



P. S. 13/M. LINDEMAYER SCHOOL

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 31R013

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13 SCHOOL NAME: Margaret Lindemeyer

SCHOOL ADDRESS: 191 Vermont Avenue, Staten Island, NY 10305

SCHOOL TELEPHONE: 718-447-1462 FAX: 718-447-8681

SCHOOL CONTACT PERSON: Mr. P. Martuccio EMAIL ADDRESS: Pmartuc2@schoo
ls. nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBD

PRINCIPAL: Mr. Paul Martuccio

UFT CHAPTER LEADER: Ms Mary Pringle

PARENTS' ASSOCIATION PRESIDENT: Ms Marisol Rios

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 SSO NAME: ICI-LSO

SSO NETWORK LEADER: Mr. Greg Jaenicke

SUPERINTENDENT: Ms. Margaret Schultz

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/Administration/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
Paul Martuccio	*Principal or Designee	
Mary Pringle	*UFT Chapter Chairperson or Designee	
Marisol Rios	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Leigh Bauer	Member/Teacher, Kindergarten	
Szeyen Cheng	Member/Teacher, Grade 2	
Danielle Pellet	Member/Teacher, Grade 5	
Guiselle Cowhig	Member/Parent, Gr. 1 Student	
Lori Wood	Member/Parent, Gr. 2 Student	
Jackie Steiner	Member/Parent, Gr. 5 Student	
Stephanie Clifford	Member/Parent, Gr. 1 Student	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member 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.

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.

Public School 13 is a multi-ethnic school located in the residential neighborhood of Rosebank. Due to its location, the student body is culturally diverse. In recognition of this diversity, we embrace efforts that promote cultural awareness, and tolerance of differences. Our tenets can best be realized through the following excerpts of our mission and vision statements:

“Our goal is to educate all of our children to their optimum potential. We celebrate our unique differences while focusing on the development of academic skills, creativity, responsibility, and citizenship... We believe that every child who comes to PS 13 is worthy of our respect and deep consideration. We are here to provide a structured, creative environment...”

“Our school community’s vision is one where...the members of our school community will be life-long learners, accepting of change, responsible and accountable school citizens who will become active members of our school and society. We will set long term goals for them to develop high self-esteem, respect for themselves and all others. Our members will work to develop decision-making skills, critical thinking skills, technological skills and the ability to communicate effectively...”

PS 13 has committed itself to optimizing the mandated curriculum using best instructional practices. We have placed emphasis on understanding the NYS/NYC Standards so that our goals and perspectives are firmly grounded in student achievement. Using collaborative assessments and curriculum mapping, we achieve individual accountability and differentiation of instruction within the context of school wide goals and support.

PS 13 is a distinctive learning environment as all programs and educational goals are supported by all members of the school community. Administration and staff accommodate presentations and programs by adjusting schedules, taking an active role in School Spirit week and displaying exhibitions of students work throughout our school and community. The School Leadership Team and PTA show support by assisting in the implementation of projects through volunteerism and announcements via newsletters or flyers. Our students are active and avid learners with the determination to participate and succeed, while their parents participate in all school functions.

Our school promotes many activities to provide enrichment to our students. These programs include: Value of the Month Assemblies, 100% Attendance Recognition, Student Interpreters, Parents as Learning Partners, Share/Care Day, Peaceful Playground, Writers’ Celebrations, Book of the Month Club, Flag Day, Science Fair, School Enrichment Model, Dance Fete and the After-School Program.

PS 13 has actively pursued collaborations with organizations through a variety of funding sources, such as, *New York State Counsel of the Arts*, *Children for Children*, *DonorsChoose*, and *Citizens Committee for New York City*. We are also involved in the *American Ballet Theatre* and the *NYC Pops* theatre ticket distribution program. We coordinate visits from the *Museum of Natural History’s Moveable Museum*. We support our community by taking part in the following programs: *CityMeals-on-Wheels* card making projects, *Penny Harvest*, food collection for the needy, *ACS Breast Cancer Awareness Walk*, *March of Dimes Mini-Walk*, and Valentines Day card making for our armed forces.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 013 M. L. Lindemeyer						
District:	31	DBN:	31R013	School BEDS Code:	353100010013		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded √
	2	√	6		10		
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	35	36	36		93.4	94.1	95.3
Kindergarten	109	105	121	Student Stability - % of Enrollment:			
Grade 1	122	122	110	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	101	123	108		93.6	90.9	92.8
Grade 3	143	134	106	Poverty Rate - % of Enrollment:			
Grade 4	110	134	106	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	136	115	137		69.3	69.3	69.3
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	3	15
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		10	11	8
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	2	1	(As of October 31)	2006-07	2007-08	2008-09
Total	756	736	748				
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	10	10	12	Principal Suspensions	18	16	7
# in Collaborative Team Teaching (CTT) Classes	0	8	14	Superintendent Suspensions	5	4	1
Number all others	49	45	47	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	69	69	89	Number of Teachers	40	49	54

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	0	0	Number of Administrators and Other Professionals	6	9	9
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	5	5
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	95.0	98.0	98.1
				% more than 2 years teaching in this school	67.5	61.2	68.5
				% more than 5 years teaching anywhere	52.5	57.1	63.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	88.0	89.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.5	96.2	98.1
American Indian or Alaska Native	0.3	0.4	0.3				
Black or African American	20.9	22.2	23.4				
Hispanic or Latino	31.5	34.9	33.8				
Asian or Native Hawaiian/Other Pacific Isl.	14.8	13.7	13.9				
White	32.5	28.8	27.9				
Male	48.3	47.8	50.3				
Female	51.7	52.2	49.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		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		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	85.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	51.6						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5.3						

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				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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?

Performance Trends:

- Data collected from the NYS ELA test show a high percentage of students in all grades achieved a Level 3, but the percentage drops significantly on Level 4.
- Data collected for the past two years from the NYS Math test indicate that the Asian subgroup is the only ethnic subgroup with no students at Level 1 in all grades.
- Our 2008-2009 Progress Report indicates that we show exemplary proficiency gains in closing the achievement gap in ELA for our: Special Education students, and Hispanic and Black students in the lowest third citywide.
- Our 2008-2009 Progress Report indicates that the following percentage of students at proficiency (Level 3 or 4) is: 82% in ELA, and 94.8% in Math. When comparing our percentages relative to our peer horizon and city horizon, we are above 80% in both ELA and Math.
- The 2008-2009 Progress Report indicates that we are showing substantial student progress in the lower one third in ELA but our lower one third have not made as high gains in Math.
- The 2008-2009 Progress Report indicates that our Level 1 and Level 2 students show an average change in proficiency of .41 in ELA and .47 in Math, while our Level 3 and Level 4 students show an average change of proficiency of .03 in ELA and .10 in Math
- Our 2007 Quality Review shows that our school has made good progress in addressing the issues identified in the previous Quality Review report.
- As per the 2007 Quality Review, student motivation is high and students respond very well to our school's high expectations.

Greatest Accomplishments:

- Implementation of universal assessment binders in all core curriculum areas
- Curriculum mapping with scope and sequence in all subject areas to provide consistency across and within grades
- High expectations for students and teachers resulting in an increase in standardized test scores
- Well-developed leveled libraries for differentiation of instruction
- Development and expansion of UFT Teacher Center for effective professional development
- Attainment of technology grants to expedite the use of computers in the classrooms
- End of unit Writers' Celebration promoting parental involvement
- School report card reflecting marked improvements in student performance
- Strong ELL program for students and families to make all feel inclusive
- Grant recipient of the SI Foundation's Literacy Grant which provides materials for our Leveled Literacy Intervention Program (LLI) that promotes intervention in literacy in the early childhood grades and professional development by an in-house literacy expert through Literacy Support

- Received funding from many grant sources, such as, NYS Partnership Grant, which enabled us to enrich students' instruction as well as provide cross curricular activities
- Incorporation of the workshop model in all subject areas
- Proper use of data in identifying areas for improvement in students' work to promote learning
- Teachers are strongly committed to their students' personal and academic wellbeing, and support them well.
- Through the work and focus of the Inquiry Team, systemic changes were made. These changes included:
 - Curriculum maps enhanced.
 - Teachers review data to determine best practices during common preps.
 - Teachers differentiate instruction according to the identified needs of the students.
 - Incorporate technology to enhance learning.
 - Parents receive written information on child's progress 3 times a year.
 - Bloom's Taxonomy incorporated.
 - Expand SEM for all students within the core day; extend SEM for higher level learners during after school programs
 - IT members plan and execute lessons; analyze educational decisions with other teachers; use technology for assessment and learning.

Our school's aids:

- Continuation of LLI program to augment Reading Recovery in identifying and supplementing at risk students in the lower grades
- Attainment of many grants which supplements educational materials and activities
- Implementation of our school wide SEM program to enrich our higher leveled learners
- Use of a 20 minute time block during the school day to promote individualized academic services on all levels
- Ability and willingness of teachers to promote school wide initiatives
- Consideration of students' personal development and its potential impact on their learning
- A safe, stimulating and supportive atmosphere for the students.
- The collection of a wide range of data that has been collated and analyzed providing teachers with high-quality support in planning lessons
- Ability to create opportunities to mainstream special education students with general education students
- ARIS, NYstart, Acuity, Teachers College Pro Assessment, and EdPerformance provide the means to create and utilize timely reports to promote differentiation of instruction

Our school's barriers:

- Lack of space to incorporate either a computer lab or school library
- Overall status of technology in the classroom
- The need for more consideration to be given to establishing links between subjects, and to broaden the range of opportunities for practical and investigative learning.

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 (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. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Our instructional goals for 2009-2010 school year are as follows:

1. **Annual Goal:** By June 2010, there will be a 2% positive change in the yearly attendance average for students with IEPs in grades 1 through 5.
Description: After reviewing attendance records, the PPT team determined that students with IEPs had an average school attendance of 89%, in contrast to the total student body which had an average of 94%.
2. **Annual Goal:** By June 2010, there will be a 90% increase in the number of teachers participating in Inquiry Teams throughout the school.
Description: After reviewing the practices and results of the 2008-2009 Inquiry Teams, the Cabinet has determined that the Inquiry Teams' best practices should be utilized systemically throughout the school to promote positive results on post assessments.
3. **Annual Goal:** By June 2010, all teachers on every grade will convene 1X per week for common planning, data analysis, and review of student work.
Description: After reviewing the teachers' portion of the School Environment Survey, the Cabinet determined that supplementary opportunities for teacher interaction will promote positive professional growth in: analyzing data, differentiating instruction, developing best practices, and using technology in classroom instruction.
4. **Annual Goal:** By June 2010, 52% of all students in K through 5 will move at least 1 year's benchmark in independent reading as measured by TRCWP running records.
Description: After reviewing the teachers' portion of the School Environment Survey, the Cabinet determined that professional development focusing on: analyzing data, differentiating instruction, developing best practices, and using technology in classroom instruction will result in 52% of the student population reaching their targeted independent reading level goal.

ACTION PLAN

Subject/Area (where relevant): All Academic Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, there will be a 90% increase in the number of teachers participating in Inquiry Teams throughout the school.</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>Target Population: All targeted Inquiry students in Grades K through 5 Actions/Strategies: Identify grade leaders and discuss/initiate Inquiry/Action Research processes; provide Professional Development in ARIS, Acuity, and EdPerformance; identify students with similar educational needs in grades K through 5; schedule time for teachers to analyze and assign targeted curriculum in Acuity and EdPerformance; consult, discuss, and redevelop curriculum maps in light of data analysis and findings Responsible Staff: Administrators, Classroom Teachers, Paraprofessionals, Inquiry Team, Math and Literacy coaches Implementation: Sept. 09 through June 10</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>Funding Sources: Fair Student Funding Legacy Teacher Supplement – teachers and administrators salaries FSF – supplemental materials Children First Inquiry Team Funding – teachers’ per session salaries Schedule: Throughout the 2009-20010 school year</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>Interval of Periodic Review: Bimonthly Instruments of Measure: Administrative observations; outcomes from pre and post assessments; teacher assessment and conferencing; revised curriculum maps; creation of differentiated student grouping; analysis of current student work; tailored planning Projected Gains: Positive student academic growth in all subject areas initiated by best practices determined by the participating teachers on each grade’s Inquiry Team</p>

ACTION PLAN

Subject/Area (where relevant): All Academic Areas

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all teachers on every grade will have the opportunity to convene 1X per week for common planning, data analysis, or review of student work.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Staff; students Actions/Strategies: Attendance at PD sessions offered by Teachers College, ICI, and our network; coaches will facilitate professional development activities to support teacher growth in the content areas to ensure standards based instruction; scheduling of a “common planning calendar” to identify times and topics for teachers; scheduling common preps; develop teacher proficiency in the use of technology in order to utilize all available resources on the web; providing mandatory PD during grade and faculty conferences Responsible Staff: Administrators, Classroom Teacher, Math and Literacy coaches Implementation: Sept. 09 through June 10</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources: Fair Student Funding Legacy Teacher Supplement – teachers and administrators salaries C4E Funding – teachers’ salaries Schedule: Throughout the 2009-2010 school year</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interval of Periodic Review: Monthly Instruments of Measure: Administrative reviews and observations of: agendas from meetings; teacher planning records; sign in sheets; updated, analyzed curriculum maps; minutes from meetings; evidence of teacher ability to analyze data, differentiated instruction, and lesson planning Projected Gains: Positive student academic gains in Math and ELA as measured by assessments and running records through all staff participation during common planning sessions.</p>

SECTION VI: ACTION PLAN

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 52% of all students in K through 5 will move at least 1 year’s benchmark in independent reading as measured by TRCWP running records.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: All students Actions/Strategies: Instruction during AIS services, Extended Day services, and after school programs that address the identified needs of individual students; utilization of <i>Soar to Success, Early Success, Reading Recovery, Foundations, Reading Club, Words Their Way, and Great Leaps</i>; differentiated instruction based on the results of TCLAS, Acuity, Predictives, EdPerformance, Running Records and Teacher Conference notes; incorporation of Acuity and EdPerformance for assessments and instruction; instruction through Balanced Literacy, Writers Workshop, Book of the Month project, and Writers’ Celebrations. Responsible Staff: Administrators, Classroom Teachers, Literacy Coach; Cluster Teachers Implementation: Sept. 09 through June 10</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources: TL Fair Student Funding– teachers and administrators salaries New York Center for Interpersonal Development – Community Based Organization grant Title I – teachers’ salaries NYSTL – textbooks, hardware, library books, software Schedule: Throughout the 2009-2010 school year</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interval of Periodic Review: Three times throughout the year Instruments of Measure: Teachers College Narrative Continuum; evidence of teacher ability to analyze data, differentiate instruction, and lesson planning through administrator observations Projected Gains: 52% of the student population will reach their targeted level</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

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	11	11	N/A	N/A	4	11*	11*	2
1	65	65	N/A	N/A	5	65*	65*	3
2	47	47	N/A	N/A	1	47*	47*	3
3	52	52	N/A	N/A	5	52*	52*	10
4	64	64	64		6	64*	64*	6
5	60	60		60	10	60*	60*	6
6								
7								
8								
9								
10								
11								
12								

***Please note: School Psychologist and Social Worker service 100% of the students on an at-needs basis.**

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Soar to Success: Grades 3 – 5; small group instruction (groups of up to 8) in school by Title 1 teacher 3X a week Early Success: Grade 3; small group instruction (groups of up to 6) in school by Title 1 teacher 3X a week Leveled Literacy Intervention: Grades K - 2; small group instruction (groups of up to 3) in school 1 period a day Great Leaps: Grades 3 – 5; one-on-one paraprofessional to student in school program Fundations: Grades K – 2; 30 minutes per day in K, Extended Day program for Grades K, 1, and 2 Readers Club: Grades 2 – 5; small group instruction (up to 10) during Extended Day 2X per week Words Their Way: Kindergarten during Extended Day; Grades 1 – 5 in school during word study Best Practices in Reading (Options); small group instruction (up to 8) during after-school program 2X per week</p>
<p>Mathematics:</p>	<p>Math Club: Grades 2 -5; small group instruction (up to 10) during Extended Day 2X per week Math Options: Grades 1 -5; small group instruction (up to 8) with hands on activities used during after school program 2 X a week Small Group Remediation: Grades K-2; 5-6 students per group; 20 min. per day for 15 weeks NYS Test Coach: Grades 4-5; small group instruction incorporating partner and/or independent activities followed by whole group sharing; 5X per week for 20 min per day during regular school hours.</p>
<p>Science:</p>	<p>Differentiated Instruction: Science Clusters service each class on an average of 2x per week allowing for conferencing and workshop model lessons in Science; Cluster teachers assign individualized schoolwork to the struggling Level 1 and 2 students; differentiated instruction is planned and developed according to student performance; partnership has been forged with the Green Apple Corps in order to provide lower achieving students hands-on experiences to deepen student understanding of standards</p>
<p>Social Studies:</p>	<p>Differentiated Instruction: Social Studies Clusters service each class on an average of 2x per week allowing for conferencing and workshop model lessons in Social Studies; Cluster teachers assign individualized schoolwork to the struggling Level 1 and 2 students Social Studies through Art Program: 10 week residencies are scheduled to integrate art into the Social Studies curriculum affording our Level 1 and Level 2 students the opportunity to participate in hands-on curriculum based art work; Social Studies curriculum-based art projects reinforce topics covered by the Social Studies Cluster weekly providing a multi-sensory approach to the Social Studies curriculum.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>One period a week is scheduled to discuss social/emotional issues, such as, responsibility, respect and tolerance in a whole class setting. Meets with small groups and individual students on an as needed basis throughout the day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Crisis Intervention services for all AIS students on an as needs basis</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Crisis Intervention services for all AIS students on an as needs basis</p>

At-risk Health-related Services:

Open Airways: Grades 3 – 5; small group instruction led by school nurse for students with a health history for Asthma meeting 6X a year

The Diabetic Children: Grades K – 5; nurse meets with each diabetic child on an as needs basis

Nutrition Club: Grades K – 5; dietician meets 1x per month with small group of students to discuss proper nutrition

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.

PS 13 Language Allocation Policy

Members

Paul Martuccio	Principal
Janet Ndzibah	Assistant Principal
Alice DeJesus	Parent Coordinator
Brigitte McCue	Math Coach
Lisa Aristide	ESL Services Teacher
Gina Carbonella	ESL Services Teacher
Doreen Patchen	Reading Recovery Teacher

School Demographics

Public School 13 is a multi-ethnic school located in the residential neighborhood of Rosebank. Children are bused to the school from two other communities: Parkhill and Celebration. In addition, we have NCLB children attending our school. The ethnic breakdown is as follows: 27.9% White, 23.4% Black, 33.8% Hispanic, and 13.9% Asian and others. There are 50.3% male and 49.7% female students. We have a significant number of recently enrolled immigrants from the following countries: Albania and Mexico. We continue to be a Title 1 school.

