2, 3, 4 and 5</p> <p>Guided Reading Program – Students are grouped by reading level and read text with the guidance of the teacher. The teacher concentrates on the characteristics appropriate for each level.</p> <p style="padding-left: 40px;">Small Group Instruction (6 - 8 students) 4x per week/45 minutes sessions Grades 2, 3, 4 and 5</p> <p>Fundations Reading Program – This program is a phonics based program provided during the school day and the 37.5 minute program.</p> <p style="padding-left: 40px;">Whole Group and Small Group Instruction</p>

	<p>5x per week/45 minute sessions Grades K and 1 and 2</p>
Mathematics:	<p>There is 1 teacher providing services in Math using the following programs:</p> <p>Everyday Mathematics Program - This intervention program supplements the Everyday Math Program used in the classroom.</p> <p>Small Group Instruction (6 -10 students) 2x per week/ 45 minute sessions Grade: 1</p>
Science:	<p>In addition to instruction by the classroom teachers, three Science Cluster teachers, trained in the NYS Curriculum are assigned to support grades K-5. Teachers of grades K through 5 make use of the Foss and Delta hands on kits.</p> <p>Classroom teachers integrate science vocabulary and concepts throughout the day and at least once a week during the Literacy Block.</p> <p>Classroom teachers (2-5) use the Harcourt Series.</p> <p>The AIS teachers provide instruction in Science 1x per week during the Literacy Block for AIS students.</p>
Social Studies:	<p>In addition to instruction by the classroom teachers, two Social Studies Cluster teachers, trained in the NYS Curriculum are assigned to support grades K-5. The 4th grade cluster teacher uses Nystrom Atlas of Our Country's History for instructions. The 5th grade cluster teacher is using the Nystrom Atlas of Our World's History.</p> <p>Fifth grade ELL students are offered the opportunity to participate in an Early Bird Program to help them prepare for the Social Studies test. The classes are offered 3 days per week for one hour sessions prior to the Social Studies exam.</p> <p>The AIS teachers provide instruction in Social Studies 1x per week during the Liteacy Block for AIS students.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Children identified as "at risk" to meet the standards and those in need of emotional support and counseling are seen by the guidance counselor as the need demands. For some students that means a weekly session in either a small group or on an individual basis. Teachers, parents, PPT members and administrators refer students throughout the year.</p> <p>The Guidance Counselor has 7 mandated students.</p>

	The guidance counselor is also a resource for teachers and provides staff development through conferences and workshops.
At-risk Services Provided by the School Psychologist:	A School Psychologist is present in the school 3 days per week.
At-risk Services Provided by the Social Worker:	A Social Worker is present in the school 3 days per week.
At-risk Health-related Services:	We have 1 full time speech teacher that services 44 students, 11 of which are identified as ELL/AIS students. Thirty Grade K and 1 students at the annex are serviced by an outside agency. An OT provider that services 28 students. A PT provider that services 15 students. A hearing specialist services 3 students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

P.S. 13Q The Clement C. Moore School

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Language Allocation Policy
2009-2010

P.S. 13, is located in District 24 in Elmhurst, Queens. The school presently has an enrollment of 1315 students of which 459 are ELL students. The ELL population represents a multicultural/multilingual diversity of students. There are over 39 different languages spoken by our ELL population. The major community languages are Spanish, Chinese and Bengali

ELLs are identified when the parents register their children for school for the first time. The parents fill out a Home Language Identification Survey (HLIS) which lets the ESL Specialist (NYS ESL Certified Specialist) know which language is used in the child's home. If the HLIS shows that the child uses a language other than English, the child and parent is given an informal oral interview by the ESL Specialist, in English, with the help of a native language translator if necessary. The ESL Specialist determines if the child needs further testing. If the child is determined to need further testing then the child is administered a formal English proficiency test called the Language Assessment Battery-Revised (LAB-R) within 10 days of admittance. Performance on this test determines the child's entitlement to English language development support services. (If the LAB-R results show that the child is an ELL and Spanish is spoken in the home, he or she must also take the Spanish LAB to determine language dominance.) Every child identified as an ELL is evaluated annually on his or her progress on the English language by using the New York State English as a Second Language Achievement Test (NYSESLAT).

The ESL Department hosts several parent orientation sessions starting in the fall and continuing throughout the year for the parents of newly arrived ELL students. Parents watch a video in their own language, and can speak to a native language ESL teacher (Spanish, Mandarin, Cantonese, Urdu, Indian, & Bengali).

The ESL teacher running the orientation informs the parents about all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents are then asked to fill out the Parent Survey selection form before being told what programs are currently offered at

P.S.13. Parents are told about the programs available at our school and shown a directory of other schools that have program availabilities such as dual language and transitional bilingual classes.

Parents have the opportunity to ask questions regarding placement and ESL services. Parents who cannot make the sessions can set up an appointment to meet and discuss the program. The parents are informed about the State standards, assessments, and school expectations, general requirements that govern the Bilingual and ESL programs, and the importance of parental involvement in the education of their children.

After the Parent Survey and Program Selection forms are collected at parent orientation, the child is placed in one of our Transitional Bilingual Classes or in one of our Freestanding ESL Classes, depending on parent choice. If space or a program is not currently available, then those parent selection forms are kept in a separate file and monitored until we have enough to open a parent preferred classroom program. It is a priority at P.S.13 to get a Parent Survey and Selection form back from every ELL because we understand that if a form is not returned, the default program for ELLs is Transitional Bilingual Education.

After reviewing the Parent Surveys and Program forms for the past few years, the trend in program choices have been overwhelmingly to select a Freestanding ESL classroom. The program models offered at P.S.13 are aligned with parent requests. The Transitional Bilingual and the Push-In ESL Programs were implemented to satisfy the choices that parents have selected, as well as to assist students in achieving the state designated level of achievement for their grade by raising the students' levels of English proficiency and Mathematics ability.

The Transitional Bilingual Program consists of three Collaborative Team Teaching (CTT) Spanish Bilingual classes and two Special Education Transitional Spanish Bilingual Programs. The CTT is a co-teaching model that combines General Education and Special Education students in a shared learning environment

- one Bilingual Spanish CTT 3rd Grade with 7 Special Education and 15 General Education students
- one Spanish Bilingual CTT 4th Grade, with 9 Special Education and 10 General Education students
- one Spanish Bilingual CTT 5th Grade, with 4 Special Education and 10 General Education students

The Special Education Transitional Spanish Bilingual Program

Each SE TBE program consists of one fully certified Special Education Teacher with a Bilingual Extension Certification and a full time Bilingual Para.

All Bilingual teachers and Special Education teachers are fully certified. The Transitional Bilingual Education (TBE) classes adhere to the Language Allocation Policy (LAP) as mandated by CR Part 154 which states that Beginners receive 60% instruction in their native language and 40% instruction in English, Intermediates receive 50% native language instruction and 50% instruction in English and Advanced students receive 25% instruction in their native language and 75% instruction in English. As per the Chancellor's Regulations and CR Part 154, Beginner and Intermediate ELL students receive one unit (180 minutes) of Native Language instruction and two units (360 minutes) of ESL instruction weekly. Advanced ELLs receive 1 unit (180 minutes) of ESL, 1 unit (180 minutes) English Language Arts, and 1 unit (180 minutes) of Native Language Arts weekly. The Collaborative Team Teaching (CTT) model that is being used in the Bilingual classes is a service delivery structure

in which teachers with different knowledge, skills, and talents have joint responsibility for designing, delivering, monitoring and evaluating instruction for a diverse group of learners. A Special Education and a Bilingual teacher are simultaneously present in the classroom. There are six models for Collaborative Team Teaching that is used in the classroom –One Teach/One Observe, One Teach/One Drift, Parallel Teaching, Station Teaching, Alternative Teaching and Team Teaching.