There are a total of 33 classes from Pre-K through grade 5. The Pre-K teacher has one paraprofessional and one Family Assistant (1 day a week) for 34 students in two half day classes. There are 5 Kindergarten classes, 6 classes on Grade 1, and 5 classes on Grade 2. One class per each of these grades is funded with EGCR money. The third grade has 5 classes and the fourth grade has 5, one of which is funded with Title I money. The fifth grade is comprised of 4 classes. In addition, we have 1 self-contained 12:1 Special Education class with an enrollment of 12 students.

ESL Demographics

Our ESL student group comprises 12% of our total school population of 760 students. Our current ESL enrollment is at 92 students and their native language breakdown is as follows: 42% Spanish, 13% Albanian, 15% Chinese, 1% Polish, 1% Arabic, 1% Turkish, and 1% Philippine, 1% Vietnamese, 1% Sinhalese, 1% Urdu, 1% Romanian, 1% Haitian-Creole, and 1% Armenian. 19% of the ELL students are at the beginning level of proficiency, 30% are at the intermediate level, and 51% are at the advanced level. This data show that we now have 21% less students at the beginning and intermediate levels, and 22% more students scoring at the advanced level on the LAB-R and/or NYSESLAT exams. The current

grade level breakdown (based on the LAB-R exam for Kindergarten and newly enrolled students, and the NYSELAT for all other students) is as follows:

Kindergarten:	10 beginners	4 intermediate	15 advanced
Grade 1:	2 beginners	11 intermediate	7 advanced
Grade 2:	0 beginners	3 intermediate	7 advanced
Grade 3:	0 beginners	6 intermediate	9 advanced
Grade 4:	4 beginners	3 intermediate	6 advanced
Grade 5:	2 beginners	1 intermediate	2 advanced

According to our Home Language Surveys, Continued Entitlement Letters, and Parent Orientation Meetings, 5% of our current ELL population selected a Bilingual program as their first choice and 2% chose a Dual Language program as their first choice. The remaining parents/guardians chose Freestanding English as a Second Language as their first choice. During this school year, there were two Parent Orientation workshops conducted by our certified ELL teachers and our Parent Coordinator. Information was presented in the following languages: English, Spanish, Chinese, Serbo-Croatian, Albanian, and Arabic. We currently spend a portion of our Parent Involvement monies on providing translation services during Parent Teacher Conferences.

Data Analysis

When looking at the data provided by the LAB-R, NYSELAT, and state and city assessments, there are obvious trends that both support what we are doing and also indicate instructional needs. School wide, there is a natural yearly improvement in the Listening and Speaking components of the NYSELAT. Among grades 3 – 5, 80% of the students’ raw scores improved on the 2009 NYSESLET exam. Using the proficiency levels of Beginner, Intermediate, and Advanced, 19% of the ELL population remained the same proficiency level while 75% moved to the next level of proficiency. 82 percent of students in grades K and 1 show immediate proficiency and the ability to grow rapidly in all components, and 86% of second graders showed significant improvement in NYSELAT scores. Of the 3rd graders who took the State Math Exam, 13% received a level 1, 80% received a level 3, and 7% received a level 4. Of the 4th graders who took the State Math Exam 13% received a level 1, 38% received a level 3, and 50% received a level 4. Of the 5th graders who took the Staten Math Exam, 78% received a level 3 and 22% received a level 4. In addition, of the 3rd graders who took the ELA exam, 17% received a level 1, 25% received a level 2, and 58% received a level 3. Of the 4th graders who took the ELA exam, 57% received a level 2, and 43% received a level 3. Of the 5th graders who took the ELA exam, 71% received a level 2, and 29% received a level 3. 9% of our ELL students utilized tests in their home language. Four students used translated versions of the NYS Math Exam. Printed translations were used for children who speak and read Spanish and Chinese. Oral translators were used for Albanian, Polish and Urdu. Two students utilized translated exams for the Fourth Grade NYS Science Exam. Five students used translated test editions or an oral translator (speaking Albanian, Polish and Urdu) during the Fifth Grade Social Studies State Exam.

Implications of Data

The provided data indicates the need to modify some of our instructional strategies. We are currently using a pull-out model, allowing us to stay in compliance with 2 certified ESL teachers. Beginning and intermediate students are receiving 360 minutes of service per week. Advanced students are receiving 180 minutes of service per week. We will continue to address the facilitation of the Everyday Math program within the context of the

ESL classroom. Using Professional Development and appropriate school math specialists (Math Coach, Title 1) will address these needs. Future programming also needs to reflect a more balanced approach, including the implementation of significant common planning, so that articulation can take place. Through articulation, teachers can share assessment data through collaborative exercises, review reading conferences and levels, discuss individualized goals centered on student weaknesses and strengths, and plan for Everyday Math pacing and lessons. Additionally, the ELL teacher is responsible for offering ELL strategies that will benefit the general education classroom. While the lower grades have the advantage of developing reading and writing habits early, some of the strategies they use need to be employed in the upper grades as well. These types of modifications will be addressed using our curriculum mapping times and monies made available through both Title 1 Professional per Diem and June planning monies. Through the implementation of the Writer's Workshop, we have begun to approach writing in a school wide, more uniformed way, therefore developing the consistency for students to grow as writers from year to year. Balanced Literacy, along with the demand for leveled libraries and conferencing, should begin to meet the needs of the individual reader. In addition, we are using the following supplemental texts: Longman Children's Picture Dictionary texts and CDs in grades K through 2 to develop word skills and vocabulary; The Oxford Picture Dictionary in dual language form for newly enrolled ELLs; Houghton Mifflin Teaching Resource Kits – Language Support Edition for grades 1 through 5; Pearson's Words Their Way English Language Learner Edition for beginner ELLs. To increase our ELLs success in Math, we have incorporated Options Publishing's Math Options program in grades K – 5. In addition lessons are designed based on the QTEL West End training program. We have also made great strides in offering ESL after school training for teachers with Title 3 Per Diem monies, using 4 such sessions to address scaffolding techniques to use in the classroom with their ELL students.

Use of Native Language:

The new ELLs are encouraged to use their native language as a tool for learning. The materials that we are using to help transfer their native skills into English are: picture dictionaries and various learning centers. Bulletin boards and various items in the classroom are labeled in numerous languages. In addition, the emerging ELLs are encouraged to write in their native language and translate it into English through the tools mentioned above. We have incorporated a Spanish Book Buddy Program where 4th and 5th grade students who are fluent in Spanish and English assist the newly enrolled Spanish-speaking children.

Celebrating cultural traditions and understanding differences honor each student's native language. Students are sometimes grouped with a partner that speaks the same native language. Bulletin board displays contain information on the students' heritage and native land.

As for our SIFE students and Long Term (Part 154) students, we have most importantly identified their individual needs through our PPT team, and offer them many of the interventions being used for our at risk population. Through an analysis of the BESIS Extension of Services, we have determined the need to focus on reading and writing skills with the targeted population. Great Leaps is being used in the 3rd and 5th grades, and running records are conducted to make sure that such students make appropriate use of our classroom leveled libraries. The Writer's Workshop offers targeted students the differentiated opportunities to acquire skills in a meaningful context.

This additional individual or small group instruction helps us to make appropriate assessment on whether a child's needs extend beyond the ELL infrastructure. We currently have one child with both ELL status and SETTS status. We currently have 6 students with ELL status who have IEPs and are placed in C.T.T. classrooms. We also incorporated a 16 session (2 hours each) after school program to provide AIS services to ELL students. We provided classroom teachers with 4 professional development workshops to teach them strategies to use with their ELL students.

Our action plan also intends to address the needs of both new comers and transitional learners (those just testing out of the program). Transitional learners will automatically be placed on a special, targeted list with the PPT, so that their general education progress can be monitored, and addressed with various intervention strategies where necessary. Transitional learners will also be identified for after school test prep programs for their first year taking the ELA exams. New comers will benefit from on going mentoring programs, significant orientation meetings, and the mandated 2 periods a day of ELL instruction. In addition, the guidance counselor will meet with 1st year students weekly to address immersion and social issues.

Explicit E.S.L.:

Students are submerged in the English Language by working with the teacher utilizing the best practices of Balanced Literacy. They engage in small group instruction to learn a strategy, and then work with a group or partner to practice that particular skill. In addition, the students participate in workshop model lessons based on the core curriculum including Social Studies, Math, and Science.

We have two ELL teachers who are certified and licensed in “Teaching English to English Language Learners” and certified in Common Branches.

Implications for the LAP

As per the aforementioned demographics, data analysis and implications, our LAP team aims to create rigor within the ESL program by outlining our resources and using the data provided to its fullest advantage. Following are the bottom lines as identified by our team:

- Continued pull out program in compliance with State mandates and standards
- Implementing push in program and interactive team teaching in regular education classrooms
- Collaboratively planning with aforementioned teachers to differentiate instruction to meet the need of the ELL students
- Continued analysis of Parent input as to program preference, adult academic growth, and parent involvement
- Improve Writing Component of NYSESLAT for grades 3-5. This can be accomplished by providing significant Professional Development opportunities, holding ELL work to the high standards of the Writer’s Workshop, creating common prep opportunities for solid and meaningful articulation
- Using resources such as the Literacy Coach, Title 1 support, and various other funded positions, increase the amount of effective instruction within the context of the ESL classroom
- Maximize hands on learning for ELL students in science
- Continued use of Title I and III money to devise and implement after school professional development teachers and AIS for ELL students
- Using June Turn-around money, create curriculum mapping sessions that deal exclusively with modifying early grade writing strategies with upper grade deficiencies
- Using research-based strategies and curriculum to meet the needs of the individual ELL child

2009-2010 LAP Narrative Attachment

Part II: ELL Identification Process

An HLIS form is provided for each new admit at our school. Either of the ESL teachers conducts an informal oral interview with the parent. Both of our ESL teachers are TESOL certified. They are responsible for conducting the initial screening and administering the HLIS and the LAB-R. A staff member or upper grade student who speaks in the same native language assists in the oral interview. If the student qualifies, they are given the LAB-R exam by either of the ESL teachers. Two additional teachers have been trained to assist with the LAB-R assessment process. If the student is deemed an ELL the parent's are notified in their native language using the provided letters from the EPIC kit. A parent orientation is scheduled utilizing the bilingual staff within the first 10 days of school.

In order to annually assess our ELL students the NYSESLAT results are utilized. We use this data to differentiate instruction based on the reading, writing, listening, and speaking subgroups.

Parents at our school are given many opportunities to understand the three program choices that are available to them. Letters and brochures are distributed in the parent's native language. Pedagogues and staff within our building who speak other language also attend the parent orientation. They assist parents in understanding the information that has been presented to them by the ELL teachers and the video from the EPIC kit. The first meeting takes place within the first 10 days of school and subsequent meetings follow.

Our school ensures that entitlement letters are distributed by having the ESL service providers distribute letters to all entitled children. If parents do not attend the parent workshop a second letter is sent or a call to the house is made to schedule a make-up session. Our school ensures that parent surveys and program selection forms are returned by collected the majority of the forms at the initial parent orientation. If parents don't attend the orientation, the ELL teachers discuss the form with the parent and collect the form at that meeting. We ensure that the students are placed in the correct program by parent choice. Parents are given program selection surveys at the parent orientation. We compile the information into a chart to view the data and decide if it is necessary to open a bilingual class. The parent coordinator and other translators work closely with the parents who are filling out the appendix D forms, translating as necessary. After reviewing the parent survey and program selection forms for the past few years. 15% more parents are choosing bilingual, although the main trend for parents remains Freestanding English as a Second Language. A checklist to track the information is kept in the school compliance binder. The program models offered at our school are aligned with the parent requests. At our school we go by parent choice, which is predominantly Freestanding ESL.

Part III: ELL Demographics

Instructional programs include both a pull-out and a push-in program.

The pull- Student Schedule: Push-In Program:

Period 1	Period 2	AIS	Period 3	Period 4	Period 5	Period 6	Period 7	Extended Day
Math	Math	Reading Strategies	ELA *ESL Push-In	ELA	LUNCH	Science	Writing	ELA/Math
Period 1	Period 2	AIS	Period 3	Period 4	Period 5	Period 6	Period 7	Extended Day
ELA	ESL/Social Studies	Reading Strategies	Gym	LUNCH	Math	Math	Writing	ELA/Math

Student Schedule: Pull-Out Program

The pull-out program is in effect every school day with grades K, 1, 2, 4, and 5. The push-in program is being used in the 3rd grade classrooms. Since our ELL students are placed in numerous classes on a grade, it is a challenge to design a push in program that provides the required minutes of service. In order to move these groups into a push-in model, the ELL children would need to be placed together, in the same class, during the beginning of the school year. We plan on making these changes next September, so that more grades can utilize the push-in program format. Some of our ELL groups are grouped heterogeneously, while others are homogeneous based on the NYSESLAT test results.

The principal and assistant principal require copies of the ELL program to monitor that all the ELL students are receiving the required number of minutes of instruction. There are two ELL teachers facilitating the ELL program, as well as a classroom teacher who has a TESOL license. All Beginning and Intermediate ELL students are receiving 360 minutes per week of explicit ESL instructional minutes. All Advanced ELL students are receiving 180 minutes per week of explicit ESL instructional minutes. We have 29 Kindergarteners who are newcomers as well as one first grader, one second grader, two fourth graders, and one fifth grader. We do not have any SIFE students.

Since our school uses a Freestanding English as a Second Language program, content area subjects are taught utilizing ESL strategies such as T.P.R., scaffolding instruction, vocabulary building, differentiating instruction, using picture clues and activating prior knowledge.

We have one pull out and one push in program that provides 360 minutes a week of instruction for 52 ELL students and 180 minutes a week for 40 students. There are 29 ELLs in Kindergarten, 20 ELLs in first grade, 10 ELLs in second grade, 15 ELLs in third grade, 13 ELLs in fourth grade, and 5 ELLs in fifth grade. Services are provided 40 periods per week. The children are grouped as follows: Grade K, Grade 1, Grades 2&3, Grades 4&5. The instructional language is in English. However, bilingual materials (books, dictionaries) are used in both English and Native Languages. The instructional strategies are derived from the NYCDOE/West Ed Program of Quality Teaching for English Learner's and Teacher's College. Explicit ESL is delivered in the ELL Pull out program where students are submerged in the English Language through the Balanced Literacy Reading and Writing Model. In addition the ELL newcomers are engaged in small group instruction to learn a strategy, and then work with a group of a partner to practice the particular skill taught. In addition, the students participate in workshop model lessons based on the core curriculum including Social Studies, Math and Science. Our plans for ELL students receiving service for 4 to 6 years, is to evaluate their needs through our PPT team, and offer them many of the interventions being used for our at risk population. Through an analysis of the BESIS extension of services, we have determined the need to focus on reading and writing skills with the targeted population. Great Leaps is being used in the 3rd and 5th grade, and running records are conducted to make sure that such students make appropriate use of our classrooms leveled libraries. ELL students in school for less than three years and ELL students who have been identified as having special needs are placed on a special, targeted list with the PPT team, so that their general education progress can be monitored and addressed with various intervention strategies where necessary. They receive 360 minutes per week of instruction in ESL. If they move to the advanced level they receive 180 minutes per week.

Intervention programs are provided for all ELL students in math and ELA. An after school test prep program is in place for all ELL students in grades 3-5. In addition, a specific test prep program is also in place to prepare all the ELL students in grades K-5 for the NYSESLAT exam. ELL students also receive AIS services in a small group environment. The language of instruction is English. The new ELL students are encouraged to use their native language as a tool for learning. The materials that we are using to help transfer their native skills into English are: picture dictionaries, and various learning centers.

Support is provided for the ELL students reaching proficiency on the NYSESLAT by monitoring their progress within the classroom, through running records and conferencing notes. The ELL personnel meet with the teacher during their common prep to discuss and monitor the proficient ELL students progress, and provide interventions if need be. We plan on continuing our current programs for the upcoming school year. We will not be discontinuing any programs for our ELL population. Our title III funding will be used to run 3 after-school programs: one for math enrichment, one for ELA, and one for NYSESLAT test prep. ELL students are invited to participate in a Project Art program to foster their creativity and artistic skills. Web based subscriptions are used to supplement the curriculum for our ELL students. Starfall.com, Razkids.com, Brainpop.com, and United Streaming.com have been purchased and utilized. We have developed a mobile library of supplementary ELL self correcting materials for teachers to utilize in the classroom with their ELL students. We currently have a Freestanding ESL program and do not have sufficient numbers to create a Bilingual, or Dual Language program. Native language is encouraged for students who are very new to this country. Since we have a large amount of students that are proficient, those students work with newly enrolled students to translate information. The emergent ELL students are encouraged to write in their native language and translate it into English through the translators, a translation web site, or a bilingual dictionary. We have incorporated a Spanish Book Buddy Program where 4th and 5th grade students who are fluent in Spanish and English assist the newly enrolled Spanish-speaking children. We have a half day pre kindergarten that accepts new students on a "needs" basis. The class is made up predominately of ELL students. They remain in that class for one year, before officially being tested into an ELL program.

The ELL teachers have numerous opportunities for professional development. They attend a monthly meeting at the district office led by the ELL compliance specialist, and/or an instructional specialist. In addition, the teachers attend workshops sponsored by BETAC, and the United Federation of Teachers. The ELL teachers' turnkey the professional development to school staff during a series of teacher workshops held after school and on student non-attendance days. The after school workshops are offered to teachers who need to receive 7.5 hours of ELL training.

Parents, staff and students are invited to the receiving junior high school to meet the new staff and learn about the programs offered in the junior high school. The parent coordinator informs the parents when and where the meetings are being offered. In addition, we provide translation services to families who need it.

Our school has a large, active, Parent Teacher Association. We also have a very effective parent coordinator who is very effective with involving the parents of our ELL students. She also serves as a translator during P.T.A. meetings and conferences. Our school provides an English class to the parents of our ELL students. In addition, parents are invited to visit the classroom during reading, writing, and math celebrations. In addition, parents are included in special programs such as art, band, and physical fitness. The invitations are sent in numerous translated versions. The parent's needs are evaluated through the parent coordinator and the administration.

After reviewing and analyzing the assessment data, the patterns on the NYSESLAT show that kindergarten students have a low rate of proficiency, while first grade students have a much higher rate. Of the first graders not receiving a proficient level, they all fell into the intermediate and advanced level. Again, second graders have a lower level of proficiency than those in third or fourth grade. The fourth grade had the highest percentage of students achieving proficiency. The trend shows that more and more students are receiving proficiency during their first three years of being serviced in the E.S.L. program. When analyzing the results of the various NYSESLAT modalities, the majority of students, of all grades, continue to struggle with the Reading/Writing component, while they are very successful in the Listening/Speaking modality.

After analyzing the results of the 4th grade New York State Math Exam, only two new admits in grade 3 performed at a level one. The majority of students fell into the category of level 3 and 4. Two of the students who utilized foreign language tests, received a score of level three. The results of the data show that training children to use the bilingual glossaries, and practicing foreign language tests yields positive results. After analyzing the results of the science exam, only one newly enrolled student, fell into the level one category. The use of foreign language tests yielded positive results for the two students that utilized them. They fell into the level three and level four categories.

Our school just began utilizing the Periodic Assessments for ELL students. We currently assess the ELL students using T-Class Assessments, Running Records and State Test Results. Our use of ELL Periodic assessments this year, will better prepare us to evaluate the success of our ELL program.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/31	School P.S. 13
Principal Paul Martuccio	Assistant Principal Janet Ndzibah
Coach Brigitte McCue	Coach Donna Bonanno
ESL Teacher Lisa Aristide	Guidance Counselor Annie Calendar
Teacher/Subject Area Gina Carbonella/ESL	Parent
Teacher/Subject Area Danielle Pellatt/5th Grade	Parent Coordinator Alice DeJesus
Related Service Provider	SAF Margaret Schultz
Network Leader Gregory Jaenicke	Other Joann Toto, Data Specialist

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	752	Total Number of ELLs	92	ELLs as Share of Total Student Population (%)	12.23%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	9	11	6	8	11	11	0	0	0	56
Total	9	11	6	8	11	11	0	0	0	56

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	70	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	70	0	7	21	0	1	1	0	1	92
Total	70	0	7	21	0	1	1	0	1	92

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both _____

Number of third language speakers: _____

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	19	12	5	9	6	3				54
Chinese	5	1	2	2	2	2				14
Russian										0
Bengali										0
Urdu	1				1					2
Arabic				1	1					2
Haitian Creole		1								1
French										0
Korean										0
Punjabi										0
Polish	2									2
Albanian	1	4	1	3	2					11
Other	1	2	2		1					6

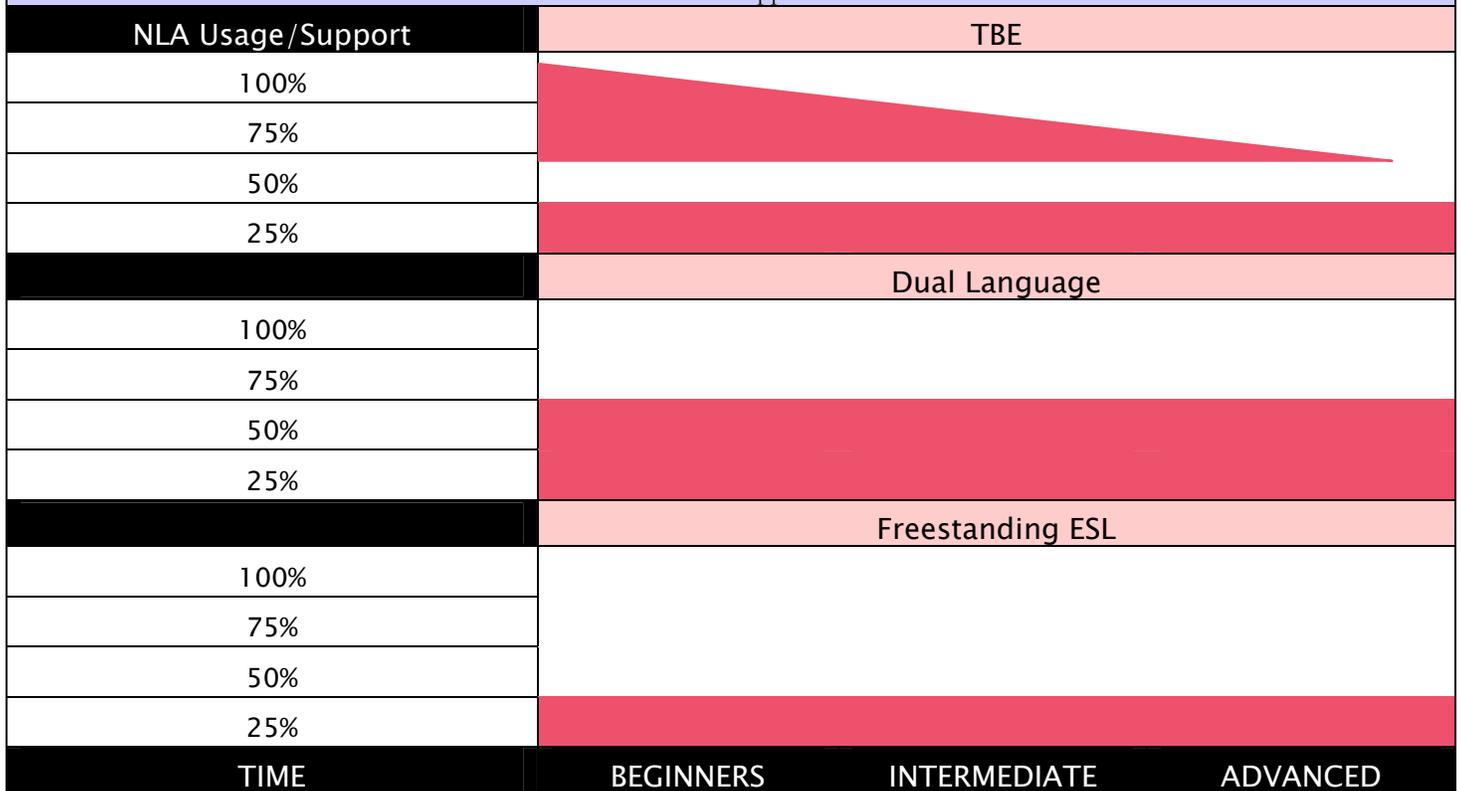
Programming and Scheduling Information										
<p>1. How is instruction delivered?</p> <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? <p>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?</p> <ol style="list-style-type: none"> How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? <p>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</p> <p>4. How do you differentiate instruction for ELL subgroups?</p> <ol style="list-style-type: none"> Describe your instructional plan for SIFE. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs. 										
TOTAL	29	20	10	15	13	5	0	0	0	92

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	14	2	0	0	4	2				22
Intermediate(I)	0	11	3	6	3	1				24
Advanced (A)	15	7	7	9	6	2				46
Total Tested	29	20	10	15	13	5	0	0	0	92

4		1	2			1	3	1	8
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Ndzibah	Assistant Principal		
Alice DeJesus	Parent Coordinator		
Lisa Aristide	ESL Teacher		
	Parent		
Gina Carbonella/ESL	Teacher/Subject Area		
Danielle Pellatt/5 th Grade	Teacher/Subject Area		
Brigitte McCue	Coach		
Donna Bonnano	Coach		
Annie Callendar	Guidance Counselor		
Margaret Schultz	School Achievement Facilitator		
Gregory Jaenicke	Network Leader		
Joann Toto, Data Specialist	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL ___ Both **Number of LEP (ELL) Students Served in 2006-07:** 93

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

We have a pull out and push in program that provides 360 minutes a day of instruction for 53 ELL students and 180 minutes a day for 40 students. Services are provided 40 periods per week. The children are grouped as follows: Grades K and 1, Grades 2 and 3, and Grades 4 and 5. The instructional language is in English. However, bilingual materials (books, dictionaries) are used in both English and the Native Language. The instructional strategies are derived from the *NYCDOE/West Ed Program of Quality Teaching for English Learners*. Explicit ESL is delivered in the ELL Pull out program where students are submerged in the English Language through the Balanced Literacy Reading and Writing Model. They engage in small group instruction to learn a strategy, and then work with a group or partner to practice the particular skill taught. In addition, the students participate in workshop model lessons based on the core curriculum including Social Studies, Math and Science. Our plan for SIFE students is to evaluate their needs through our PPT team, and offer them many of the interventions being used for our at risk population. Through an analysis of the BESIS extension of services, we have determined the need to focus on reading and writing skills with the targeted population. Great Leaps is being used in the 3rd and 5th grade, and running records are conducted to make sure that such students make appropriate use of out classrooms leveled libraries. ELLs in schools for less than three years are placed on a special, targeted list with the PPT, so that their general education progress can be monitored, and addressed with various intervention strategies where necessary. They receive 360 minutes per week of instruction in ESL as per the CR Part 154. If they move to the advanced level, they receive 180 minutes per week. We currently have only one ELL student who has been in the NYC School system for six years. The action plan for this student includes identifying his individual needs through our PPT team, and offering him many of the interventions being used for our at risk population. He remains in school during the extra 37 minutes for small group instruction, and attended a twice weekly after school program to provide AIS to ELL students.

Parents receive an entitlement letter for ELL services in their home language. They attend a parent orientation meeting and view the parent choice CD. A question and answer period is provided with translation if necessary. The parent orientation meetings are held within 10 days of the student testing into the program using the LAB-R exam. In addition, we provide additional parent orientation sessions in collaboration with the Parent Coordinator. These sessions are used to explain state standards, school expectations, and New York State Assessments. A question and answer time is provided. The parents can receive written and/or oral translations of the materials used.

II. Parent/community involvement:

School related information is distributed to parents of LEP students in their Native Languages. Parents are provided with an orientation session on the State Standards, assessments, school expectations and general program requirements for ELL students. We currently facilitate bilingual workshops provided by Health Plus Translators during P.T. conferences, therefore promoting a community of adult learners within the context of our ELL population. We donate various items to the community through our *Penny Harvest* Program.

III. **Project Jump Start** (Programs and activities to assist newly enrolled LEP students):

We do not have Project Jump Start. The ELL teacher services newly enrolled LEP students. Materials and training are provided to the classroom teacher to assist them with the newly enrolled students. We provide a lending library of ELL materials that classroom teachers can utilize to obtain materials that are appropriate for their ELL students.

IV. **Staff Development** (2009-2010 activities):

The ELL teachers provide new teachers with 7 ½ hours of training for ELL strategies. Sessions of professional development devoted to ELL strategies are being planned for the Fall and Winter of 2009-2010. All teachers can voluntarily attend four 1½ hour workshops focusing on strategies to improve instruction for ELL students.

The workshops will address:

- Differentiating Reading: Approaches and Strategies to Support ELLs
- Differentiating Writing: Strategies that Promote Academic Language Development
- Delivering Quality Teaching to English Learners (utilizing the NYCDOE/WESTED Program)
- Scaffolding Instruction for ELL Students in the Content Areas

In addition, we will have grade conferences, lunch and learn sessions, and workshops before school opens in September and on non-attendance days when teachers will be in attendance.

Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09

District: 31

Type of Program:

ESL X

Bilingual

Both

(Check one only)

School Building: P.S. 13

(Complete this form for each school building with LEP students in grades K-6 during 2008-09)

Language (Alphabetic order)	K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served		Identi fied	Served	
		Bil	ESL																		
Albanian (AL)	1		1	4		4	1		1	3		3	2		2						
Arabic (AR)										1		1	1		1						
Armenian (AM)				1		1															
Chinese (CE)	5		5	1		1	2		2	2		2	2		2		2				
H. Creole (HA)				1		1															
Polish (PL)	2		2																		
Romanian (RO)							1		1												
Sinhalese (SF)				1		1															
Spanish (SP)	19		19	12		12	5		5	9		9	6		6		3		3		
Turkish (TU)	1		1																		
Urdu (UD)	1		1										1		1						
Vietnamese (VN)							1		1				1		1						
SUB TOTALS →	29		29	20		20	10		10	15		15	13		13		5		5		

Information is distributed to parents of ELLs in their home language whenever possible. These translations are available through written and oral communication done by in-house staff members as well as the NYCDOE website.

An orientation session is provided to parents about the Title III supplemental program in September. All parents are invited to attend this orientation for an overview of the program. Parents of newly enrolled students are invited and encouraged to attend an orientation session with the teacher and the Parent Coordinator within ten school days of their child's enrollment.

An after-school professional development program will continue in the 2009-2010 school year for all teachers. The teachers will be provided with ESL strategies to use in listening, speaking, reading, and writing for the non-English speaking students in their classes. By the conclusion of the professional series, the teachers who have attended will be trained in techniques to reinforce the ESL methodology and use the ESL computer programs in the general education classroom. A teacher with an ESL license will conduct three professional development sessions and receive per session rate of pay. Teachers attending these sessions will receive training rate.

The workshops will focus on incorporating the ESL methodology in all subject areas as well as meeting the individualized needs of the ELL learner in the general education classroom. The workshops will also focus on using technology and specific software for ELL students to reinforce learning.

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.

All teachers are offered after school training designed to improve the achievement of ELL students. There are four sessions that are 1.5 hours long. New teachers receive 7.5 hours of training in using ELL strategies. Four 90-minute professional development sessions are devoted to strategies to use with ELL students. The ELL teachers attended two full day workshops at the U.F.T. Teacher Center as well as numerous training sessions at the Brooklyn/Queens Regional Bilingual/ESL Education Technical Center (BETAC) in order to provide training to teachers of ELL students. Training includes decoding test material for ELL students, as well as working with newly enrolled students to scaffold their instruction, increasing their success with the English Language.

Form TIII – A (1)(b)

School: PS 13 BEDS Code: 353100010013

**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) <ul style="list-style-type: none">- Per session- Per diem	\$ 8,650	<ul style="list-style-type: none">• Salaries for 1 supervisor and as many teachers as needed for at least 15 two hour sessions• Secretarial salary for 2 hours for 6 sessions• Employee Benefits for instruction
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	\$ 2,350	<ul style="list-style-type: none">• Professional Development salaries• Employee Benefits for professional development
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$ 3,900	<ul style="list-style-type: none">• Consumable student supplies, computer software programs, and listening centers
Educational Software (Object Code 199)		
Travel		
Other	\$ 50	<ul style="list-style-type: none">• Refreshments for parents
TOTAL	\$14,950	

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.

In order to assess our school's written translation and oral interpretation needs, our school uses the following methodologies to collect the necessary data: School Report Card, Parent Coordinator's survey, attendance in the ESL adult classes, a verbal survey of the staff, data provided by the ESL teacher, and beginning of the year school survey.

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.

Our current ELL population consists of 92 students. The native language breakdown of these students is as follows: 42% speak Spanish, 15% speak Chinese, 12% speak Albanian, 2% speak Urdu, 5% speak Arabic, 1% speak Polish, 2% speak Vietnamese, 1% speak Turkish. The findings are reported to the school community through: School Report Card, PTA newsletter and meetings, and correspondence from the Parent Coordinator.

From findings through the staff survey, it was determined that letters to the parents in their native language are necessary to involve the parents in their child's education. It is also necessary to translate the Parent Handbook into Spanish so that these parents are informed. In addition, our staff must utilize the services of the Office of Language Translation and Interpretation to help facilitate translation of essential day-to-day information, such as, letters to the parents, trip slips, invitations to classroom activities, etc.

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 written translation services the school will provide are: correspondence sent home in the Native Language of the parents; a workshop facilitated by our Parent Coordinator detailing how the ELL parent can use and browse the NYCDOE website; correspondence from the classroom teacher translated by either our ELL teacher, Parent Coordinator, other staff members fluent in the native language of the child or the Office of Language

Translation and Interpretation; and, the appropriate Parent Involvement Policy translations downloaded and distributed to parents. We distribute the translated parent handbook to Spanish-speaking parents in our school.

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.

Translation services would be provided between the teacher and the parent in the school by either: a member of the Department of Education; a paraprofessional; a teacher presently working at PS 13; or a teacher from another school, before or after school to discuss the educational concerns of the student and parent. These translation services will provide the parent with information about their child's academic performance and approaches to increasing achievement, especially during open school night. The translator can also provide information about supplemental services in the school.

Examples of oral interpretation services the school will provide are:

- A parent volunteer who translates Chinese
- Parent Coordinator arranging for a Specialist in Sign Language for parents in need of these services
- A number of bilingual staff members who can assist in the oral communication in several languages, such as, Spanish, Albanian, etc.

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>.

The school will fulfill the Chancellor's Regulations regarding parental notification requirements in the following ways:

- The school will provide a translation of any document that contains individual student specific information, such as, consent forms, and legal and disciplinary matters, etc.
- Signs posted throughout the school in various languages
- The school will provide oral interpretation through telephone calls
- The school will provide translations of communications in a timely manner in each of the covered languages
- All school members will utilize the on-line translation services of the Office of Language Translation and Interpretation

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:	\$376,059	\$64, 471	\$440,530
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,761		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$649	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,803		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,224	
6. Enter the anticipated 10% set-aside for Professional Development:	\$37,606		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,447	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.1%
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.

Teachers must attend Professional Development sessions that will hone their skills and provide them with the latest teaching strategies to maintain excellence in teaching. These sessions will be provided by our ICI, administrators, and Math and Literacy coaches.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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.

I. General Expectations

PS 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.
 - that 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. PS 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: Our annual introduction meeting was held in September 2009. At this meeting, we informed parents and teachers of the program goals and objectives and asked for their involvement and input in the program. We designated a Title 1 Parent Liaison to represent P.S. 13 on the Title 1 Parent Advisory Committee. We will also take the following actions:
 - Form a committee consisting of parent volunteers, administration, Parent Coordinator, and teacher representatives
 - Send written notification of planning sessions to parents in their native language
 - Include a tear-off section in this notification in order to monitor the number of responses
 - Make phone calls the day before the planning session to remind parent volunteers
 - Display notices about the upcoming events on our outdoor marquis

2. PS 13 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: At our monthly Leadership meetings (third Monday of the month) parents will be asked to assist in planning and assisting in program implementation. An ongoing program review is done at this time. The PTA will assume responsibility for parent consultation on Title 1 issues. Parent Coordinator, Pre K family worker and Math and Reading Coaches at P.S. 13 will plan parent involvement opportunities. We will take the same actions as above to ensure parental involvement in this school review process.

3. PS 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:

Develop an interactive school website (eChalk) that will facilitate teacher, parent, and administration communication and engagement in an effort to support student learning; the monthly PTA Newsletter will inform parents of the scheduled activities planned for them: Movie Nights, Care/Share Breakfast, English as a Second Language workshops, Science Fair, parent book club activities, Family Fun Nights, Writers' Celebrations, Turn Off Your TV Week activities, Parents as Learning Partners participation with Time for Reflection, and discipline and stress management workshops.

Parents will be informed of their child's progress via report cards, AIS intervention letters, conferences, and periodic reports. Parents are invited in the fall to special meetings and workshops to discuss annual school reports, review curriculum materials and engage in Open School Week activities.

4. PS 13 will coordinate and integrate Title I parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs]
 - Pre-Kindergarten
 - ELL parental programs
 - PTA meetings

5. PS 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. An evaluation will be conducted on Tuesday, June 8, 2010. The evaluation will include identifying barriers for 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. Our principal will have the main responsibility in conducting these special meetings and disseminating the information to our parents. The effectiveness of our policy will be determined through student progress and responses from the Parents' Learning Environment Survey.