Classroom charts are color coded; red ink for Spanish, and blue ink for English. Word walls are in different languages on separate walls. The flow of the day indicates the language of instruction. There is no code switching of languages. Bilingual/ Dual language libraries and content area libraries are used in the classrooms.

The Free Standing ESL Program consists of five licensed, certified ESL teachers who provide ESL instruction to 16 classes of ELL students using the Push-In ESL model. The ESL teachers service 5 Kindergarten, 3 First Grade, 3 Second Grade, 2 Third Grade, 2 Fourth Grade and 1 Fifth Grade class. Two units a week (360 minutes) of ESL instruction are provided to Beginners/Intermediates, and 1 unit (180 minutes) of ESL and 1 unit (180 minutes) of ELA instruction are provided each week to the Advanced students. ESL students receive instruction in English in all subject areas with native language supports.

ESL teachers and Content Area teachers use ESL strategies such as *Cognitive Academic Language Learning Approach* (CALLA) to improve reading and vocabulary in the content areas. Content area push-in teachers also help their ELL students by using native language supports such as *multicultural* and *dual language content area* libraries and content area glossaries.

ELL students who have been in US schools for less than three years (newcomers) receive many services aimed at helping them to pass the ELA exam and to become proficient on the NYSESLAT assessment.

Intervention Services which have been implemented to help ELL students improve their linguistic and academic performance include the following:

Foundations – is being used in all of our Kindergarten, First and Second grade classes. It is a program based on the Orton- Gillingham method.

Leap Frog Reading– an interactive, electronic program that reinforces basic skills in reading and math with on-line assessment for teachers.

Frequent one-to-one conferences with classroom, cluster, and ESL teachers.

ELL Push-In Program – ESL teachers and the ESL Specialist provide small group instruction to ELL students to strengthen reading and writing skills and prepare for the ELA and NYSESLAT exams.

Guided Reading - a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).

Imagine Learning - is used in ELL and Bilingual classes. It is a research-based interactive computer program which teaches the students English while providing primary language support as needed.

ELL After School Program - is funded by Title III. The ELL After School Program provides intensive after school instruction in English language development – listening, reading, writing, and speaking skills. There are 3rd, 4th, and 5th grade extended day classes. The participants consist of ELL students in the Beginning, Intermediate, and Advanced proficiency levels. Additionally there are newly proficient students who are getting another year of support in order to continue their literacy development. We plan on adding one licensed ESL teacher to push-into the classes to provide ESL and native language support.

P.S. 13 does not currently have any SIFE students; however we do have a plan to differentiate instruction for this subgroup if a SIFE student should register. When students with a background of interrupted schooling enter U.S. schools, they benefit greatly from specialized newcomer programs that target their areas of academic weakness while simultaneously providing support for development of second language acquisition skills. These programs are generally literacy based and may have a thematic approach to content vocabulary and related skills. The concentration is focused on intensive development of social and academic language and development of literacy skills. The following interventions would be made available to SIFE students:

Triad grouping - of students where the SIFE student can get native language support from peers.

ELL Push-In Program – ESL teachers and the ESL Specialist provide small group instruction to ELL students to strengthen reading and writing skills and prepare for the ELA and NYSESLAT exams.

Frequent one-to-one conferences - with classroom, cluster, and ESL teachers.

Frequent opportunities - for small group sharing to encourage speaking with peers in English.

Fundations – a phonics program based on the Orton-Gillingham method

Imagine Learning - is used in ELL and Bilingual classes. It is a research-based interactive computer program which teaches the students English while providing primary language support as needed.

In order to service ELLs who have been receiving service 4 to 6 years, P.S. 13 uses many of the same interventions mentioned above and in addition to those interventions the following are used:

Comprehensive Assessment of Reading Strategies (CARS) – a program which diagnoses students' performance in reading and comprehension skills. It identifies gaps and drives instruction where each student needs it most.

Students Achieving Reading Success (STARS) – an educational intervention program for academically failing students which focuses on visual perceptual skills and learning strategies.

In order to service ELLs identified as having special needs we provide all of the above and the following additional supports:

Related Services – for Special Education ELL students as per their I.E.P, Additional instruction is provided to the neediest third grade CTT students for one period 5 days a week by the IEP Teacher.

IEP Teacher - pushes in to provide literacy and math instruction to Special Education ELL students

P.S. 13 targets its ELL population for ELA, Math and other content area interventions.

The Transitional Bilingual Program begins the school year with a 60% Spanish/ 40% English instructional time during the school time. This includes 18 periods in Spanish instruction for Native language Arts, Math, Social Studies and Science, and 12 periods of English instruction for ESL, ELA, art, music, computer, and library per week according to the grade level. The Bilingual CTT classes follow the same schedule with the addition of the six CTT team teaching models. The instructional time transitions during the school year from 60%/ 40% to 50/ 50% English /Spanish, and 75/ 25% English/ Spanish toward the end of the school year. Classroom charts are color coded; red ink for Spanish, and blue ink for English. Word walls are in different languages on separate walls. The agenda indicates the language of instruction. There is no code switching of languages. Teachers provide linguistic summaries at the end of each lesson. Bilingual/ Dual language libraries and content area libraries are used in the classrooms

The Free Standing ESL Program consists of five licensed, certified ESL teachers who provide ESL instruction to 16 classes of ELL students using the Push-In ESL model. The ESL teachers service 5 Kindergarten, 3 First Grade, 3 Second Grade, 2 Third Grade, 2 Fourth Grade and 1Fifth Grade class. Two units a week (360 minutes) of ESL instruction are provided to Beginners/Intermediates, and 1 unit (180 minutes) of ESL and 1 unit (180 minutes) of ELA instruction are provided each week to the advanced students. ESL students receive 100% instruction in English in all subject areas with native language supports. Content area teachers teach in English using ESL strategies and native language supports such as books, vocabulary strips and partners (student who speaks the same language) to clarify material being covered in class.

Newly proficient students have transitional support for two years after passing the NYSESLAT. These students continue to have additional time allotments on the NYS ELA and other tests. Early Bird and After School programs designed to develop oral language skills, build vocabulary, and develop phonemic awareness and increase knowledge in the content areas are also available to them.

Language supports used in all of our programs are grade and age appropriate as well as support students in learning content area material. These supports include:

- Imagine Learning computer Program
- Bilingual books on CD
- Vocabulary cognate word wall
- Bilingual fiction & non-fiction classroom libraries
- Listening centers in all ELL classrooms
- Additional fiction, nonfiction and big books are available for teachers to borrow from the ESL Resource Room

Furthermore, the Transitional Bilingual, Freestanding ESL and newly proficient classrooms use the following interventions to improve performance on NYS assessments in Math and ELA.

Comprehensive Assessment of Reading Strategies (CARS) – a program which diagnoses students' performance in reading and comprehension skills. It Identifies gaps and drives instruction where each student needs it most.

Students Achieving Reading Success (STARS) – an educational intervention program for academically failing students which focuses on visual perceptual skills and learning strategies.

Imagine Learning - is used in ELL and Bilingual classes. It is a research-based interactive computer program which teaches the students English while providing primary language support as needed

Leap Frog Reading– **an interactive, electronic program that reinforces basic skills in reading and math with on-line assessment for teachers**

Math Options - a program designed to bring students up to grade level with guided instruction of prerequisite math skills.

Study Links – a homework program which gives ELL students the repetition and reinforcement they need to achieve true mastery in mathematics

Comprehensive Assessment of Mathematics Strategies (CAMS) - a program which diagnoses students' performance in mathematics skills. It assists teachers in differentiating their instruction, and encourages students to use higher- order thinking skills.

ELL Early Bird Program - ELL students participate in a Social Studies Early Bird Program two mornings a week. This program prepares 5th grade students for the Social Studies standardized test. The participants consist of ELL students in the Beginning, Intermediate, Advanced and newly proficient NYSESLAT levels. The 3 classes meet two mornings a week on Tuesdays and Thursdays from 7am to 8am. One licensed ESL teacher pushes-in to the classes to provide ESL support. The Title III Early Bird Program runs 15 sessions starting on September 22, 2009 and ends November 12, 2009

ELL After School Program - The ELL After School Program provides intensive after school instruction in English language development – listening, reading, writing, and speaking skills as well as instruction in the content areas of Mathematics, Social Studies and Science. The program also prepares students for standardized tests. There are 2 each of 3rd, 4th, and 5th grade extended day classes. The participants consist of ELL students in the Beginning, Intermediate, Advanced and newly proficient NYSESLAT levels. One ESL Certified teacher pushes-in to those After School classes that are not staffed by certified ESL teachers. Classes meet two days a week on Tuesdays and Thursdays from 3:10 PM to 5:10 PM. The Title III After School instructional program runs 47 sessions beginning on October 27, 2009 and ends late April 2010. There will be 3 professional development sessions for the teachers of the program.

The Reading Reform Phonics program that was used in second and third grade ELL classrooms last year has been discontinued in favor of the Foundations (a phonics program based on the Orton-Gillingham method) program. It was determined to be consistent with the phonics program currently used by the classroom teachers in K & 1. It is now being used in all of the Kindergarten through 2nd grade classes.

ELL students enjoy equal access to all school programs; infact, there are many additional programs that only ELLs or newly proficient ELLs are eligible to attend. For example, ELL students and newly proficient students attend the Early Bird Program which prepares 5th grade students for the Social Studies standardized test. ELLs also attend the Title III Extended Day After School program which prepares students for standardized tests through intensive after school instruction in English language development.

The general areas that are taught in the ELL Academic Early Bird and After School Programs are English language development, Math, Social Studies and Science. The specific goals of the instructional program are:

- To increase reading and writing skills through phonemic awareness, phonics instruction, vocabulary development, reading comprehension, and fluency.

- To enable students to develop academic language skills in Math, Social Studies and Science.
- To increase knowledge in core curriculum areas of Social studies, Science, and Mathematics.
- To strengthen basic Mathematical skills.
- To enable ELL students to meet and exceed the standards set by the New York City and New York State Departments of Education.

In addition to these interventions an ELL Summer Program was implemented for ELLs who have been in the country for less than two years. This program was developed to assist newly enrolled ELL students before the beginning of the school year.

Instructional Support

Teachers receive instructional support from the school administrators, the Literacy and Math Coaches, and the ESL Specialist. The **Pupil Personnel Team (PPT)** plans interventions for students that present academic and or social/ emotional challenges in order to exhaust all possible resources to determine if a referral should be made to the Committee on Special Education (CSE). The **Pupil Intervention Program (PIP)** makes recommendations for intervention strategies to prevent referrals where possible.

Professional Development

Professional Development is provided to all teachers with an emphasis on strategies to improve instruction of academic language for English Language Learners, the Collaborative Team Teaching model, differentiating instruction, and using data to drive instruction. The ESL Specialist provides instructional support to students in the ESL and Bilingual Program as well as staff development.

Goals:

- To provide ongoing professional development to staff in an effort to lift their levels of instruction and to build self-efficacy.
- NYSESLAT – analyzing Spring 09 data, give teachers who work with ELLs an overview of format and components of NYSESLAT
- To use teacher surveys to provide differentiated instruction to the teachers
- To provide professional development in the use of technology to enhance classroom instruction and students' research opportunities
- Accessing and analyzing ELL Periodic Assessment data/results
- Native Language supports in the classroom

Parent and Community Involvement

Parent and community involvement continues to be a major component of our school plan. The Parent Coordinator, the ESL Specialist as well as other staff members provide workshops on topics related to parents and education. The workshops include preparation and information on the standardized tests, a family night of Math and Literacy games, health related topics, immigration, report cards, parent-teacher conferences, and summer activities for parents and children. The ESL Specialist and Parent Coordinator teach ESL classes to parents twice a week for 60 minutes per session. The Parent Coordinator and the ESL Specialist conduct parent orientations throughout the school year to assist parents in selecting the appropriate Bilingual/ ESL Programs. Parents are shown a video which describes the programs available. The

video is available in 12 languages as well as English. Parents receive assistance in completing the Parent Option Survey Form and have the opportunity to ask questions before making an informed choice. An orientation meeting is held in September to orient parents of newly enrolled kindergarten students. Parents are kept informed of school issues and activities with letters translated in all community languages. The DOE Translation Unit assists in translating memos to parents in many different languages as well as providing translations over the phone.

There is also a Parent Resource room in which there are pamphlets on a wide range of parenting and educational topics. There are instructional books on educating ELL students and leveled books that are the same that can be found in ELL classrooms, available to borrow.

Data from various assessments is compared throughout the year in order to immediately revise plans when necessary so that the school's goals are continuously being met. Data is routinely gathered, analyzed and discussed to track all ELL students' academic progress and needs. To assess the early literacy skills of our ELL's we use:

- New York State English as a Second Language Achievement Test (NYSESLAT)
- Rigby Running Records
- Writing Assessment Rubrics
- mCLAS/ ECLAS 2
- Conference notes
- Teacher observations
- Student's portfolios
- El Sistema de Observacion de la Lecto-escritura (EL SOL) – A diagnostic assessment measuring student progress in Spanish literacy for ELLs in the Spanish Bilingual Program.

The trends in early literacy show that our ELL students are weakest in phonemic awareness, listening comprehension, reading comprehension and writing. Early Education Teachers are using the Foundations Phonics program to strengthen their phonics skills, listening centers to strengthen listening, guided reading to develop better reading strategies, and conferencing in small homogeneous writers groups to improve writing.

Students in grade two were assessed in mClass (EClass 2). Their reading levels were translated to Fountas and Pinnell reading levels.

Fountas and Pinnell reading level	Number of students Oct.2008	Number of students June 2009
Emergent	10	0
A_B	11	1
C-D	20	8

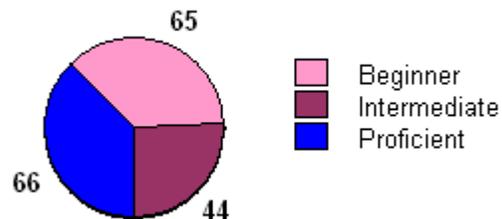
E-F	20	10
G-H	26	24
I-J	15	31
K	30	32
L	57	31
M	27	33
N	7	24
O	-	9
P	-	2
Q	-	-

ELL teachers taught specific comprehension skills to move students to read higher reading levels with fluency and accuracy.

Grade 2 teachers used palm pilots to input their ECLAS -2 data. Areas of weaknesses for those tested in Spring 2009 are spelling, decoding, and listening comprehension.

DATA ANALYSIS
of the
FALL 2009
Language Assessment Battery-Revised
LAB-R
Kindergarten Students

Kindergarten Fall 2009 LAB-R



The fall 2009 LAB-R test data was analyzed for students in the Kindergarten.