6. PS 13 will build the school's and parents' 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Content area workshops in Mathematics, Science, Social Studies, Health, and ELA as well as workshops that address academic achievement standards are provided in the fall. We inform parents of these workshops through the school newsletters, as well as flyers sent home with students. Guest speakers include outside consultants and PS 13 teachers and members of the staff are made available to address any and all parental concerns. Parents will be provided with frequent reports on their child’s progress, including Progress Reports, Student Assessment Reports, and written correspondence from the child’s teachers. Additional workshops will be conducted by our Parent Coordinator to: help facilitate parents’ ability to access web-site, passwords, features, and translation tools for our eChalk homepage as well as the Aris Parent Link

- 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 training, and using technology, as appropriate, to foster parental involvement, by:
 - Providing a lending library
 - The use of a computer in the school
- 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:
 - Outreach through telephone calls, newsletters, flyers, etc.
 - Staff development
 - Daily reports, when necessary, between parents and teachers
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Our Pre-K program will continue to offer parental workshops in child rearing and educational topics.
 - Implementation of the Parents as Learning Partners project.
 - We will continue to expand our Parent Resource Center.
 - We will continue to have parent observations in the classroom so they may fully understand what their child is learning.
- 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.)
 - Hold a series of workshops for our non-English speaking parents to assist them in communicating better with the school.
 - All parents will receive a copy of the Discipline code, School-Parent Compact, and the PS 13 Parent Handbook.
 - A copy of the Title I School Parent Involvement Policy will be available to all parents and be kept on file with the Region, PTA, School Leadership Team, and principal.
 - The monthly PTA Newsletter will inform parents of the scheduled activities planned for them.

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.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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.

School-Parent Compact:

PS 13 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

Required School-Parent Compact Provisions

School Responsibilities

PS 13 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The focus at PS 13 has been to provide a standards-based education. By incorporating leveled libraries into the classrooms, putting emphasis on student work, stressing word study skills, and supporting hands-on-investigation within the context of math lessons, we have successfully created a shift in the way we deliver and assess our own instruction. We expect each of the clusters to incorporate these philosophies into their own curriculum. Ongoing professional development has been implemented to support and continue our progress in achieving this goal. Curriculum maps and rubrics have been designed in all subject areas and on all grades by the staff.

In mathematics, all classroom teachers are using *Everyday Mathematics*. This program is supported by the Math Coach who services all grades. The coach is used strategically to build capacity for continuous improvement of instruction. Through flexible scheduling in her program, the coach models standards-based best practices in classrooms on a regular basis. The coach is a lead presenter during regularly scheduled grade meetings. A math assessment binder has been incorporated school wide. All classes will link Math and Writing by incorporating a Math Journal into the core curriculum.

Every teacher is knowledgeable in all aspects of *Balanced Literacy*. To support *Balanced Literacy* the teachers have been given leveled independent books, many of which come from the Core Curriculum. Teachers have also been asked to utilize running records and conference notes to ensure that students are reading at their independent levels, that the individual needs of students are met and meaningful guided reading lessons are developed. The needs assessment of reading materials will continuously be conducted and funds will supply teachers with additional leveled books in various genres and content areas. Teachers have the following books available for guided reading: *Emergent Literacy-Add-on* by Pacific Learning, *PM Books*, non-fiction packets by Mondo, *Orbit Books*, *Write Time for Kids* and *Houghton Mifflin* leveled readers. These books have been organized by levels, genres and skills and are available in our Guided Reading Library located in the Teachers' Reading Room. *Riverdeep* and *Starfall*, which tie in with a computer program, will provide Academic Intervention Services in grades K-5 that support our literacy program. *Words Their Way* is incorporated in reading and throughout the curriculum areas.

Our writing program follows the *Writers' Workshop* approach. Our increased expectations, driven through the publishing process, produce work aligned with the standards. All classes, from kindergarten through fifth grade, are assigned writing units as follows: report of information, response to literature, narrative account, narrative procedure, realistic fiction, poetry, and persuasive writing. At the conclusion of each unit, every piece of writing is exhibited on a bulletin board. This effort builds a museum of work, and launches Writers' celebrations to which the entire school community is invited to join.

Children who are *English Language Learners* receive daily ESL services from our LEP-PCEN teacher. The children are grouped according to the grade that they are in as well as their rated proficiency (B, I, A). The newly created LAP (Language Allocation Policy) will help guide how we facilitate ELL instruction. This includes reviewing available data to help us target specific weaknesses, such as our low scores, across the board, in the Writing component of the LAB-R and NYSESLAT. PS 13 uses a pull out model in order to remain in compliance. The ELL teacher instructs her students in a full-size classroom. This classroom is held to the same standards as any other, encouraging the use of the *Writer's Workshop* and *Balanced Literacy*.

The creative arts are integrated into the curriculum through a variety of methods. *ProjectCreate*, and funding through various grants have provided various student workshops throughout the year. In addition to our .2 Music Teacher and full time Visual Arts Teacher will be providing arts instruction to our students. We have received a generous grant from New York State Council of the Arts which will ensure additional theme-based art programs for the next five years.

We have been very fortunate to form alliances with art/cultural organizations that have provided the school with residencies. Partnerships have been made with: CREATE!, Museum of Natural History, Snug Harbor, Universal Temple of the Arts, COAHSi, and Inside Broadway. PS 13 currently is involved in an after-school program provided by United Activities Unlimited. It is a self-sustained program providing students with homework help, art, and physical activities. This program also provides after-school child care, an urgent need requested by our parents.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: twice a year, November and March as designated by NYCDOE.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Report cards will be distributed three times per year for grades 1 through 5. Kindergarten students will receive 2 report cards throughout the school year.
 - b. NYS and NYC testing results will be provided to parents in a timely fashion.
 - c. Progress reports from classroom teachers will be sent home daily for children in need.
 - d. Classroom academic test results will be forwarded home on a consistent basis.
 - e. Fitnessgram results will be provided to the parents on the scheduled distribution date.
 - f. Parents will receive updates on their child's attendance through the school messenger service and notices home for children with less than 90% attendance.
 - g. The Parent Coordinator sends updates to parents on school activities via e-mail.
 - h. Results from the Teachers College Assessments will be sent home after each assessment period.
 - i. AIPs – letter is sent to parents detailing their child's reading level
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. In addition to DOE designated Parent Teacher Conferences, staff will be available to parents upon the parent's request.
 - b. The monthly PTA newsletter will inform parents of upcoming school events and classroom activities in which they may observe or participate in.
 - c. Parents may call and leave a message at all times.
 - d. Parents have access to the parent coordinator who is in the school building to assist parents with all aspects of their child's education.
 - e. Teachers will communicate with parents through written correspondence.
 - f. Parents receive translated correspondence in their native language.
 - g. Parents have the opportunity to discuss school policy with the parent coordinator.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - In the fall, parents may observe classroom activities during Open School Week.
 - Throughout the year, parents may volunteer and/or participate in their child's class activities through the following ways: field trip Chaperone(s), Writers' Celebration programs, Care/Share Breakfast, Parents as Learning Partners Day with Time for Reflection, and special performances.
 - Parents are asked to participate in school committees to plan school celebrations and special events.
 - Parents are participants in the PTA Association which holds monthly meetings to update and plan for school issues.
 - A 5th Grade Committee of parents plans activities, such as, a barbecue, field trip, and dance for our 5th graders.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. This meeting will be provided through the PTA.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance by ensuring our child attends school each day.
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Participating in our child’s classroom activities.
- Supporting the school’s discipline policy.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (Pre-Kindergarten through Grade 5)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read for a designated time period every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

(Please note that signatures are not required)

Department of Education of the City of New York

The Margaret L. Lindemeyer School

Public School 13

"Be the best you can be"

Paul Martuccio
Principal
191 Vermont Avenue
Staten Island, NY 10305
718-447-1462—Fax 718-447-8681

Janet Ndzibah
Assistant Principal

Title 1 Parent Involvement Projected Expenditure 2009-2010

Title 1 Parent Involvement Allotment \$3,761

Family Fun Nights: Literacy Activities, Math Activities *Physical Fitness, (3 evenings - K through 5)

- Approximately 150
- 6:30 – 8:00
- Per session for teachers (15 hours x \$45.00)
- Serve snacks \$1,175

Parents as Learning Partners (Oct., Dec., and Mar. - Grades K through 5)

- Approximately 300 parents
- 8:45 – 10:00am
- Snacks served at Time for Reflection \$ 300

Care/Share Breakfast (2 mornings in April – Grades K through 5)

- Approximately 300
- 8:45 – 9:30
- Snacks and supplies \$ 600

Turn Off Your TV Activities (April – Grades K through 5)

- *International Dance (Grades 3 – 5) – approximately 100
- Pajama Night (Grades K – 2) – approximately 150
- Snacks served \$ 500

Materials for Lending Library \$ 500

Postage, communication, and printing to provide ongoing outreach and information services to parents \$ 486

ESL classes for adults \$ 100

School Aides to assist at Parent-Teacher meetings \$ 100

* An additional \$2,000 will be spent for teaching artists to assist during our 1 International Dance Night and our Physical Fitness Family Fun Night. This money is provided through a Violence Prevention Grant awarded to our school.

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.

Grade 3 Student Performance on the New York State ELA Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	3	2.0	18	14	96	74	13	10
2008	0	0	30	30	66	67	3	3.0
2007	7	5.0	51	37	73	53	8	6.0

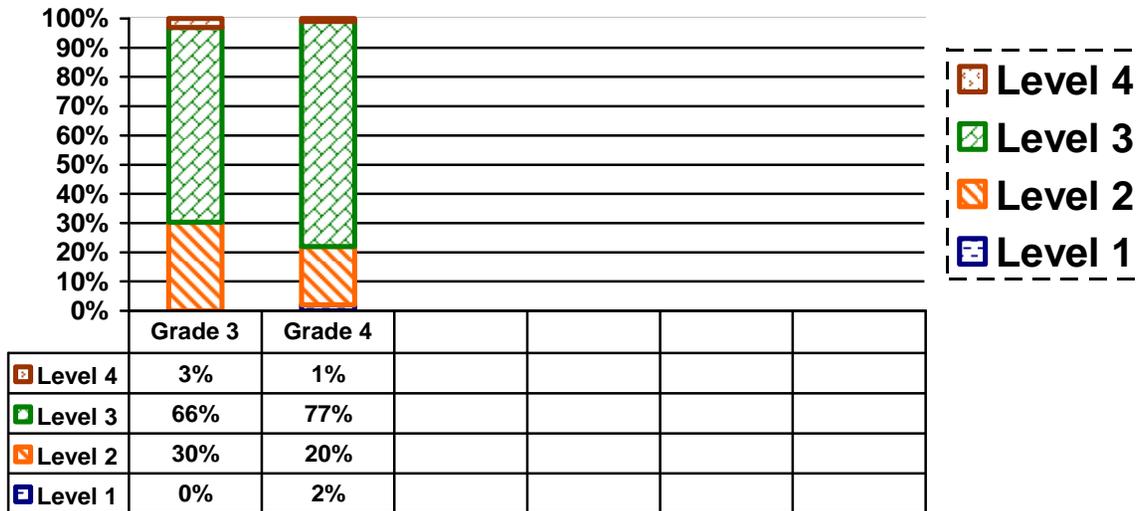
Third grade students who took the NYS-ELA test showed a slight increase in the number of Level 1 students from 0 or 0% in 2008 to 3 or 2.0% in 2009. The number of Level 2 students decreased significantly from 30 or 30% in 2008 to 18 or 14% in 2009. There was a substantial increase in the number of students who scored Level 3: 66 in 2008 to 96 in 2009, with the percentage increasing by 7%. There was also an increase in the number of Level 4 students, 3 or 3.0% in 2008 to 13 or 10% in 2009. This indicates that although we have been successful in raising our Level 2 learners to Level 3, we still must differentiate instruction for our higher leveled learners.

Grade 4 Student Performance on the NYS ELA Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	2	2.0	21	20	82	77	1	1.0
2008	8	6.0	39	29	78	58	8	6.0
2007	5	5.0	29	27	67	62	7	7

The students in grade 4 who took the NYS-ELA test showed a decrease in the number of students scoring a Level 1 from 8 or 6% in 2008 to 2 or 2% in 2009. The number of Level 2 students also decreased with 39 or 29% of the students scoring at this Level in 2008 and 21 or 20% in 2009. The number of Level 3 students slightly increased from 78 in 2008 to 82 in 2009. The percentage of Level 3 students significantly increased from 58% in 2008 to 77% in 2009. There was a notable decrease in the number of Level 4 students: 8 or 6% in 2008 to 1 or 1% in 2009. These results indicate that additional strategies must be placed school wide to move our Level 2 students into Levels 3 and 4, as we move our Level 3 students into Level 4.

08/09 Grade 4 Student Performance on the NYS ELA Assessment in 08 and 09								
ALL TESTED STUDENTS								
	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
Grade 4	2	2	21	20	82	77	1	1
Grade 3	0	0	30	30	66	66	3	3

09/10 Grade 4 Student Performance Comparison on ELA Assessment in 08 and 09



In reviewing data of the same cohort of students who took the ELA State test in Grade 3 and Grade 4, we found that the total percentage of students scoring Levels 1 and 2 decreased in 2009: from 30% in 2008 to 22% in 2009; the percentage of students who scored Levels 3 and 4 increased in 2009: from 69% in 2008 to 78% in 2009. This indicates that measures have to be taken to move our Level 2 students into Level 3 while taking additional proactive measures to move our Level 3 students to a Level 4.

Grade 5 Student Performance on the New York State ELA Test								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	0	0	24	18	104	75	9	7
2008	1	1.0	18	16	90	79	5	4
2007	3	2.2	34	25.2	90	66.7	8	5.9

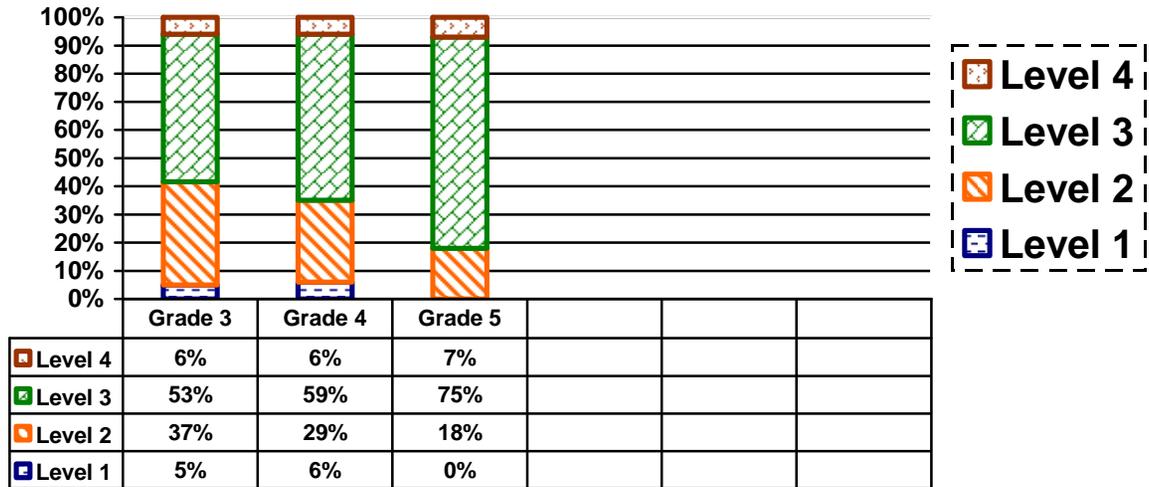
On the NYS-ELA Test, students in there were no students in Grade 5 who scored a Level 1, showing a continual decline since 2007. The number of Level 2 students increased from 18 or 16% in 2008 to 124 or 18% in 2009. On Level 3, while the number of students increased from 90 in 2008 to 104 in 2009, the percentage decreased from 75% in 2008 to 75% in 2009. The number of Level 4 students increased from 5 or 4% in 2008 to 9 or 7% in 2009. Data indicate that measures must be taken to move our Level 3 and Level 4 students to into higher levels.

08/09 Grade 5 Student Performance on the NYS ELA Test in 07, 08, and 09

ALL TESTED STUDENTS

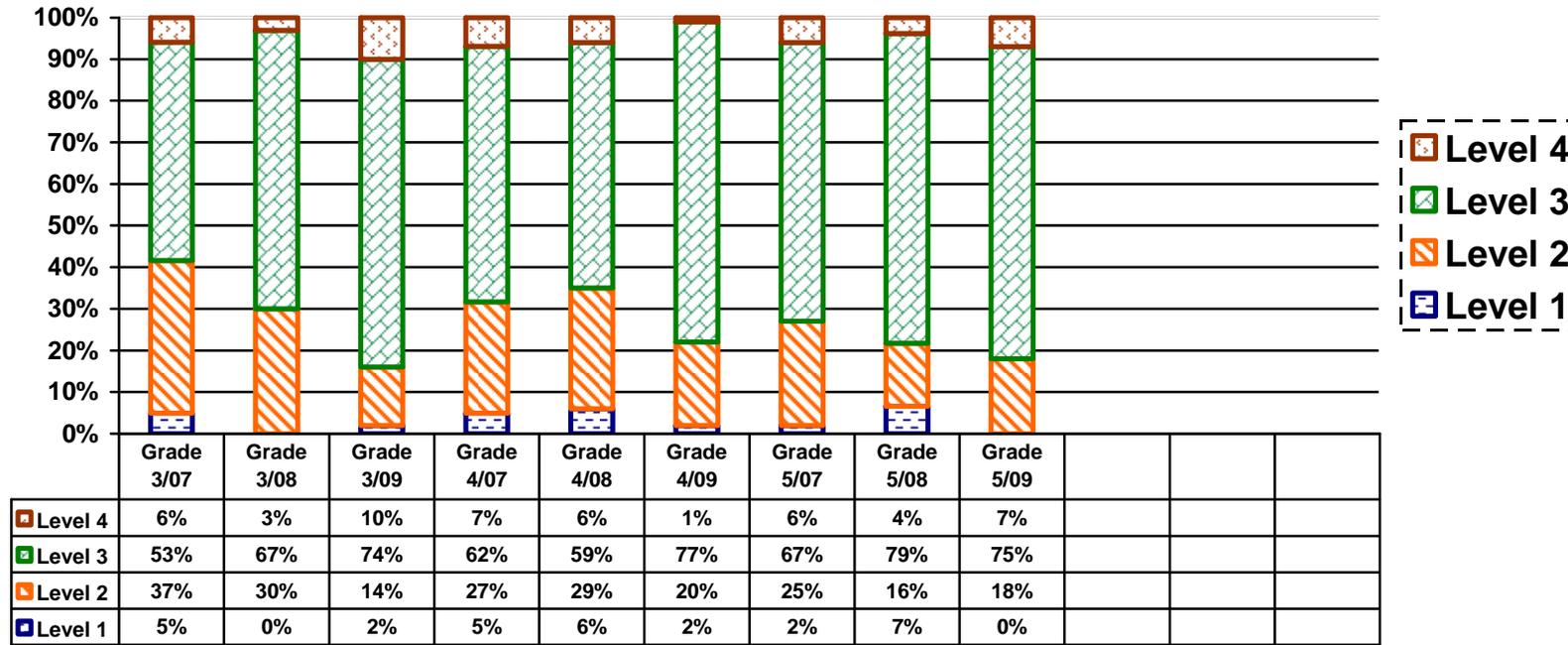
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
Grade 5	0	0	24	18	104	75	9	7
Grade 4	8	6	39	29	78	59	8	6
Grade 3	7	5	51	37	73	53	8	6

09 Grade 5 Student Performance Comparison on ELA Assessment in 07, 08 and 09



Data indicate that the same cohort of students who took the NYS-ELA Test from Grade 3 through Grade 5 had the following results: significant decreases in students scoring at Levels 1 and 2: Level 1 – 7 students in Grade 3, 0 students in Grade 5; Level 2 – 51 students in Grade 3, 24 students in Grade 5. There was also a significant increase in the number of students scoring Level 3: 73 in Grade 3 to 104 in Grade 5. However, there was an insignificant change in the number of students who scored Level 4: 6 in Grade 3 and 7 in Grade 5. This data solidify our goal to further differentiate instruction to meet the needs of all students in order to move our Level 3 students to Level 4.