- 37% Tested at the Beginning proficiency level on the Fall 2009 LAB-R
- 25% Tested at the Intermediate proficiency level on the Fall 2009 LAB-R
 - 38% *Tested Out* of the Fall 2009 LAB-R

# of students Tested on the Fall Lab-R	# of Students Tested at the beginning Level Y	#of Students Tested at the Intermediate Level X	# of Students Tested Out N
175	65	44	66

The majority of our new ELL students will be at the Beginner Level. These students will need help with listening, speaking, reading (phonics instruction), and writing.

DATA ANALYSIS
Of the
Spring 2009
New York State English as a Second Language Achievement Test
(NYSESLAT)
Grade 1

NYSESLAT test data was analyzed for students in the first grade. The main focus was on students who:

- Remained at the same proficiency level from the 2008 LAB-R to the 2009 NYSESLAT
- Dropped from a higher proficiency level in the 2008 LAB-R to a lower proficiency level in the 2009 NYSESLAT
- Advanced from a lower proficiency level in the 2008 LAB-R to a higher proficiency level in the 2009 NYSESLAT
- *Tested Out of* NYSESLAT 2009

Grade 1

Total Number of Students Tested	# of Students Tested Who Remained at the Beginning Proficiency Level	# of Students Tested Who Remained at the Intermediate Proficiency Level	# of Students Tested Who Remained at the Advanced Proficiency Level	# of Students Tested Who Dropped from a Higher to a Lower Proficiency Level	# of Students Tested Who Advanced from a Lower Proficiency Level to a Higher Proficiency Level
78	24	0	12	7	35

30 % of the total students tested remained at the Beginning proficiency level.
 0 % of the total students tested remained at the Intermediate proficiency level.
 20 % of the total students tested remained at the Advanced proficiency level.

22 of the students tested have advanced 1 proficiency level:

B → I = 17
 I → A = 5
 A → P = 0

11 of the students tested have advanced 2 proficiency levels:

B → A = 10
 I → P = 1

2 of the students tested have advanced 3 proficiency levels:
 B → P = 2

3 of the 35 students who have advanced from a lower proficiency level to a higher proficiency level have *Tested Out* of NYSESLAT 2009.

DATA ANALYSIS
Of the
Spring 2009
New York State English as a Second Language Achievement Test (NYSESLAT)
Grades 2-5

NYSESLAT test data was analyzed for students in the 2nd through 5th grades. The main focus was on students who:

- Remained at the same proficiency level from the 2008 NYSESLAT to the 2009 NYSESLAT
- Dropped from a higher proficiency level in the 2008 NYSESLAT to a lower proficiency level in the 2009 NYSESLAT
- Advanced from a lower proficiency level in the 2008 NYSESLAT to a higher proficiency level in the 2009 NYSESLAT
- *Tested Out* of NYSESLAT 2009

Second Grade

Total Number of Students Tested	# of Students Tested Who Remained at the Beginning Proficiency Level	# of Students Tested Who Remained at the Intermediate Proficiency Level	# of Students Tested Who Remained at the Advanced Proficiency Level	# of Students Tested Who Dropped from a Higher to a Lower Proficiency Level	# of Students Tested Who Advanced from a Lower Proficiency Level to a Higher Proficiency	# of Students Tested Who Have No 2007 NYSESLAT (New Arrivals)
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					Level	
86	5	3	9	0	59	10

6 % of the total students tested remained at the Beginning proficiency level.
 3 % of the total students tested remained at the Intermediate proficiency level.
 10 % of the total students tested remained at the Advanced proficiency level.

41 of the students tested have advanced 1 level on the NYSESLAT:

B → I = 11
 I → A = 17
 A → P = 13

16 of the students tested have advanced 2 levels on the NYSESLAT:

B → A = 10
 I → P = 6

2 of the students tested have advanced 3 levels on the NYSESLAT:

B → P = 2

15 of the 59 students who have advanced from a lower proficiency level to a higher proficiency level have *Tested Out* of the NYSESLAT.

10 of the students tested (B = 5, I = 3, A = 1, P = 1) were not included in the comparison because they are newer arrivals and do not have a NYSESLAT 2007 score.)

Third Grade

Total Number of Students Tested	# of Students Tested Who Remained at the Beginning Proficiency	# of Students Tested Who Remained at the Intermediate Proficiency Level	# of Students Tested Who Remained at the Advanced Proficiency Level	# of Students Tested Who Dropped from a Higher to a Lower	# of Students Tested Who Advanced from a Lower Proficiency	# of Students Tested Who Have No 2007 NYSESLAT (New Arrivals)
86	5	3	9	0	59	10

	Level			Proficiency Level	Level to a Higher Proficiency Level	
93	4	17	19	19	26	8

4 % of the total students tested remained at the Beginning proficiency level.
 18 % of the total students tested remained at the Intermediate proficiency level.
 20 % of the total students tested remained at the Advanced proficiency level.

23 of the students tested have advanced 1 level on the NYSESLAT:

B → I = 4
 I → A = 8
 A → P = 11

3 of the students tested have advanced 2 levels on the NYSESLAT:

B → A = 1
 I → P = 2

0 of the students tested have advanced 3 levels on the NYSESLAT:

B → P = 0

13 of the 26 students who have advanced from a lower proficiency level to a higher proficiency level
 Have *Tested Out* of NYSESLAT 2009.

8 of the students tested (B = 5, I = 2, A = 1) were not included in the comparison because they are newer arrivals and do not have a NYSESLAT 2008 score.)

Fourth Grade

Total Number of Students Tested	# of Students Tested Who Remained	# of Students Tested Who Remained at the	# of Students Tested Who Remained at the	# of Students Tested Who Dropped	# of Students Tested Who Advanced	# of Students Tested Who Have No 2007
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	at the Beginning Proficiency Level	Intermediate Proficiency Level	Advanced Proficiency Level	from a Higher to a Lower Proficiency Level	from a Lower Proficiency Level to a Higher Proficiency Level	NYSESLAT (New Arrivals)
76	3	14	12	1	37	9

4 % of the total students tested remained at the Beginning proficiency level.
 18 % of the total students tested remained at the Intermediate proficiency level
 12 % of the total students tested remained at the Advanced proficiency level.

33 of the students tested have advanced 1 level on the NYSESLAT:

B → I = 7
 I → A = 14
 A → P = 12

4 of the students tested have advanced 2 levels on the NYSESLAT:

B → A = 3
 I → P = 1

0 of the students tested has advanced 3 levels on the NYSESLAT:
 B → P = 0

13 of the 37 students who have advanced from a lower proficiency level to a higher proficiency level have *Tested Out* of NYSESLAT 2009.

9 of the students tested (B = 3, I = 3, A = 3, P = 0) were not included in the comparison because they are newer arrivals and do not have a NYSESLAT 2008 score.)

Fifth Grade

Total Number of Students Tested	# of Students Tested Who Remained	# of Students Tested Who Remained at the	# of Students Tested Who Remained at the	# of Students Tested Who Dropped	# of Students Tested Who Advanced	# of Students Tested Who Have No 2007
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	at the Beginning Proficiency Level	Intermediate Proficiency Level	Advanced Proficiency Level	from a Higher to a Lower Proficiency Level	from a Lower Proficiency Level to a Higher Proficiency Level	NYSESLAT (New Arrivals)
57	2	3	15	0	30	7

3 % of the total students tested remained at the Beginning proficiency level.
 5% of the total students tested remained at the Intermediate proficiency level.
 26 % of the total students tested remained at the Advanced proficiency level.

26 of the students tested have advanced 1 level on the NYSESLAT:

B → I = 2
 I → A = 8
 A → P = 16

4 of the students tested have advanced 2 levels on the NYSESLAT:

B → A = 1
 I → P = 3

0 of the students tested has advanced 3 levels on the NYSESLAT:

B → P = 0

16 of the 30 students who have advanced from a lower proficiency level to a higher proficiency level have *Tested Out* of NYSESLAT 2009.