Comparisons of Percentages for All Tested Students in Grades 3, 4, and 5 for Levels in ELA



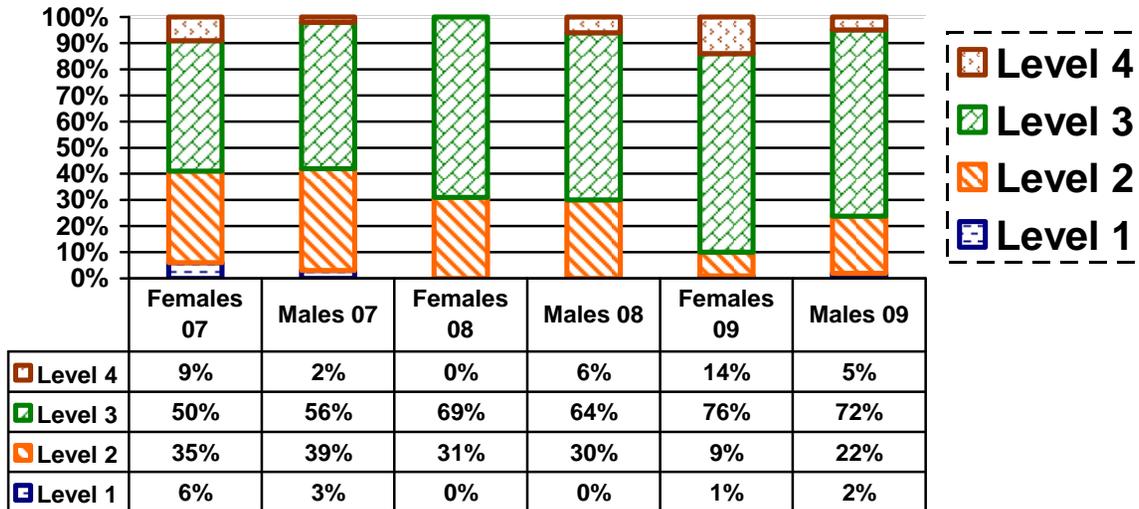
The comparison results of the NYS-ELA test for all tested in grades 3 through 5 cumulatively showed a decrease in Level 1 students (from 15 in 2007 to 5 in 2009); a significant decrease in Level 2 students (114 in 2007 to 63 in 2009); an increase in Level 3 (230 to 282); and no change in Level 4 students (23 students).

We must continue to utilize the Reading assessment binders that allow teachers to differentiate instruction, thereby meeting the needs of individual students. In addition, we have succeeded in implementing and will continue to use the workshop models throughout the school. These models have been instrumental in targeting at-risk students and allow us to develop their strengths while reducing their weaknesses. Analysis of the scores also indicate that in comparing current Grade 4 scores from 2009 to 2008, the percentage of students who scored Level 4 decreased while the percentage of students who scored Level 3 increased. This has a correlation to the number of students who make yearly progress in that grade. In all grades, the percentage of students who scored Level 3 is considerably higher than the percentage of students who scored Level 2. However, in all grade levels, we must focus our efforts on maintaining our achievement in lowering the number of students in Levels 1 and 2 while plan strategies that will increase the number of students who score a Level 4.

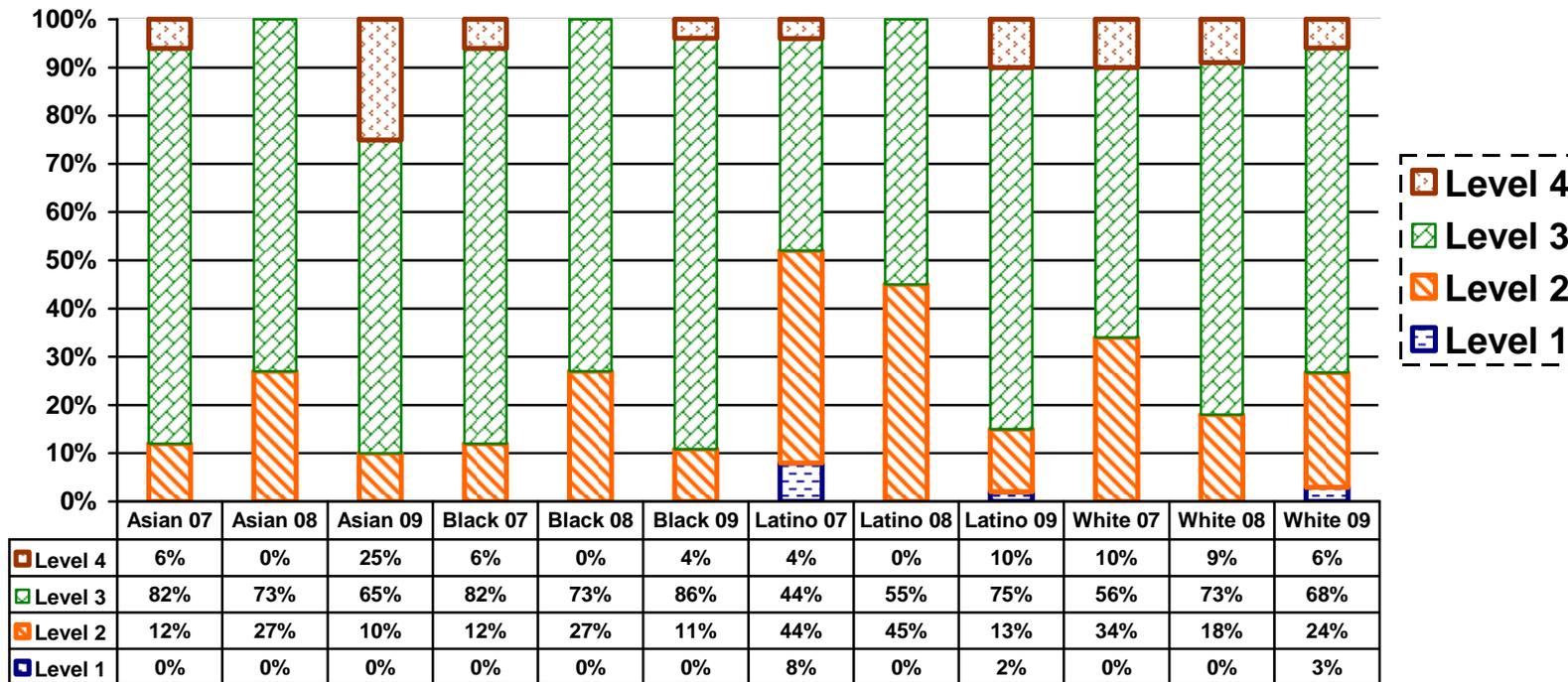
ELA Performance across Different Subgroups – Grade 3

		2006-2007								2007-2008								2008-2009										
	All Students	# Tested	Lev. 1		Lev. 2		Lev. 3		Lev. 4		# Tested	Lev. 1		Lev. 2		Lev. 3		Lev. 4		# Tested	Lev. 1		Lev. 2		Lev. 3		Lev. 4	
			#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%
	School	139	7	5	51	37	74	53	8	6	99	0	0	30	30	66	67	3	3	130	3	2	18	14	96	74	13	10
Gender	Female	78	7	6	27	35	39	50	7	9	52	0	0	16	31	36	69	0	0	70	2	1	5	9	53	76	10	14
	Male	61	2	3	24	39	34	56	1	2	47	0	0	14	30	30	64	3	6	60	1	2	13	22	43	72	3	5
Ethnicity	Am. Ind.	0									0									0								
	Asian	17	0	0	2	12	14	82	1	6	15	0	0	4	27	11	73	0	0	20	0	0	2	10	13	65	5	25
	Black	33	3	9	14	42	15	45	1	3	33	0	0	9	27	23	70	1	3	28	0	0	3	11	24	86	1	4
	Latino	48	4	8	21	44	21	44	2	4	29	0	0	13	45	16	55	0	0	48	1	2	6	13	36	75	4	10
	White	41	0	0	14	34	23	56	4	10	22	0	0	4	18	16	73	2	9	34	2	3	8	24	23	68	2	6
Disability Status	Gen. Ed.	122	4	3	41	34	68	56	9	7	91	0	0	26	29	62	68	3	3	16	3	2	11	10	91	78	11	10
	Sw/Dis.	17	3	18	9	53	5	29	0	0	8	0	0	4	50	4	50	0	0	14	0	0	7	50	6	43	1	7
English Proficiency	Eng Pro	127	5	4	44	35	70	55	8	6	94	0	0	26	28	65	69	3	3	118	0	0	17	14	88	75	12	11
	LEP	12	2	17	7	58	3	25	0	0	5	0	0	4	80	1	20	0	0	12	2	17	3	25	7	58	0	0

Grade 3 Comparison of Percentage of Female and Male Students in ELA Levels



Grade 3 Range of Percentages for Levels in ELA Broken Down by Ethnicity



In comparison of the sexes, there was an increase in the percentage of females who scored a Level 4, while the percentage of males at Level 4 remained the same as last year. Strategies that were implemented to increase the percentage of females scoring Level 4 in Grade 3 should remain in effect with the same focus on males.

Data show that for the 08/09 school year, Asian students outperformed all other ethnicities scoring at Level 4. In addition, the percentage of whites scoring either Level 3 or Level 4 dropped significantly. However, other than the white subgroup, all other subgroups had over 85% of their respective students scoring either Level 3 or Level 4. Strategies must be put in place to focus on raising the levels of our white population.

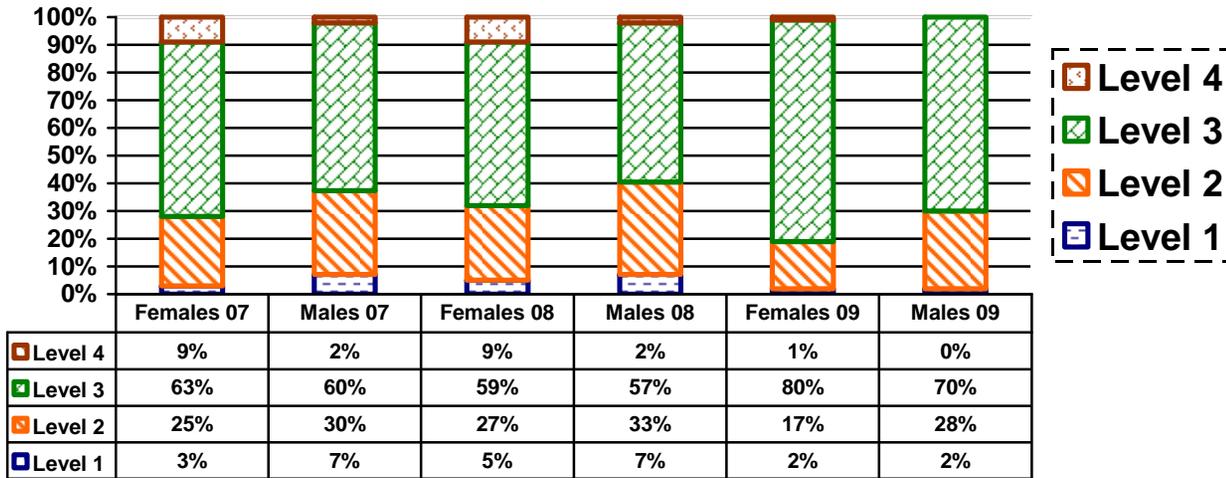
Comparison of 2008 and 2009 results for LEP students are as follows: an increase in the % of Level 1 students, from 0% in 08 to 17% in 09; a decrease in Level 2 students, from 80% in 08 to 25% in 09; a marked increase in Level 3 students, from 20% in 08 to 58% in 09; and, no student scoring Level 4 in either 08 or 09.

Comparison of 2008 and 2009 results for Students with Disabilities are as follows: no students scoring Level 1 for both years; 50% of students scoring Level 2 for both years; a decrease in Level 3 students, from 50% in 08 to 43% in 09; and, an increase in Level 4 students with 0% in 08 and 7% in 09.

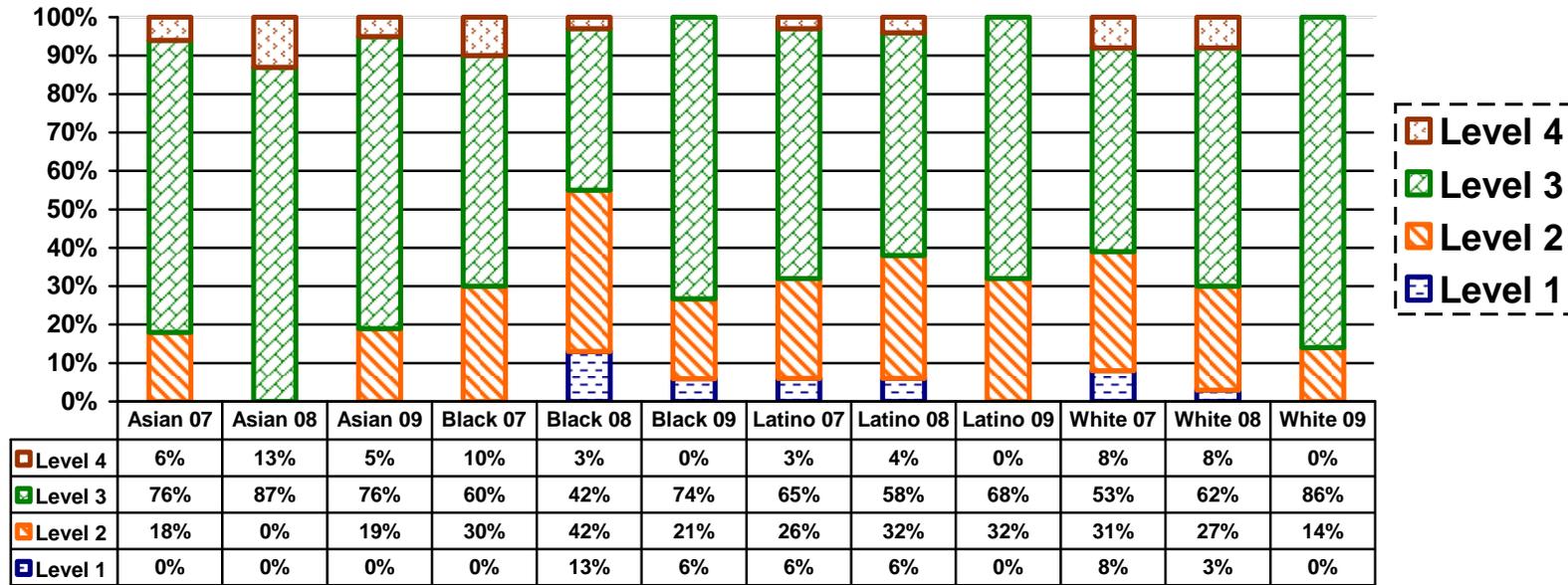
ELA Performance across Different Subgroups – Grade 4

		2006-2007						2007-2008						2008-2009					
	All Students	# Tested	Lev. 1 # %	Lev.2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %			
	School	108	5 5	29 27	67 62	6 6	133	8 6	39 29	78 59	8 6	108	2 2	24 22	81 75	1 1			
Gender	Female	65	2 3	16 25	41 63	6 9	75	4 5	20 27	44 59	7 9	54	1 2	9 17	43 80	1 1			
	Male	43	3 7	13 30	26 60	1 2	58	4 7	19 33	34 57	1 2	54	2 2	15 28	38 70	0 0			
Ethnicity	Am. Ind.	1	0 0	0 0	1 100	0 0	0					0							
	Asian	17	0 0	3 18	13 76	1 6	15	0 0	0 0	13 87	2 13	21	0 0	4 19	16 76	1 5			
	Black	20	0 0	6 30	12 60	2 10	31	4 13	13 42	13 42	1 3	34	2 6	7 21	25 74	0 0			
	Latino	34	2 6	9 26	22 65	1 3	50	3 6	16 32	29 58	2 4	31	0 0	10 32	21 68	0 0			
	White	36	3 8	11 31	19 53	3 8	37	1 3	10 27	23 62	3 8	22	0 0	3 14	19 86	0 0			
Disability Status	Gen. Ed.	99	3 3	23 23	66 67	7 7	114	2 1	32 28	72 63	8 7	98	0 0	20 20	77 79	1 1			
	Sw/Dis.	9	2 22	6 67	1 11	0 0	19	6 31	7 37	6 32	0 0	10	2 20	4 40	4 40	0 0			
English Proficiency	Eng Pro	94	4 4	21 22	62 66	7 7	125	8 6	34 27	75 60	8 6	101	2 2	20 20	78 77	1 1			
	LEP	14	1 7	8 57	5 36	0 0	8	0 0	5 63	3 38	0 0	7	0 0	4 57	3 43	0 0			

Grade 4 Comparison of Percentage of Female and Male Students in ELA Levels



Grade 4 Range of Percentages for Levels in ELA Broken Down by Ethnicity



Data indicate that the percentage of males who scored Level 1 decreased from 7% in 08 to 0% in 09. The percentage of students who scored Level 4 decreased as follows: Females – from 9% in 08 to 1% in 09; Males – from 2% in 08 to 0% in 09. However, the percentage of Level 2 students decreased from 08 to 09 while the percentage of Level 3 students increased in both subgroups.

Asians were the only subgroup to have a student score at Level 4. However, the percentage of Asian students who scored at Level 3 decreased while all other ethnic subgroups showed an increase. There was no change in the percentage of Latino students who scored Level 2, while there was an increase in Asian students and a decrease in Black and White students at that level. The only subgroup of students to score a Level 1 was the Black subgroup.

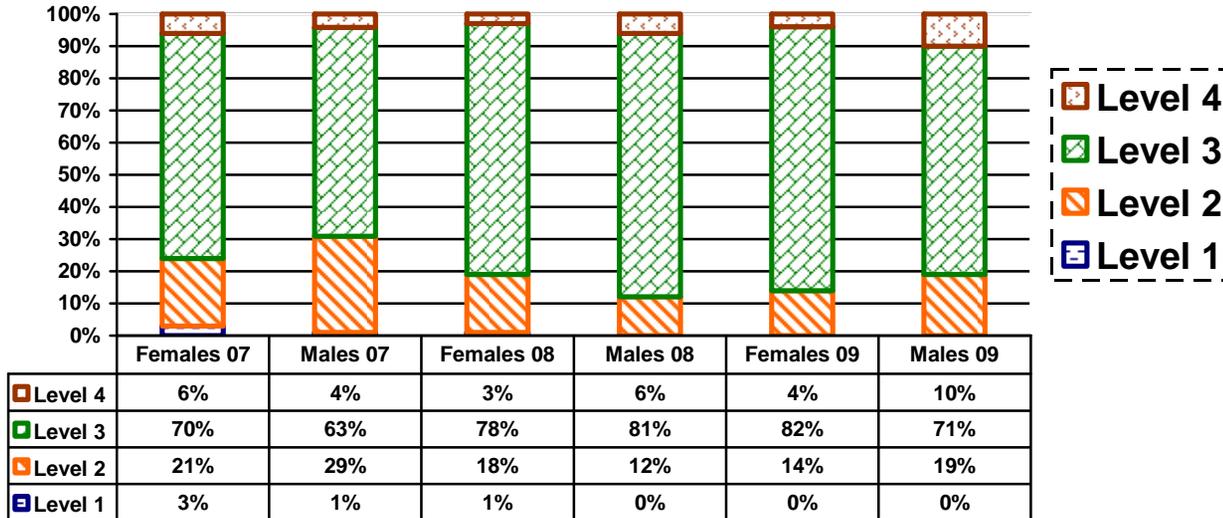
Comparison of 2008 and 2009 results for LEP students are as follows: no students scored Level 1 in either year; a decrease in Level 2 students, from 63% in 08 to 57% in 09; an increase in Level 3 students, from 38% in 08 to 43% in 09; and, no student scoring Level 4 in either 08 or 09.

Comparison of 2008 and 2009 results for Students with Disabilities are as follows: a decrease in the % of Level 1 students, from 31% in 08 to 20% in 09; a moderate change in Level 2 students, from 37% in 08 to 40% in 09; an increase in Level 3 students, from 32% in 08 to 40% in 09; and, no student scoring Level 4 in either 08 or 09.

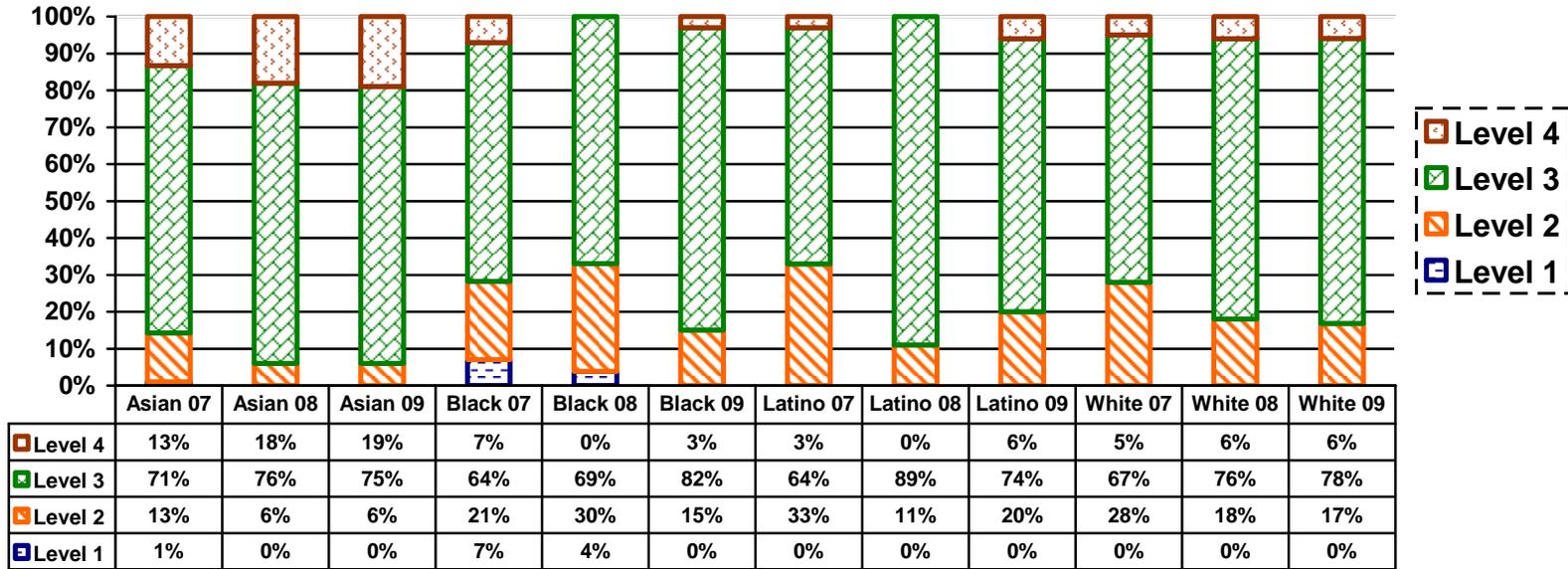
ELA Performance across Different Subgroups – Grade 5

		2006-2007						2007-2008						2008-2009														
	All Students	# Tested	Lev. 1		Lev. 2		Lev. 3		Lev. 4		# Tested	Lev. 1		Lev. 2		Lev. 3		Lev. 4										
			#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%							
	School	135	3	2	34	25	90	67	8	6	114	1	1	18	16	90	79	5	4	135	0	0	22	16	104	77	9	7
Gender	Female	67	2	3	14	21	47	70	4	6	67	1	1	12	18	52	78	2	3	77	0	0	11	14	63	82	3	4
	Male	68	1	1	20	29	43	63	4	4	47	0	0	6	12	38	81	3	6	58	0	0	11	19	41	71	6	10
Ethnicity	Am. Ind.	1	0	0	0	0	1	100	0	0	1	0	0	0	0	1	100	0	0	0								
	Asian	24	1	4	3	13	17	71	3	13	17	0	0	1	6	13	76	3	18	16	0	0	1	6	12	75	3	19
	Black	28	2	7	6	21	18	64	2	7	26	1	4	7	30	18	69	0	0	33	0	0	5	15	27	82	1	3
	Latino	39	0	0	13	33	25	64	1	3	37	0	0	4	11	33	89	0	0	50	0	0	10	20	37	74	3	6
	White	43	0	0	12	28	29	67	2	5	33	0	0	6	18	25	76	2	6	36	0	0	6	17	28	78	2	6
Disability Status	Gen. Ed.	123	2	2	26	21	86	70	9	7	102	1	1	12	18	84	82	5	1	114	0	0	13	11	93	82	8	7
	Sw/Dis.	12	0	0	8	67	4	33	0	0	12	0	0	6	50	6	50	0	0	21	0	0	10	48	10	48	1	5
English Proficiency	Eng Pro	130	3	2	30	23	90	69	8	6	109	1	1	16	15	87	80	5	5	128	0	0	17	13	102	80	9	7
	LEP	5	1	20	4	80	0	0	0	0	5	0	0	2	40	3	60	0	0	7	0	0	5	71	2	29	0	0

Grade 5 Comparison of Percentage of Females and Male Students in ELA Levels



Grade 5 Range of Percentages for Levels in ELA Broken Down by Ethnicity



Data indicate that no males and females scored Level 1 in 09. In comparison of the sexes, there was a continuity of the percentages throughout Levels 2 through 4. While there were a larger percentage of females who scored at Level 3, more males scored in both Levels 2 and 4. Strategies must be implemented to increase the percentage of both males and females scoring Level 4 in all grades.

Data show that the Asian subgroup outperformed the other ethnicities in ELA. Asians had the highest percentage of students reaching Level 4, the White subgroup had no increase, and the Latino and Black subgroups had minimal increases in performing at Level 4. The Black subgroup had a higher increase in the percentage of students scoring Level 3 while both the Latino and White subgroups decreased. The percentage of students in the Black subgroup decreased in Level 2 from 2008 while the Latino subgroup had an increase. No subgroups had students who scored Level 1.

Comparison of 2008 and 2009 results for LEP students are as follows: 0 students scored Level 1 in both years; a substantial increase in Level 2 students, from 40% in 08 to 71% in 09; a decrease in Level 3 students, from 60% in 08 to 29% in 09; and, no student scoring Level 4 in either 08 or 09.

Comparison of 2008 and 2009 results for Students with Disabilities are as follows: no change in the percentage of Level 1 students, from 0% in 08 to 0% in 09; a decrease in Level 2 students, from 50% in 08 to 48% in 09; a decrease increase in Level 3 students, from 50% in 08 to 48% in 09; and, an increase in percentage at Level 4 with 0% in 08 and 5% in 09.

MATHEMATICS

Grade 3 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	2	2	5	4	99	74	27	20
2008	0	0	6	6	78	76	19	18
2007	3	2	20	15	75	55	39	29

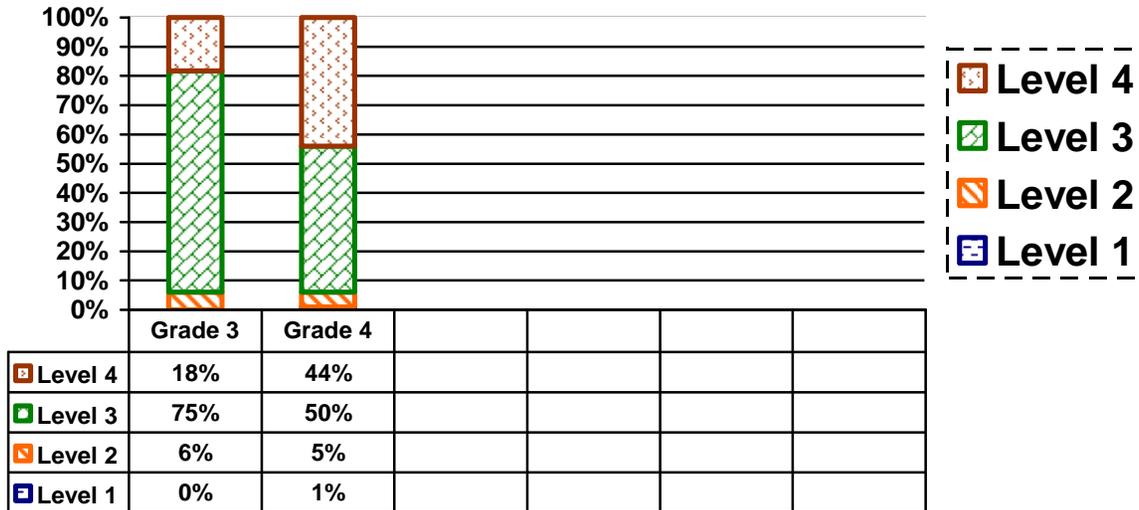
The third grade students who took the State Mathematics test showed a minimal increase in the number of Level 1 students from 0 or 0% in 2008 to 2 or 2% in 2009. There was also a minimal decrease in the number of students scoring Level 2 in 2009: 6 students with a percentage of 6 in 2008 to 5 students and a percentage of 4. Although there was an increase in the number of students who scored at Level 3, from 78 in 2008 to 99 in 2009, the percentage of students slightly decreased: 76% in 2008 to 74% in 2009. There was an increase in the number of Level 4 students from 19 or 18% in 2008 to 27 or 20% in 2009.

Grade 4 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	1	1	5	5	53	50	47	44
2008	0	0	18	13	88	64	32	23
2007	2	2	14	13	61	56	32	29

The number of fourth grade students who scored a Level 1 in 2008 in the NYS Mathematics Assessment increased in 2009: 0 or 0% in 2008 to 1 or 1% in 2009. The number of Level 2 students decreased from 18 or 13% in 2008 to 5 or 5% in 2009. The number of Level 3 students also decreased from 88 or 64% in 2008 to 53 or 50% in 2009. However, the number of Level 4 students significantly increased: 32 or 23% in 2008 to 47 or 44% in 2009.

08/09 Grade 4 Student Performance on the NYS Math Assessment in 08 and 09								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
Grade 4	1	1	5	5	53	50	47	44
Grade 3	0	0	6	6	78	75	19	18

08 Grade 4 Student Performance Comparison on Math Assessment in 07 and 08



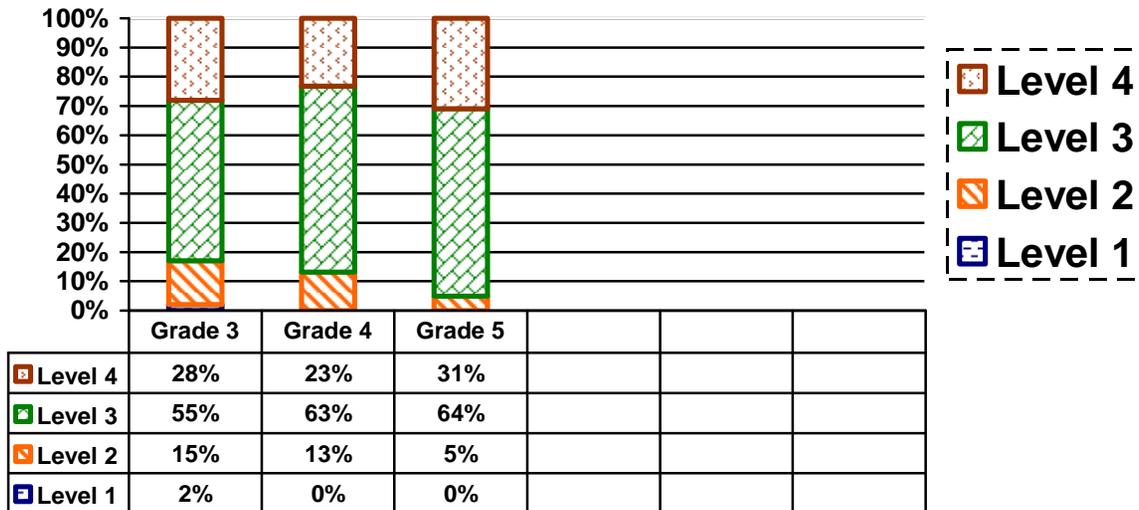
However, in reviewing data of the same cohort of students who took the Math State test in Grade 3 and Grade 4, we found that the percentage of students scoring Levels 1 and 2 remained the same: 6% in 2008 and 6% in 2009. Although the percentage of students who scored Levels 3 and 4 remained the same from 2008 to 2009: 93% in 2008 and 94% in 2009, there was a substantial difference of students attaining Level 4: 18% in 2008 and 44% in 2009.

Grade 5 Student Performance on the NYS Mathematics Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	0	0	7	5	89	64	43	31
2008	2	2	14	12	67	58	33	28
2007	5	4	18	13	83	59	34	24

The 5th grade students showed a decrease in the percentage of students scoring Level 1 from 2% in 2008 to 0% in 2009. The Level 2 students also showed a decrease in the number and percentage of students at this level from 14 or 12% to 7 or 5%. There was a significant increase in the number of Level 3 students with the: from 67 or 58% in 2008 to 89 or 64% in 2009. Level 4 students also showed an increase in the numbers: from 33 or 28% in 2008 to 43 or 31% in 2009. In reviewing data for all grades, it is imperative that we continue to move our students from Level 3 into Level 4 through differentiated instruction.

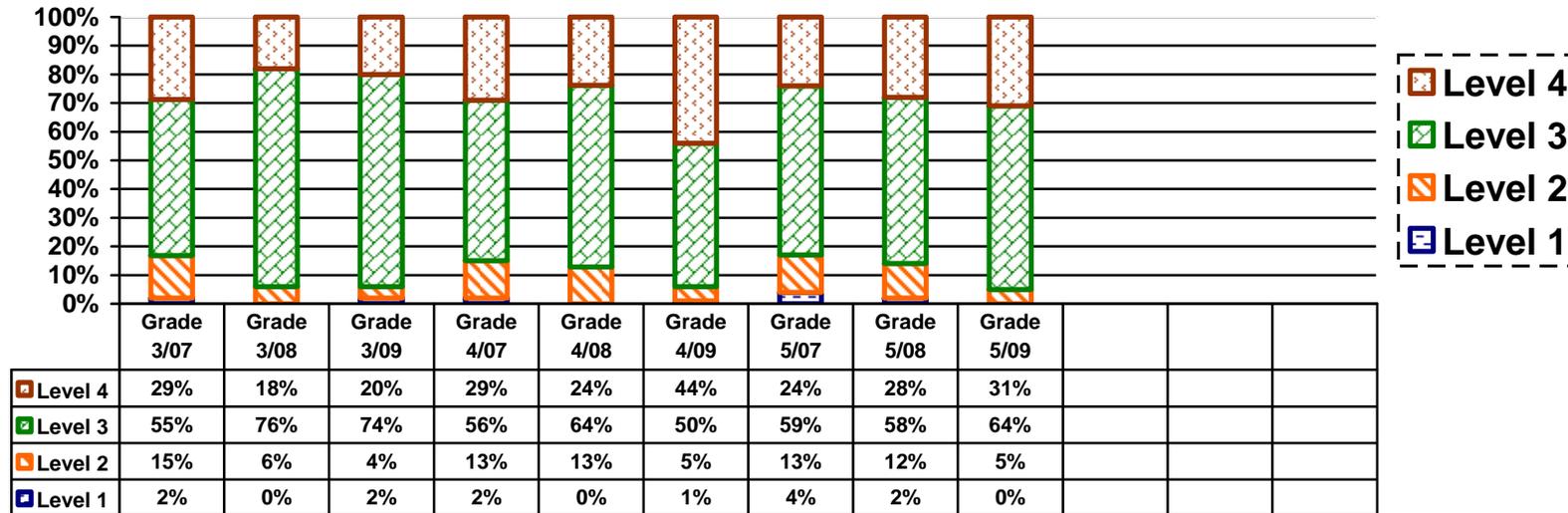
08/09 Grade 5 Student Performance on the NYS Mathematics Assessment in 07, 08, and 09								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
Grade 5	0	0	7	5	89	64	43	31
Grade 4	0	0	18	13	88	63	32	23
Grade 3	3	2	20	15	75	55	39	28

08 Grade 5 Student Performance Comparison on Math Assessment in 07 and 08



Data indicate that the same cohort of students who took the NYS Math Test from Grade 3 through Grade 5 had the following results: maintaining no children scoring a Level 1; a continual decrease in Level 2: from 15% of the students in Grade 3 to 5% of the students in Grade 5; an increase in the percentage of students scoring Level 3: 55% in Grade 3 to 64% in Grade 5; and, a slight increase in the percentage of students who scored Level 4: 28% in Grade 3 to 31% in Grade 5. These results indicate that we must take extra steps to differentiate instruction for all students so they may achieve better performance.