7 of the students tested (B = 4, I = 0, A = 3) were not included in the comparison because they are newer arrivals and do not have a NYSESLAT 2008 score.)

DATA ANALYSIS
of the
Spring 2009

New York State English as a Second Language Achievement Test Proficiency Results

These results do not include those students who tested out - Proficient

<u>Level</u>	<u>Grades</u>						
	K	1	2	3	4	5	
Beginner B	27	10	19	6	6	6	
Intermediate I	31	17	26	26	5	6	
Advanced A	17	35	30	31	27	24	
Total	75	62	75	63	38	36	

NYSESLAT Modality Analysis - Spring 2009

These results do not include students who tested out - Proficient

Modality	Proficiency level	K	1	2	3	4	5		
Listening & Speaking	B	5	3	3	0	2	2		
	I	18	5	6	7	5	4		
	A	37	40	36	38	22	13		
Reading & Writing	P	15	14	30	18	7	17		
	B	27	9	18	6	5	5		
	I	31	18	27	26	6	7		
	A	14	27	30	29	21	24		
	P	3	8	0	2	4	0		

The modality level that the ELL student receives his lowest score in will be the final score. For example, although last year 37 Kindergarteners achieved an advanced proficiency level in Listening and Speaking their final score level was Intermediate because that is what they received in Reading and Writing. This trend continues throughout the grades. Reading and Writing is stalling many of our students. P.S. 13 focuses many interventions at our ELL population's reading and writing literacy development.

All students, including those students who remained at the same level from the previous year, showed a significant deficiency in the area of writing on the NYSESLAT. Some students were deficient in reading as well as writing. It is recommended that all ELL students receive intervention strategies in all content areas to improve reading and writing skills.

NYS ELA Winter 2009 (All ELL's)

Grade	Level 1	Level 2	Level 3	Level 4
4th grade	9	27	30	0
5th grade	5	18	6	0

After reviewing and analyzing the assessment data on the ELA some patterns have emerged. Forty-five percent of fourth graders achieved a level 3, 40% achieved a 2, and 17% received a 1. In fifth grade only 20% of ELL's achieved a level 3, 62% achieved a 2, and 18% received a 1. The level 1's and 2's are now targeted with additional interventions to bring up their English Language skills. These students were the first to be invited to the Early Bird Program and the Extended Day After School Programs. The program teachers use ESL and Native Language Strategies to increase reading and writing skills through, vocabulary development, reading comprehension, and fluency instruction.

NYS Math -Spring 2009

Grade	Level 1		Level 2		Level 3		Level 4	
	English	NL	English	NL	English	NL	English	NL
3rd	1	0	4	3	37	11	8	4
4th	0	2	1	2	15	7	5	1

After reviewing and analyzing the assessment data on the NYS Math and Science test some patterns have emerged. Students who took the English language math test scored better than the ELL's taking the Native Language Math test. 86% of 3rd grade English test takers and 60% of 4th grade English test takers scored a 3 or a 4 on the State Math test. While only 80% of ELL's in the 3rd grade and 49% of 4th grade ELL's taking the Native Language test scored a 3 or 4.

NYS Science – Spring 2009

Grade	Level 1		Level 2		Level 3		Level 4	
	English	NL	English	NL	English	NL	English	NL
4th	1	2	5	4	16	5	4	2

This trend continues on the 4th grade Science test. 77% of ELL’s taking the English language Science test achieved a score of 3 or 4. However, only 53% of the ELL students taking the Native Language test earned a 3 or 4 on this state test. In order to improve the scoring of the ELL students who take a native Language exam, ESL and Bilingual teachers do test prep lessons with native language practice tests and native language glossaries. Parents are asked at the start of the year if they would like to have their child take the state content area tests in a native language. In this way the ESL Specialist can make copies of the native language glossaries to take home early in the year so that the families can help to familiarize their child with the format and use of the glossaries. The ESL Specialist also makes multiple copies of past NYS tests that can be used as practice at home and at school. On the day of the NYS test, the ELL students who have chosen the native language test receives a new copy of the glossary to be used that day.

Last year P.S.13 did not have a transitional Bilingual program in the fifth grade so it is impossible to compare test takers in a native language and English language test.

School leadership at P.S.13 downloads the results of the ELL Periodic and distributes the data with an analysis highlighting the performance areas of concern. Teachers plan instruction based on the data and goals are set by the administration. In addition to these downloaded ELL test results that the administration has handed out in the past teachers can now log on to <http://schools.nyc.gov/accountability/resourcesforeducators/periodicassessments>. This website makes the ELL periodic Assessment results available to each teacher. These results will be discussed at professional development meetings and goals will be set for future progress toward proficiency. Teachers and administrators closely examine the Item Analysis Report to see which modality the students struggle the most in. Teachers also compare the ELL Periodic Assessments with the NYSESLAT results. Teachers use these tools to plan for their flexible skills groups while using native language supports to ingrain a deeper understanding and proficiency in the English language.

The Fall 2009 Periodic Assessment informs us that our students need the most help in writing.

The success of our ELL population can be measured on the NYSESLAT when our students steadily improve from Beginner to Intermediate to Advanced and finally to Proficient, sometimes skipping over one or more of these levels. Success can also be measured on the ELA and other State tests when our ELL children reach the level of a 3 or a 4.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII - A (1)(a)

Grade Level(s)

3-5

Number of Students to be Served:

LEP 175

Non-LEP 0

Number of Teachers 11

Other Staff (Specify) Principal, Assistant Principal

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 13, is located in District 24 in Elmhurst, Queens. The ELL population represents a multicultural/multilingual diversity of students. There are over 39 different languages spoken by our ELL population. The major community languages are Spanish, Chinese and Bengali. In order to ensure that our ELL students attain proficiency in English, P.S. 13 provides a Transitional Bilingual Program as well as a Free-Standing ESL program.

Title III

The ESL Specialist provides 20% instructional support to the Bilingual classes during the day. The instruction to our bilingual/ESL students is above and beyond the required mandate. The specialist is also involved in helping organize and prepare materials for the Title III programs and provide professional development to the teachers of the After School Program during after school hours. We only have Title III after school programs this year and a supervisor must be present.

PS 13 has an **ELL Academic Early Bird and After School Program** funded by Title III. The Title III ELL Academic Early Bird and After School Programs were implemented to help students develop oral language skills, build vocabulary, develop phonemic awareness and increase knowledge in the content areas. A priority was given to students who scored a one or two on the NYS Assessments in reading, math, social studies or science. Additionally, students who tested at the proficient level on the 2009 NYSESLAT test were selected to give them continued support. Instruction takes place in English with native language supports.

The Title III ELL Academic Early Bird Program (3 classes) services 60 students and runs from the end of September until mid-November for 15 sessions. The classes meet 2 days a week on Tuesdays and Thursdays from 7:00 AM to 8:00 AM. The students in this program are in the fifth grade and the material covered assists the children in social studies. Students work on their ability to read and interpret timelines, maps, charts, cartoons, primary documents and to answer document based questions.

The ELL Academic After School Program (6 classes) services 115 students and meets 2 days a week on Tuesdays and Thursdays from 3:10 PM to 5:00 PM. The After School Program runs from October 27th, 2009 and ends late April 2010 lasting 47 sessions. Students participating in the programs receive instruction in English Language Development – listening, reading, writing, and speaking skills as well as instruction in the content areas of Mathematics, Social Studies and Science. The programs also prepare the students for the city and state exams.