Comparisons of Percentages for All Tested Students in Grades 3, 4, and 5 for Levels in Math



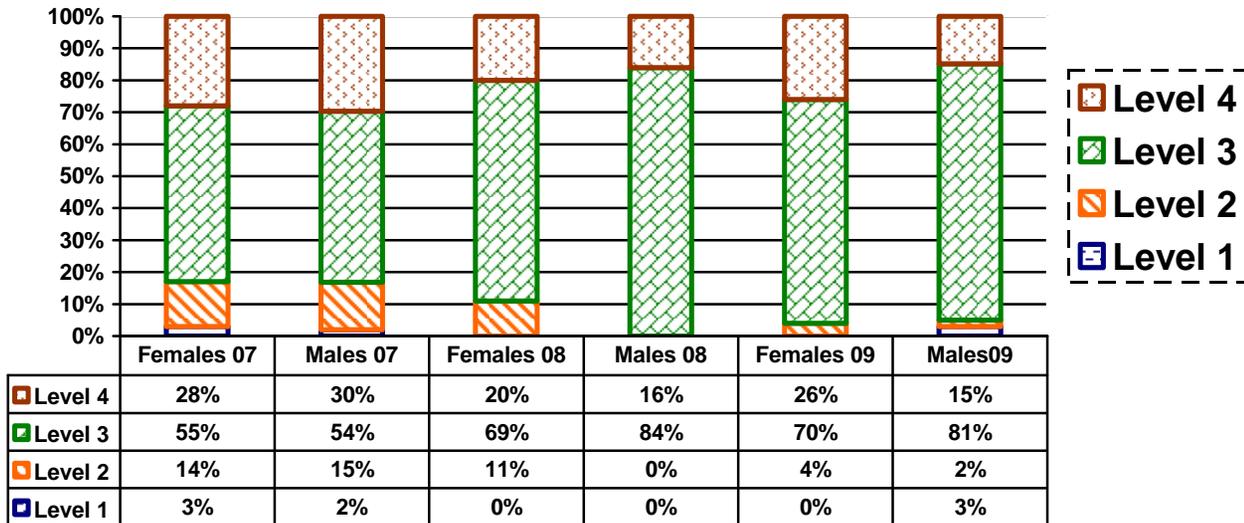
The comparison results of the NYS-Math test for all tested in grades 3 through 5 cumulatively showed a decrease in Level 1 students (from 10 in 2007 to 3 in 2009); a decrease in Level 2 students (52 in 2007 to 17 in 2009); an increase in Level 3 (219 to 241); and an increase in Level 4 students (105 to 117). There is no change in 2009 from 2008 in the percentage of students who scored either Level 3 or 4 in Grade 3. However, there is an increase in the percentages of students in Levels 3 and 4 in the other grades: Grade 4 – from 88% in 2008 to 94% in 2009; and, Grade 5 – 86% in 2008 to 95% in 2009.

We must continue to utilize the Math assessment binders that allow teachers to differentiate instruction, thereby meeting the needs of individual students. In addition, we have incorporated Math Journals into our curricula studies in order to link Mathematics and ELA. We must continue to differentiate our instruction in order to maintain our increases in Math.

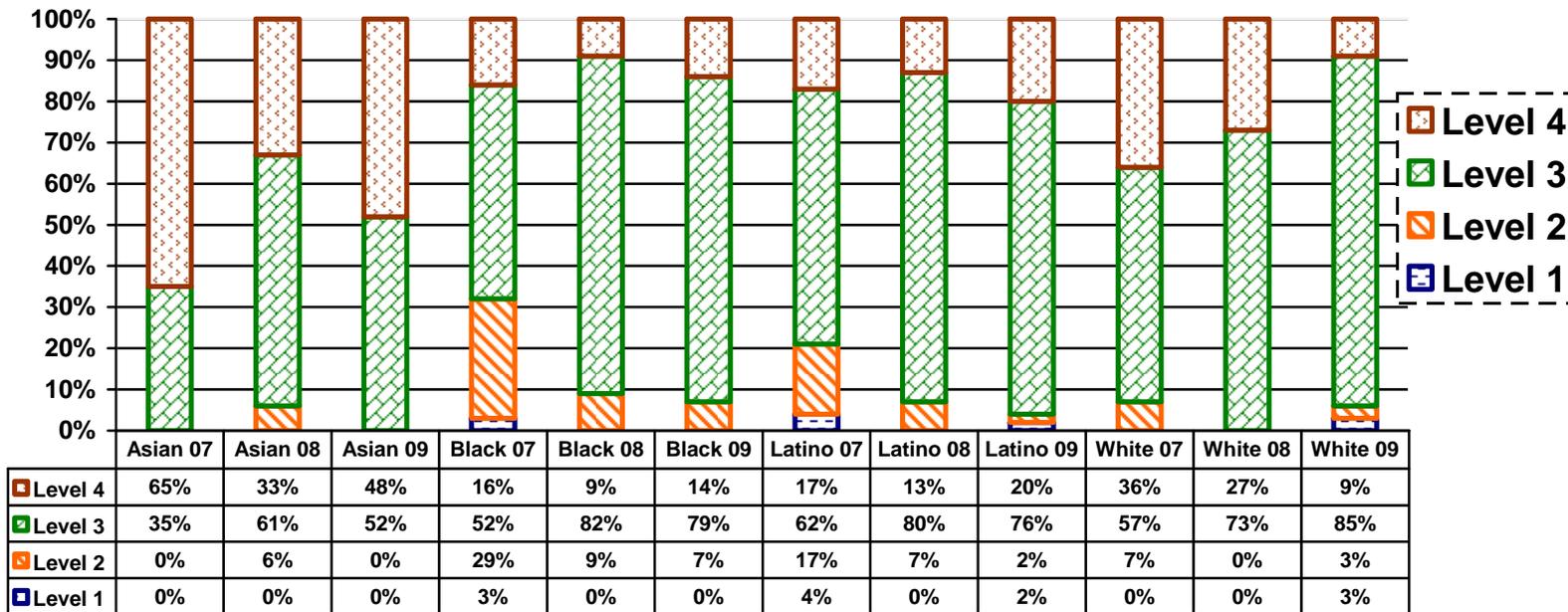
Mathematics Performance across Different Subgroups – Grade 3

		2006-2007					2007-2008									
	All Students	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %
	School	137	3 2	21 15	75 55	38 28	103	0 0	6 6	78 76	19 18	132	2 2	5 3	99 75	26 20
Gender	Female	76	2 3	11 14	42 55	21 28	54	0 0	6 11	37 69	11 20	70	0 0	3 4	49 70	18 26
	Male	61	1 2	9 15	33 54	18 30	49	0 0	0 0	41 84	8 16	62	2 3	2 2	50 81	10 15
Ethnicity	Am. Ind.							0 0	0 0	0 0	0 0	0				
	Asian	17	0 0	0 0	6 35	11 65	18	0 0	1 6	11 61	6 33	21	0 0	0 0	11 52	10 48
	Black	31	1 3	9 29	16 52	5 16	33	0 0	3 9	27 82	3 9	28	0 0	2 7	22 79	4 14
	Latino	47	2 4	8 17	29 62	8 17	30	0 0	2 7	24 80	4 13	49	1 2	1 2	37 76	10 20
	White	42	0 0	3 7	24 57	15 36	22	0 0	0 0	16 73	6 27	34	1 3	1 3	29 85	3 9
Disability Status	Gen. Ed.	120	1 1	14 12	67 56	38 32	95	0 0	6 0	70 74	19 20	118	2 2	2 2	89 75	26 22
	Sw/Dis.	17	2 12	6 35	8 47	1 6	8	0 0	0 0	8 100	0 0	14	0 0	2 14	11 79	6 7
English Proficiency	Eng Pro	124	2 2	16 13	69 56	37 30	95	0 0	5 5	71 75	19 20	117	0 0	4 3	87 74	25 22
	LEP						8	0 0	1 13	7 87	0 0	15	2 13	0 0	12 80	1 7

Grade 3 Comparison of Percentages of Female and Male Students in Math Levels



Grade 3 Range of Percentages for Levels in Math Broken Down by Ethnicity



Data indicate that no females that scored a Level 1 in 2009, but the males increased slightly to 1. The percentage of students who scored at Level 2 decreased in the female subgroup, from 11% to 4%, but slightly increased in the male subgroup, from 0% to 2%. Females slightly increased the percentage of students in Level 3, from 69% in 2008 to 70% in 2009, while the males decreased slightly, from 84% in 2008 to 81% in 2009. There were similar results within the subgroups for those scoring Level 4: females increased their percentage by 6%, while the males decreased their percentage by 1%.

Data show that the white students' levels decreased in 2009. In 2008, white students had the highest percentage that reached Level 4, while in 2009; white students had the lowest percentage of all the subgroups. Other than the white subgroup, all subgroups showed an increase in Level 4 students.

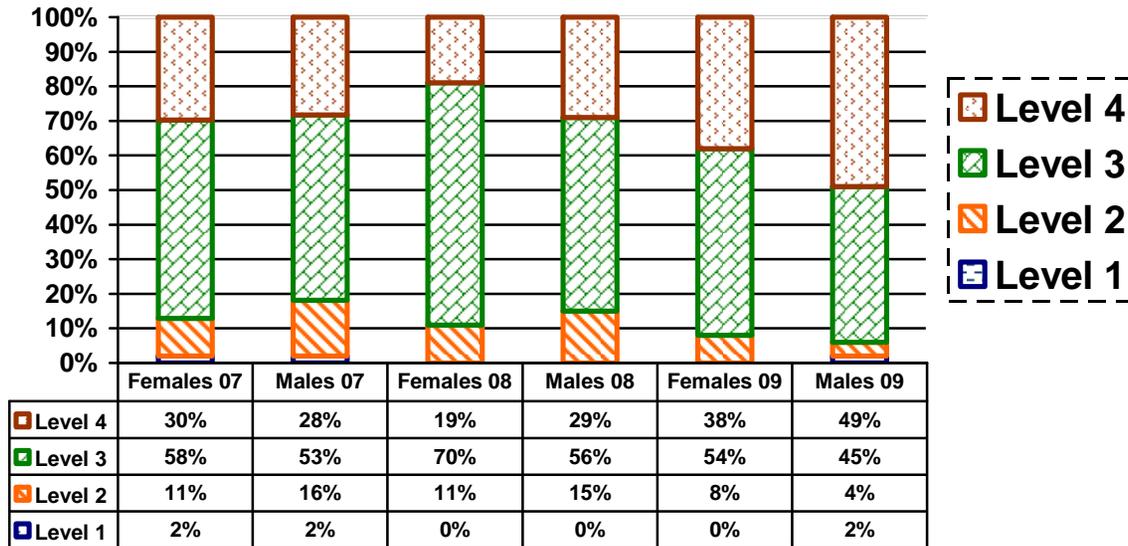
Results of LEP students are as follows: an increase in the % of Level 1 students, from 0% in 08 to 13% in 09; a decrease in Level 2 students, from 13% in 08 to 0% in 09; a slight decrease in Level 3 students, from 87% in 08 to 80% in 09. However, there was a slight increase in Level 4: 0% in 08 as compared to 7% in 09.

Comparison of 2007 and 2008 results for Students with Disabilities are as follows: Level 1 remains the same at 0% for both years; an increase in Level 2 students, from 0% in 08 to 14% in 09; a decrease in Level 3 students, from 100% in 08 to 79% in 09; and, a an increase in Level 4 students, from 0% in 08 to 7% in 09.

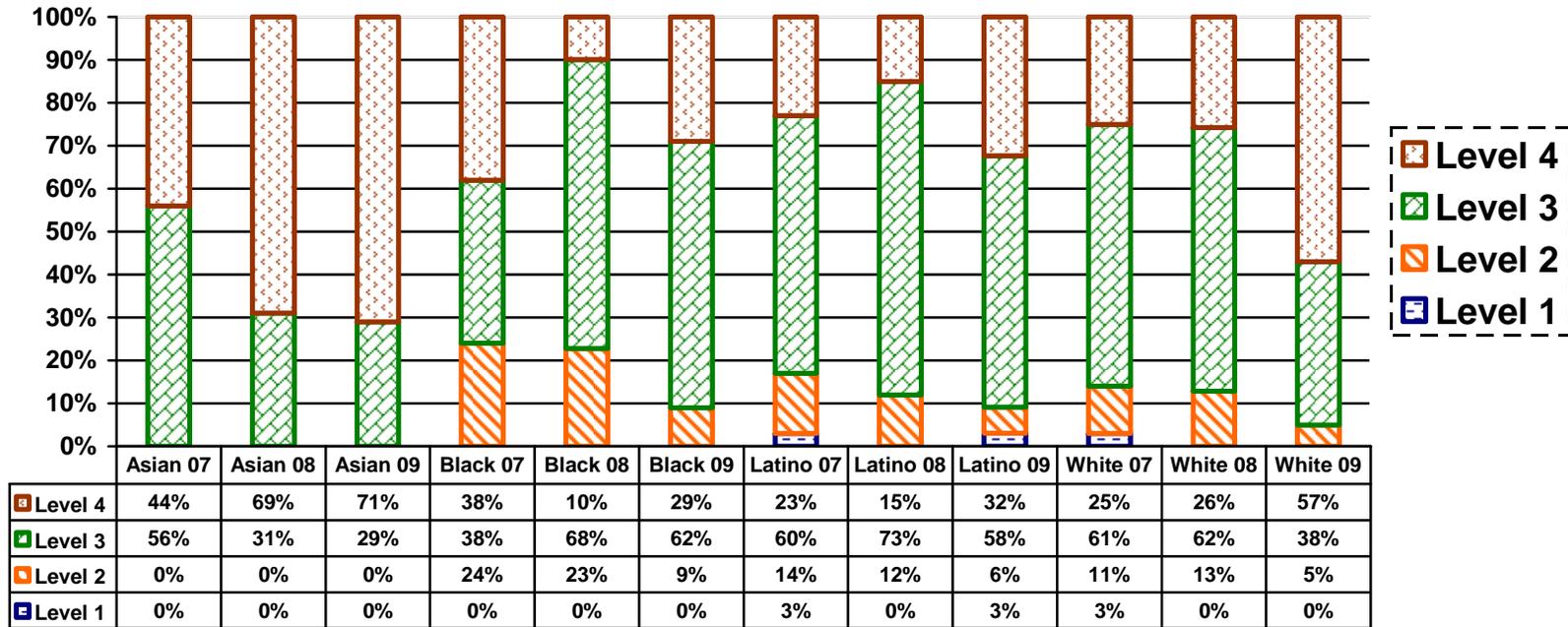
Mathematics Performance across Different Subgroups – Grade 4

		2006-2007						2007-2008						2008-2009														
	All Students	# Tested	Lev. 1		Lev. 2		Lev. 3		Lev. 4		# Tested	Lev. 1		Lev. 2		Lev. 3		Lev. 4										
			#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%									
	School	109	2	2	14	13	61	56	32	29	138	0	0	18	13	88	64	32	23	107	1	1	6	6	53	53	47	44
Gender	Female	66	1	2	7	11	38	58	20	30	79	0	0	9	11	55	70	15	19	52	0	0	4	8	28	54	20	38
	Male	43	1	2	7	16	23	53	12	28	59	0	0	9	15	33	56	17	29	55	1	2	2	4	25	45	27	49
Ethnicity	Am. Ind.	1	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0								
	Asian	16	0	0	0	0	9	56	7	44	16	0	0	0	0	5	31	11	69	21	0	0	0	0	6	29	15	71
	Black	21	0	0	5	24	8	38	8	38	31	0	0	7	23	21	68	3	10	34	0	0	3	9	21	62	10	29
	Latino	35	1	3	5	14	21	60	8	23	52	0	0	6	12	38	73	8	15	31	1	3	2	6	18	58	10	32
	White	36	1	3	4	11	22	61	9	25	39	0	0	5	13	24	62	10	26	21	0	0	1	5	8	38	12	57
Disability Status	Gen. Ed.	100	0	0	10	10	58	58	32	32	118	0	0	11	9	76	64	31	26	96	1	1	6	6	47	49	42	44
	Sw/Dis.	9	2	22	4	44	3	33	0	0	20	0	0	7	35	12	60	1	5	11	0	0	0	0	6	55	5	45
English Proficiency	Eng Pro	94	2	2	11	12	51	54	30	32	127	0	0	17	13	80	63	30	24	99	0	0	6	6	50	51	42	43
	LEP	15	0	0	3	20	10	67	2	13	11	0	0	1	9	8	73	2	18	8	1	13	0	0	3	38	4	50

Grade 4 Comparison of Percentages of Female and Male Students in Math Levels



Grade 4 Range of Percentages for Levels in Math Broken Down by Ethnicity



Data indicate that the number females who scored a Level 1 in 2009 remained at 0, while 1 male scored at Level 1. The percentage of students who scored at Level 2 decreased for both subgroups: females decreased from 11% in 08 to 8% in 09, while males decreased from 15% in 08 to 4% in 09. There was a decrease in the percentage of female and male students who scored Level 3: females - 70% in 08 to 54% in 09; males - 56% in 08 to 45% in 09. However, both subgroups showed substantial gains to Level 4; females – 19% in 08 to 38% in 09; males – 29% in 08 to 49% in 09.

Data show that Asian students perform better than the other ethnicities in Math. Asians had the highest percentage of students reaching Level 4. All other subgroups showed an increase in the percentage of students who attained Level 4 with the White subgroup having the most gain. All subgroups showed a decrease in the percentage of Level 3 students; however, that finding may be due to the substantial increases in Level 4 students. There were also decreases in the percentage of Level 2 students in all subgroups. The Black and Latino subgroup had an increase of 1 Level 1 students each.

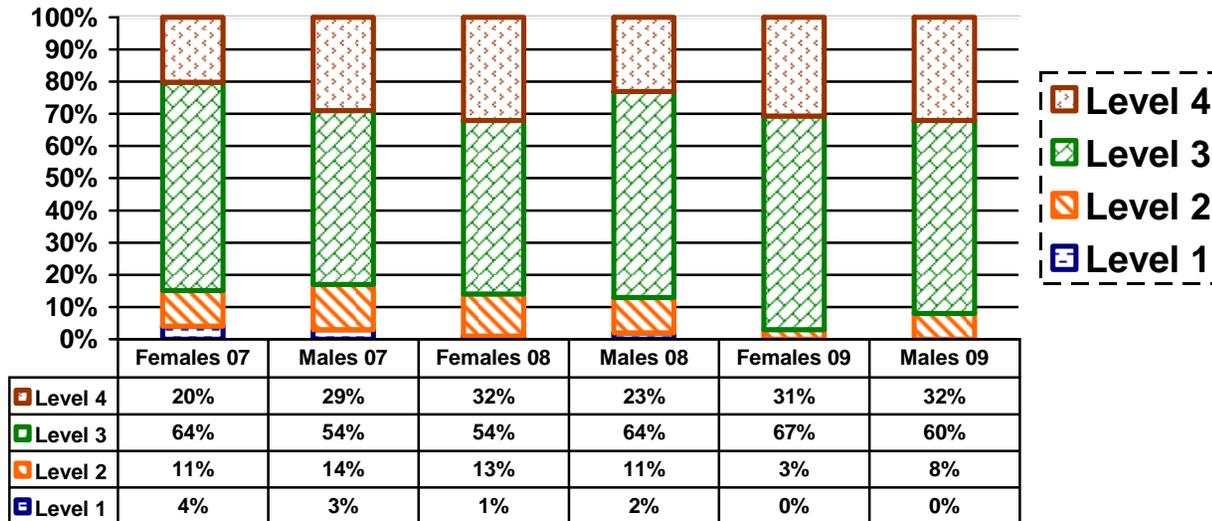
Comparison of 2008 and 2009 results for LEP students are as follows: 0 students at Level 1 in 2008, 1 student in 2009; a decrease in Level 2 students, from 1 in 08 to 0 in 09; a decrease in percentages of Level 3 students, from 73% in 08 to 38% in 09; and, an increase in Level 4 students, from 18% in 08 to 50% in 09.