These are the researched based materials that are used:

- Reading Triumphs Intervention and Assessment – by Macmillan/McGraw Hill
- Houghton Mifflin Math – by Houghton Mifflin
- Reading in Science Texts, Workbooks and Hands – on Materials – by Macmillan/McGraw Hill Resources
- Taking The High Road To Social Studies, New York State Edition – by Phoenix Learning Resources
- New York Test Prep Practice (Social Studies) –by Macmillan/McGraw Hill
- Building Fluency Through Readers' Theater – by Teacher Created Materials
- Content libraries in Mathematics, Social Studies, and Science

The specific goals of the instructional program are:

- To increase reading and writing skills through phonemic awareness, phonics instruction, vocabulary development, reading comprehension, and fluency.
- To enable students to develop academic language skills in Math, Social Studies and Science.
- To increase knowledge in core curriculum areas of social studies, science, and math.

- To strengthen basic Mathematical skills.
- To enable ELL students to meet and exceed the standards set by New York City and New York State Departments of Education.

One licensed ESL teacher pushes-in into the Early Bird classes and one licensed ESL teacher pushes-in into the After School classes to provide ESL support to the students in the rooms where there are common branch teachers.

Parent and Community Involvement

Parent and community involvement continues to be a major component of our school plan. The ESL Specialist, as well as other staff members (who are not funded by Title III), provides workshops on topics related to parents and education. The workshops include preparation and information on the standardized tests, a family night of Math and Literacy games, health related topics, immigration, report cards, parent- teacher conferences, and summer activities for parents and children. There are 2 parent workshops in the months of January and in March which cover the topics of Reading/Writing and Math.

The Reading workshop in January provides the parents with insights into their children's current reading level and how to help move their children to higher reading levels. The workshop also helps parents to support and improve their children's reading at home. Reading should take place in both English and in the family's native language. Emphasis is placed on improving vocabulary and reading comprehension. Additionally, Information is conveyed about the English Language Assessment. Parents are informed about all aspects of the test and how best to prepare their children to succeed on them.

The Writing workshop in March introduces the ELL parents to the Writing Process. All aspects of the writing process will be explained and the parents will receive training in how best to support that process at home. Parents will be encouraged to write with their children and to notice print in their communities. Parents should assist their children to write in English and in their native language.

The Math workshop in January provides parents of children in grades 3-5 with information about the state standards and the Everyday Math Curriculum their children are being held responsible for. The workshop also informs parents about all aspects of the NYS Assessment test. Last years tests are examined for its language and how best to read and interpret questions. Challenging questions are studied and parents are taught skills to help their children to understand mathematical procedures.

The Math workshop in March will explain to parents their children's math level based on the Predictive test results. It will also compare where their children are now to where they should be based on their age and class. Common problem areas will be examined and training will be provided to parent for support at home. Parents have an opportunity to ask questions and to refine their understanding of the math work their children are responsible for.

There is also a Parent Resource room in which there are pamphlets on a wide range of parenting and educational topics. There are instructional books on educating ELL students and leveled books that are the same that can be found in ELL classrooms, available to borrow.

The ESL Specialist conducts parent orientations throughout the school year to assist parents in selecting the appropriate Bilingual/ ESL Programs. Parents are shown a video which describes the programs available. The video is available in 12 languages as well as English. Parents receive assistance in completing the Parent Option Survey Form and have the opportunity to ask questions before making an informed

choice. An orientation meeting is held in September to orient parents of newly enrolled kindergarten students. Parents are kept informed of school issues and activities with letters translated in all community languages. The DOE Translation Unit assists in translating memos to parents in many different languages as well as providing translations over the phone.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

There are 3 one hour professional development sessions for teachers in the after school program provided by the ESL Specialist. Professional development focuses on:

- Strategies for teaching Math to ELL students
- Strategies for teaching Reading to ELL students
- Scaffolding strategies to build reading comprehension in content areas
- Differentiating Instruction
- Assessment analysis

Our Bilingual and ESL teachers along with our common branch teachers receive additional professional development on strategies and methods to help improve instruction for ELL students from our ISC staff developers

Form TIII – A (1)(b)

School: PS 13 Q Clement C. Moore
BEDS Code: 342400010013

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$63,632.90	<p><u>2 Position of ESL Specialist</u> = \$ 20,213</p> <p><u>Title III Early Bird Program</u></p> <p>Teacher Per Session -15 sessions at 1 hour x 4 teachers = 60 hours</p> <p style="text-align: center;">60 hours @ \$49.89 = \$2,993.40</p> <p>Supervisor of Early Bird</p> <p style="text-align: center;">15 hours @ \$52.21 = \$783.15</p> <p><u>Title III After School Program</u></p> <p>Teacher Per Session - 47 sessions at 2 hours x 7 teachers = 658 hours</p>

		<p>658 hours @ \$49.89 = \$32,827.62</p> <p>Teacher Per Session for Professional Development-</p> <p>3 sessions at 1 hour x 8 teachers = 24 hours</p> <p>24 hours @ \$49.89 = \$1,197.36</p> <p>Supervisor Per Session- 47 sessions at 2 hours + 3 hours of PD sessions = 97</p> <p>97 hours @ \$52.21 = \$ 4,959.95</p> <p>Secretary for Payroll of Title III Programs</p> <p>1 hour for each of 18 payroll periods = 18 18 hours @\$30.75 = \$554.00</p>
Purchased services - High quality staff and curriculum development contracts	0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$227.10	notebooks, paper and folders for the students in the program
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	\$63,860.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use the School Report Card and Ethnic data on ATS to determine the major languages of our population. We also use the information obtained from the language preference listed on the blue Emergency Card completed by the parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The findings show that our largest ethnic groups are communicating in Spanish, Chinese, and Bengali. The results were reported at P.A. meetings through verbal translations. The school uses the DOE Translation Unit as well as staff members to translate various notices.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The findings show that our largest ethnic groups are communicating in Spanish, Chinese, and Bengali. The results were reported at P.A. meetings through verbal translations. The school uses the DOE Translation Unit as well as staff members to translate various notices.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

PS 13 will continue to provide the interpretation of school issues to ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. This is done through school staff fluent in the community languages of our school. These staff members assist during registration procedures, when parents come to the school with concerns, and translate all oral information at Parent Workshops and P.A. meetings.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

According to Section VII of the Chancellor's Regulations A-663 P.S.13 notifies parents in the various community languages in the following ways:

- a. Banners announcing changes in school hours are posted on the main entrance doors and rear doors of our buildings in the 4 community languages.
- b. Parent workshop flyers are posted on the hallways of the main floor and on the outside doors of the school in the four community languages.
- c. Notification indicating plans for school closings are sent home and posted at main entrances in the four community languages.
- d. Notification of school activities such as: concerts, book fairs, PA meetings are posted as well as sent home in the four community languages.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$746,443	\$90,989	\$837,432
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,464		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$910	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,340		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,549	
6. Enter the anticipated 10% set-aside for Professional Development:	\$74,644		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$9,938	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
100

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 13 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S. 13 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
 - To actively involve parents in planning, reviewing, and improving the Title 1 programs and parental involvement policy.
2. P.S. 13 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions:
 - To provide parents with school performance profiles and individual assessment results for their child along with other pertinent individual and school regional educational information.
 - To give parents the opportunities to participate in professional development activities dealing with reading and other educational strategies if the school determines it is appropriate.
 - To provide parents with information about all programs.
 - To assure an active participation of parents on the school leadership team.
3. P.S. 13 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - To communicate with parents through parent-teacher conferences
 - reasonable access to staff
 - report cards about your child's progress will be sent in November and March.
 - Provide opportunities for the observation of classroom activities during open school week and other times throughout the school year.
4. P.S. 13 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following
 - To utilize parent conferences to facilitate between parents and teachers.
 - Copy and distribute Parent Associate newsletter, calendars, and special programs school wide.
 - To support parents with workshops
5. P.S. 13 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Parents will be given a survey to complete, developed by the P.A. Executive Board and SLT, which will indicate the topics that will help them to assist their child in their education

- The Executive Board of the P.A. along with the SLT will review the data obtained from parent surveys and comments at P.A. meetings to ascertain what services we can provide to meet these needs.
6. P.S. 13 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Through workshops provided by the Parent Coordinator and AIS teachers.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and math training, as appropriate, to foster parental involvement, by:
 - Workshops provided by the parent coordinator and schoolwide activities such as Math and Literacy Night.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - Helping your children with their homework
 - Understanding your child's report card
 - Planning for success
 - Math for K-2
 - Math for 3-5
 - What does the Math state test entail?
 - Knowing the Laws that Protects the Communities against Discrimination
 - Knowing your rights living in the United States
 - Housing Information from the Human Rights Department Of NYC
 - What does the ELA look like?
 - Discipline Workshops
 - ESL Workshops
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which include workshops given by Parent Coordinator and AIS Teachers that encourage and support parents in more fully participating in the education of their children, by: (see workshops listed above c.)
- P.S. 13
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- Notices are sent out in advance in four major languages (English, Spanish, Chinese, Urdu) so that parents can make appropriate plans and arrangements.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures on this plan. This policy was adopted by PS 13 in October 2009 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic

achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about all programs.</p> <p>To provide individual student assessment results for each child and other pertinent tests/assessment results.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> - parent-teacher conferences at least twice annually - frequent reports to parents on their children's progress - reasonable access to staff - opportunities to volunteer and participate in their child's class - observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grades 2 through 5 students read for 15-30 minutes per day.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> - attendance at school - homework - television watching <p>To know the reading levels of your child and the criteria for the levels.</p> <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child's/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p> <p>To read the Discipline Code with your child and reinforce the expectations of the school.</p>

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The needs assessment of our school shows that our Special Education students still require academic support even though they show exemplary gains as indicated by the Progress Report. Although the 7 sub groups met the AYP for the ELA on the State Accountability Report for 2008-2009, the students with disabilities needed to use Safe Harbor to meet the AYP.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Academic Intervention Services through reading specialists to low performing students (level 1 and 2) using research based programs to help students meet grade level standards.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

N/A Our before and after school programs are funded this year with Title III funds.

- o Help provide an enriched and accelerated curriculum.

N/A

- o Meet the educational needs of historically underserved populations.

These funds continue to be used for the students at risk of not meeting the standards. This has been the ELL and SWD for our school over the years. We continue to focus on literacy since reading, vocabulary and comprehension are the basic skills needed for their success in all of the other subject areas.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program

that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

At the main building, the needs of our low academic achieving students and those at-risk of not meeting state standards receive services from AIS reading teachers and the guidance counselor.

At the Annex, the needs of our low academic achieving students and those at-risk of not meeting state standards receive services from an AIS reading teacher, an AIS math teacher and the guidance counselor.

Coaches provided professional development to the teachers who work with our low performing students. This provides the teachers with additional instructional strategies that they can then use to help their students meet the standards. Teachers also attend workshops outside the school and within our school in order to learn strategies to improve their teaching skills.

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All members of the staff are highly qualified and teaching in their licensed area. Many of the staff members have their Masters and some have additional credits in the area of reading. Our staff members are constantly engaged in learning new methods of instruction for our core curriculum implementation and for teaching English Language Learners and students with special needs.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All staff members are participating in ongoing staff development provided by members of the ICI in the area of Critical Thinking and Higher Level Questioning using Think Aloud Strategies. Developing comprehension skills and improving vocabulary development also continue to be topics for our professional development. Select teachers attend Teachers College Workshop sessions along with one of the Assistant Principals. The Principal participates in Teachers College Workshops throughout the year. Two fourth and two fifth grade teachers are participating in Professional Development in the content area of Science and two social studies cluster teachers attend monthly professional development workshops. The Math Coach attends meetings at Hunter College to improve mathematics instruction through the workshops that she then shares with the teachers. One Assistant Principal will also attend Hunter College workshops twice this year. The Assistant Principals rotate to attend the monthly professional development opportunities provided by the ICI. The ESL Specialist and the Assistant Principal of the ELL program attend workshops throughout the year also. The Librarian and the Computer Technology Specialist participate in professional development opportunities to keep up to date with the latest information and methodologies for instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 13 had set up a Personnel Committee which reviewed resumes and held interviews to pick out the best qualified teachers. In addition, we had applicants teach lessons which were observed by the members of the committee. This year, due to the change in procedures, applicants were interviewed by the administration from the available pool of excessed teachers and the most qualified person was selected.

6. Strategies to increase parental involvement through means such as family literacy services.

We will continue to plan for a Family Literacy Night and Family Math Night to encourage parent participation and interest in their children's education. Monthly workshops are also offered for parents and some of these are based on literacy topics. Reciprocal meetings also occur at which parents of our AIS students come in to hear about the programs in which their children participate and to review their children's work portfolio and assessment data. Parents continue to attend PA meetings where we acknowledge their children selected as Student of the Month, and parents are invited to the monthly writing celebrations in their children's classrooms. Book Fairs are also scheduled in the evening to encourage parents to visit with their children to select books to enhance their reading selections.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We have a guidance counselor who helps students having difficulty adjusting to a new school or going to school for the first time. She works along with the classroom teacher and parent to ensure a smooth transition for the child.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

P.S. 13 gathers information from the following:

1. Grade meetings are used for collaborative planning based on the data for their students. They discuss the upcoming units of study and ways to improve instruction.
2. The Steering Committee analyzes the teaching results that come back in the way of checklists and charts based on students' work and assessment data. They then provide feedback to the staff through suggestions that may help improve the students' abilities in the areas of their weaknesses. They also create goals in these areas to be reviewed and assessed again later in the year to see if the children are meeting the benchmarks that were set. The committee is comprised of teachers, clusters, AIS teachers, coaches and administrators who work together to assess and plan for improved instruction.
3. The SLT (School Leadership Team) which helps to write the CEP utilizes teacher data and input when planning for the instructional programs. Some members of the Steering Committee are also on the SLT in order to make sure there is a continuity in the information that the teachers, staff, and parents are hearing when planning for the school's education program.
4. Professional Development surveys are used as a means of providing teachers with workshops that meet their needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

As mentioned in our plan, we have an AIT that tracks all students in need of academic help. The students are given AIS to address their specific needs and meetings are held every two weeks to monitor the children's progress. The guidance counselors and the PPT also keep track of these students along with the teachers and supervisors.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Some of the programs supported under the NCLB in P.S.13 are:

1. ESL classes for parents
2. Discipline Code Assemblies
3. School Food Partnership program for the students
4. Workshops in reading and math for parents
5. Workshops for new immigrants and parental rights given by the Parent Coordinator
6. Operation Respect: Don't Bully Me

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Not Applicable

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Not Applicable

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Not Applicable

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Not Applicable

c. Minimize removing children from the regular classroom during regular school hours;

Not Applicable

4. Coordinate with and support the regular educational program;

Not Applicable

5. Provide instruction by highly qualified teachers;

Not Applicable

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Not Applicable

7. Provide strategies to increase parental involvement; and

Not Applicable

8. Coordinate and integrate Federal, State and local services and programs.

Not Applicable

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

-Gaps in the Written Curriculum. Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

-Curriculum Maps. The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

-Taught Curriculum. The Surveys of Enacted Curriculum (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

-ELA Materials. In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

-English Language Learners.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

²To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

A school based committee was formed of clusters, administration, upper and lower grade classroom teachers, and Literacy Coach and AIS providers. These staff members met at a DAPIT meeting. The committee discussed Curriculum Audit key finding 1A. We reviewed our CEP, and Quality Review Report and our schools data to look for gaps in our written curriculum, the effectiveness of our curriculum goals, and the taught curriculum in ELA especially for ELLs and materials we use. The results of this assessment process will be shared at our next SLT meeting, with parents at the PA meeting and with our staff during faculty conferences.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Utilizing the Teachers College Curriculum standards our school is aligned with state standards. We receive support through staff developers, (AUSSIE and Carol Wertheimer), who align us with state standards. There are monthly grade conferences with supervisors which reinforce to teachers the need to incorporate the standards in all lessons. Grades also follow monthly reading and writing curricular calendars.

Curriculum Maps – Within the monthly curriculum the teachers have presented more detailed writing, listening and speaking expectations. Teachers differentiate instruction based on assessment data. Maps include specific goals, rubrics, skill check lists and assessment tools.

Taught Curriculum – We encourage partnership work, cooperative learning groups, whole group and small group instruction and discussion, as well as, turning and talking. Writing celebrations are held regularly which allow students to present their written work and also promotes family participation.

ELL students are instructed by out of classroom personnel. These teachers need to confer with their classroom teachers as far as curriculum progression. Planning between/among teachers needs to be aggressive.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school based committee was formed of clusters, administration, upper and lower grade classroom teachers, Math Coach and AIS providers. These staff members met at a DAPIT meeting. The committee discussed Curriculum Audit key finding 1B. We reviewed our CEP, and Quality Review Report and our schools data to look for gaps in our written curriculum, the effectiveness of our curriculum goals, and the taught curriculum in ELA especially for ELLs and materials we use. The results of this assessment process will be shared at our next SLT meeting, with parents at the PA meeting and with our staff during faculty conferences.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- S.S. implements decoding, interpreting graphs, timelines
- Science implements math skills
- Math literature (picture books) present in all classrooms and school library
- Math technology
- Students engage in accountable talk during mathematics
- Students explain their mathematical reasoning in math writing notebooks on a daily basis
- Parent math workshops
- Math goals are stated inside classrooms and on outside bulletin boards
- Individual goals in students notebooks
- Math/Literacy Night

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the

teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

A school based committee was formed of clusters, administration, upper and lower grade classroom teachers, and Literacy Coach and AIS providers. These staff members met at a DAPIT meeting. The committee discussed Curriculum Audit key finding 2A. We reviewed our CEP, and Quality Review Report and our schools data to look for gaps in our written curriculum, the effectiveness of our curriculum goals, and the taught curriculum in ELA especially for ELLs and materials we use. The results of this assessment process will be shared at our next SLT meeting, with parents at the PA meeting and with our staff during faculty conferences.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Teachers utilize the Teachers College workshop model. Mini-lessons are followed by independent practice and small, flexible group instruction based on observations, conferences and other assessments. Student engagement is high and opportunities for discussion are frequent. Students work is self paced and their work is done in journals, notebooks, and writing paper is by student choice.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student

engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

A school based committee was formed of clusters, administration, upper and lower grade classroom teachers, Math Coach and AIS providers. These staff members met at a DAPIT meeting. The committee discussed Curriculum Audit key finding 2B. We reviewed our CEP, and Quality Review Report and our schools data to look for gaps in our written curriculum, the effectiveness of our curriculum goals, and the taught curriculum in ELA especially for ELLs and materials we use. The results of this assessment process will be shared at our next SLT meeting, with parents at the PA meeting and with our staff during faculty conferences.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

There is a 60 minute math block for grades K-1 and a 75 minute math block for grades 2-5. At this time students engage in accountable talk. They explain their mathematical reasoning in their math notebooks where they also include their individual goals. Teachers circulate to assess student’s strengths and weaknesses and assess as written in math writing notebooks. Classroom morning routines begin with the calendar and graphing hi low temperature and attendance register. Students also use math expressions for the date. During the mandated extended day program children in grades 1-5 are provided with additional math support. ELL students in grades 3, 4 and 5 are provided an Early Bird Math Program and an After School Math Program.

Math is being taught throughout all curriculum areas. There is a new infusion of manipulatives such as clocks, coins, rulers, and tape measures in order to support our math smart goal. Math/Literacy Game Night is also a time to encourage parents to experience the math curriculum and reinforcement games in order to assist their children.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All members of the DAPIT committee met and discussed the School Demographics Accountability Snapshot. It was determined that the finding is applicable to PS 13Q.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The SDAS and BEDS survey support the relevance of this finding. However, a large percentage of teachers leaving PS 13 have been retirees.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

PS 13Q has mentoring programs to support first year teachers. These teachers all receive support from the literacy and math coaches and are provided a buddy teacher. Teachers with three years or less experience are provided with additional support from the math and literacy coaches.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school based committee was formed of ELL/Bilingual specialist, clusters, administration, upper and lower grade classroom teachers, ESL teachers and AIS providers. These staff members met at a DAPIT meeting. The committee discussed Curriculum Audit key finding 4. We reviewed our CEP, and Quality Review Report and our school's data to look for gaps in our written curriculum, the effectiveness of our curriculum goals, and the curriculum taught in ELA especially for ELLs and materials used. The results of this assessment process will be shared at our next SLT meeting, with parents at the PA meeting and with our staff during faculty conferences.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Deconstructing Juicy Sentences
- A.U.S.S.I.E.
- Instructional Conversations
- Study Skills
- ELL strategies for ELA
- Language Features and Functions

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A school based committee was formed of ESL teachers, clusters, administration, ELL/Bilingual specialist, and AIS providers, met at a DAPIT meeting. It was determined that the Curriculum Audit Key Finding 5 was not relevant to our schools educational program in the areas of curriculum mapping and the taught curriculum for ELLs.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers, AIS, clusters, extended day teachers, and all staff that works with the ELL students are given updated data in a timely manner regarding ELL students to use for instructional purposes. Data such as, EDM checklists, are given in various ways so subgroups are accounted for as well as the proficiency levels and needs.

- Ed Performance
- NYCESLAT
- Acuity
- Leap Track
- ELA
- LAP
- ELL Predictive
- EDM checklist
- mClass

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and

modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration along with the schools IEP teacher has conducted surveys and collected and analyzed data from multiple sources

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The special education student population is very small. We have 25 CTT students. The general and special education teachers work together to improve student performance. The rest of our special education population are SETSS and receive related services such as hearing, speech, occupational therapy and physical therapy.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

EPC or annual reviews address each individual's accommodations and modifications, goals, objectives and promotion criteria are discussed with multidisciplinary personnel. This insures that they are consistent and specific for the classroom

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Performance Indicator checklist
- Imagine learning data
- Formal and informal teacher assessments
- State test assessments
- Results from student's psychologist (This is a group decision to insure goals, objectives, modified promotional criteria are in alignment with grade level state tests.
- PS 13 does not have any students that have a behavioral plan.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.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.)

1
2. Please describe the services you are planning to provide to the STH population.

Currently there is one child in the main building that receives guidance services and the Extended Day Program. If additional students are identified they will be provided with ESL services if applicable, the Extended Day Program and guidance services. If the child is identified at our annex site, they will receive reading services (AIS and RTI) and guidance.

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).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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 in the borough Integrated Service Center (ISC) or Children First Network.

N/A