Comparison of 2008 and 2009 results for Students with Disabilities are as follows: 0 students scored Level 1 in both 2008 and 2009; a decrease in Level 2 students, from 35% in 08 to 0% in 09; a slight decrease in Level 3 students, from 60% in 08 to 55% in 09; and, a substantial increase in Level 4 students, from 5% in 08 to 45% in 09.

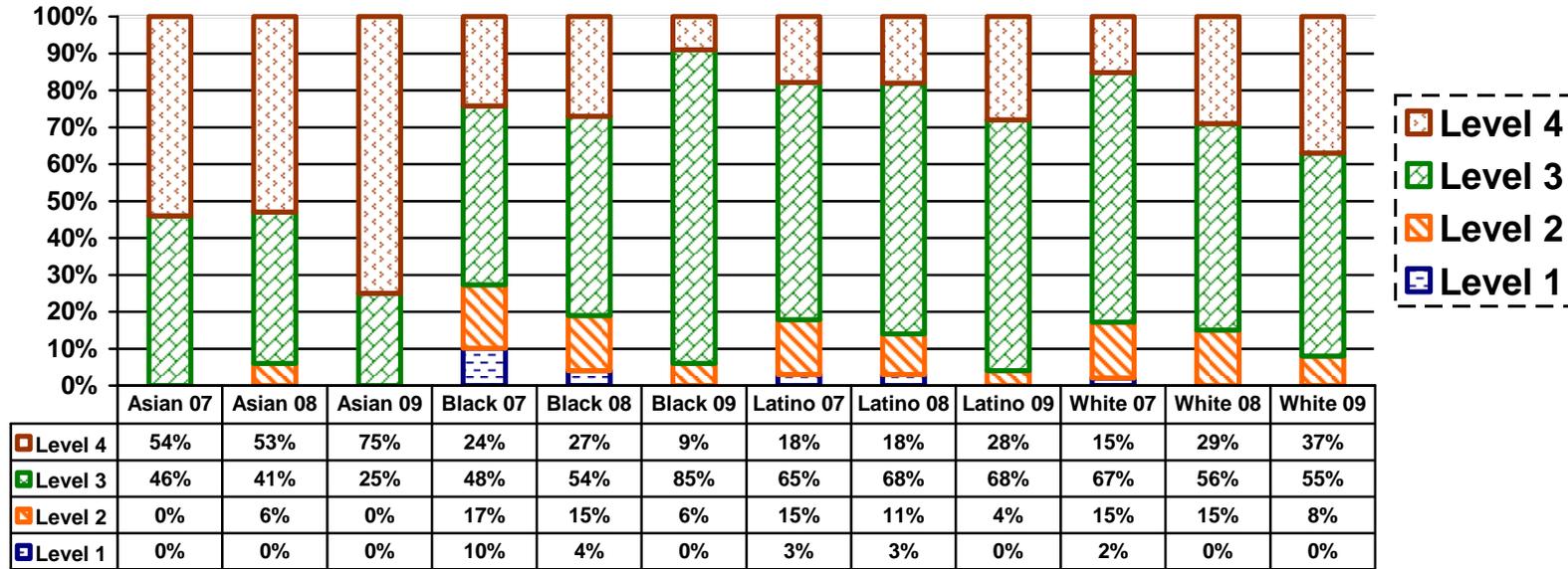
Mathematics Performance across Different Subgroups – Grade 5			
	2006-2007	2007-2008	2008-2009

	All Students	# Tested	Lev. 1 # %	Lev.2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %
	School	140	6 4	18 13	82 59	34 24	116	2 2	14 12	67 58	33 28	138	0 0	7 5	88 64	43 31
Gender	Female	70	3 4	8 11	45 64	14 20	69	1 1	9 13	37 54	22 32	78	0 0	2 3	52 67	24 31
	Male	70	2 3	10 14	38 54	20 29	47	1 2	5 11	30 64	11 23	60	0 0	5 8	36 60	19 32
Ethnicity	Am.Ind.	1	0 0	0 0	1 100	0 0	1	0 0	0 0	1 100	0 0	0				
	Asian	24	0 0	0 0	11 46	13 54	17	0 0	1 6	7 41	9 53	16	0 0	0 0	12 75	12 75
	Black	29	3 10	5 17	14 48	7 24	26	1 4	4 15	14 54	7 27	34	0 0	2 6	29 85	3 9
	Latino	40	1 3	6 15	26 65	7 18	38	1 3	4 11	26 68	7 18	50	0 0	2 4	34 68	14 28
	White	46	1 2	7 15	31 67	7 15	34	0 0	5 15	19 56	10 29	38	0 0	3 8	20 55	14 37
Disability Status	Gen. Ed.	128	3 2	13 10	77 61	35 27	104	1 1	8 8	62 60	33 32	117	0 0	5 4	70 60	42 36
	Sw/Dis.	12	2 17	5 42	5 42	0 0	12	1 8	6 50	5 42	0 0	21	0 0	2 10	18 86	1 5
English Proficiency	Eng Pro	131	4 3	15 11	79 60	33 25	110	2 2	12 11	64 58	32 29	129	0 0	6 5	81 63	41 32
	LEP	9	1 11	3 33	4 44	1 11	6	0 0	2 33	3 50	1 17	9	0 0	0 0	7 78	2 22

Grade 5 Comparison of Percentages of Female and Male Students in Math Levels



Grade 5 Range of Percentages for Levels in Math Broken Down by Ethnicity



Data indicate that the number of males and females that scored a Level 1 in 2009 decreased. The percentage of both female and male students who scored at Level 2 in 2009 decreased. The percentage of female students who scored at Level 3 increased in 2009: 54% in 2008 to 67% in 2009. There was a moderate decrease of 4% for males who scored a Level 3. There was a decrease in the percentage of female students who scored Level 4 with an increase in the percentage of males scoring at that level.

Data show that Asian students perform better than the other ethnicities in Math. Asians had the highest percentage of students reaching Level 4. All subgroups, except for the black subgroup, showed little change in the percentage of Level 3 students; however, the black subgroup increased substantially in Level 3 performance. There were also decreases in the percentage of Level 2 students in all subgroups. The Latino subgroup was the only subgroup that had a student in Level 1.

Comparison of 2008 and 2009 results for LEP students are as follows: no change in percentage of Level 1 students with no child receiving in that category; a substantial decrease in the percentage of Level 2 students with 33% in 08 to 0% in 09; an increase in Level 3 students, from 50% in 08 to 78% in 09; and, a slight increase in Level 4 students, from 17% in 08 to 22% in 09.

Comparison of 2008 and 2009 results for Students with Disabilities are as follows: a decrease in the percentage of Level 1 students, from 8% in 08 to 0% in 09; decrease in Level 2 students, from 50% in 08 to 10% in 09; a substantial increase in percentage of Level 3 students with 42% in 08 and 86% in 09; and, a slight increase in percentage of students at Level 4, 0% in 08 to 5% in 09.

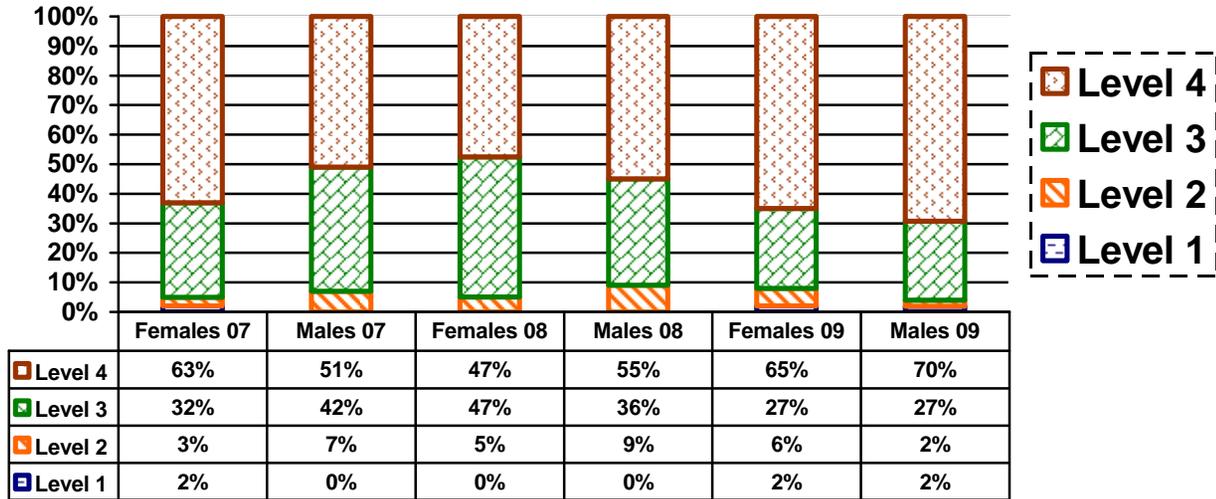
SCIENCE

*Grade 4 Student Performance on the Science Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	2	2	4	4	29	27	73	68
2008	0	0	9	7	58	43	69	51
2007	2	1	6	5	39	36	63	58

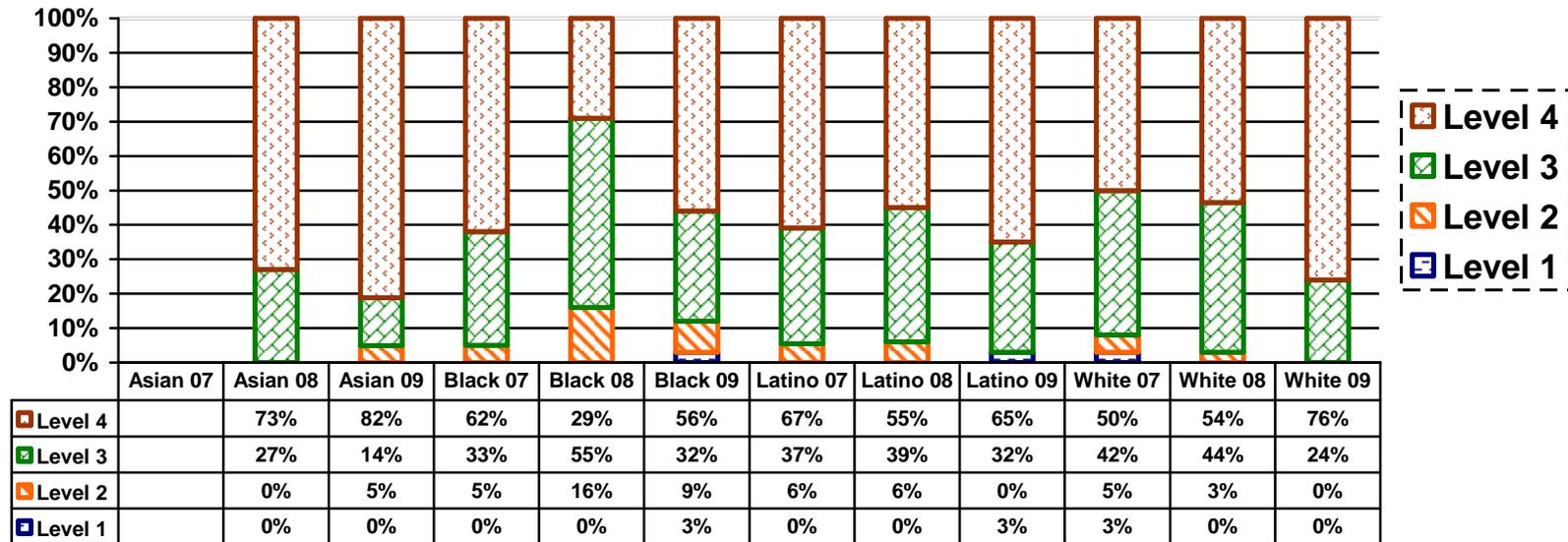
The students in grade 4 who took the Science Assessment showed an increase in the number of students scoring a Level 1 from 0 2008 to 2 in 2009. The number of Level 2 students decreased with 9 or 7% of the students scoring at this Level in 2008 and 4 or 4% in 2009. The number of Level 3 students decreased from 58 or 43% in 2008 to 29 or 27% in 2009. There was a substantial increase in the percentage of Level 4 students: 51% in 2008 to 68% in 2009.

Science Performance across Different Subgroups – Grade 4																			
		2006-2007						2007-2008						2008-2009					
	All Students	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %			
	School	108	2 1	6 5	39 36	63 58	136	0 0	9 7	58 43	69 51	108	2 2	4 4	29 27	73 68			
Gender	Female	65	1 2	2 3	21 32	41 63	78	0 0	4 5	37 47	37 47	52	1 2	3 6	14 27	34 65			
	Male	43	0 0	3 7	18 42	22 51	58	0 0	5 9	21 36	32 55	56	1 2	1 2	15 27	39 70			
Ethnicity	Am. Ind.																		
	Asian	15	NA	NA	NA	NA	15	0 0	0 0	4 27	11 73	22	1 3	1 5	3 14	18 82			
	Black	21	0 0	1 5	7 33	13 62	31	0 0	5 16	17 55	9 29	34	1 3	3 9	11 32	19 56			
	Latino	35	0 0	2 6	13 37	20 57	0	0 0	3 6	20 39	28 55	31	0 0	0 0	10 32	20 65			
Disability Status	White	36	1 3	2 5	15 42	18 50	39	0 0	1 3	17 44	21 54	21	1 1	0 0	5 24	16 76			
	Gen. Ed.	98	1 1	2 2	32 33	63 64	116	0 0	6 5	46 40	64 55	97	1 9	3 4	27 28	69 68			
English Proficiency	Sw/Dis.	10	0 0	3 30	7 70	0 0	20	0 0	3 15	12 60	5 25	11	1 1	1 9	2 18	7 64			
	Eng Pro	94	1 1	4 4	28 30	61 65	125	0 0	8 6	50 40	67 54	108	1 1	2 2	28 28	69 69			
	LEP	14	0 0	1 7	11 79	2 14	11	0 0	1 9	8 73	2 18	8	2 12	2 25	1 12	4 50			

Grade 4 Comparison of Percentage of Female and Male Students in Science Levels



Grade 4 Range of Percentages for Levels in Science Broken Down by Ethnicity



Data indicate that the percentage of both females and males who scored Level 1 in 09 increased from 0% in 08 to 2% in 09. The percentage of female students who scored Level 2 increased in 09 by 1% and the percentage of male students decreased by 7%. There was an overall decrease in the percentage of both female and male students scoring at a Level 3 from 47% in 08 to 27% in 09 and 36% in 08 to 27% in 09 respectively. There was a substantial increase in the percentages of females and males scoring at a Level 4: females – 47% in 08 to 65% in 09; males – 55% in 08 to 70% in 09.

Data show that the Latino and White subgroups performed better than the other ethnicities in Science. Asians had the highest percentage of students reaching Level 4. When comparing the percentages of students in all subgroups that scored either a Level 3 or Level 4, the results are as follows: Asian – 94%; Black – 88%; Latino – 97%; and White – 100%. In addition, when comparing the percentages of students in all subgroups that scored either Level 1 or Level 2, the results are as follows: Asian – 5%; Black – 12%; Latino – 3%; and White – 0%.

Comparison of 2008 and 2009 results for LEP students are as follows: 0% scored a Level 1 in 2008 with an increase of 12% in 2009; an increase in Level 2 students, from 9% in 08 to 25% in 09; a considerable decrease in Level 3 students, from 73% in 08 to 12% in 09; and an increase in Level 4 students from 18% either 08 to 50% 09.

Comparison of 2008 and 2009 results for Students with Disabilities are as follows: 0% in 2008 and 9% in 2009; a decrease in Level 2 students, from 15% in 08 to 9% in 09; a significant decrease in Level 3 students, from 60% in 08 to 18% in 09; and a substantial increase in Level 4 students, from 25% in 08 to 64% in 09.

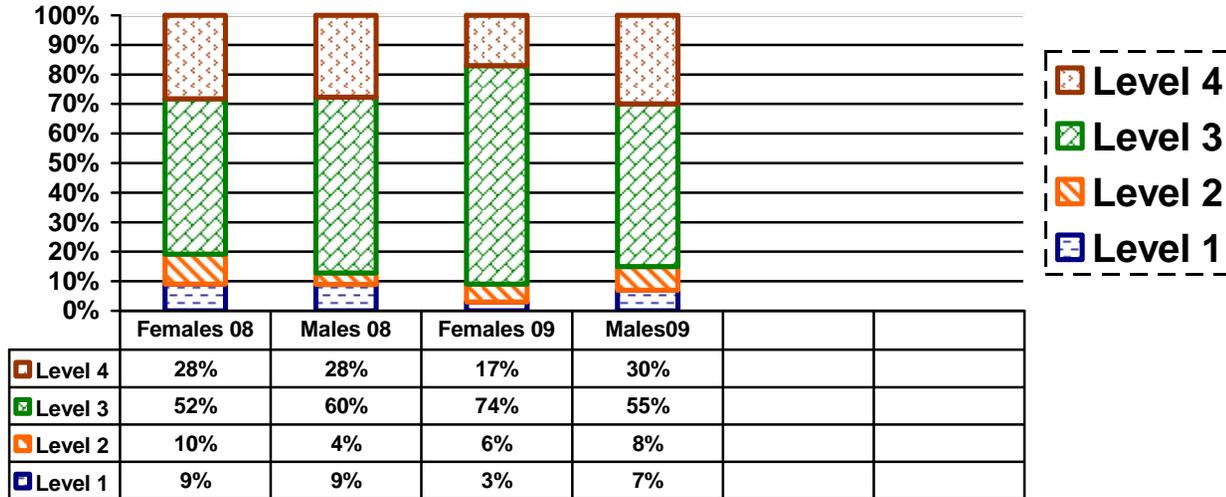
SOCIAL STUDIES

Grade 5 Student Performance on the Social Studies Assessment								
ALL TESTED STUDENTS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009	6	4	10	7	91	66	31	22
2008	10	9	9	8	63	55	32	28
2007	19	15	12	9	74	57	25	19

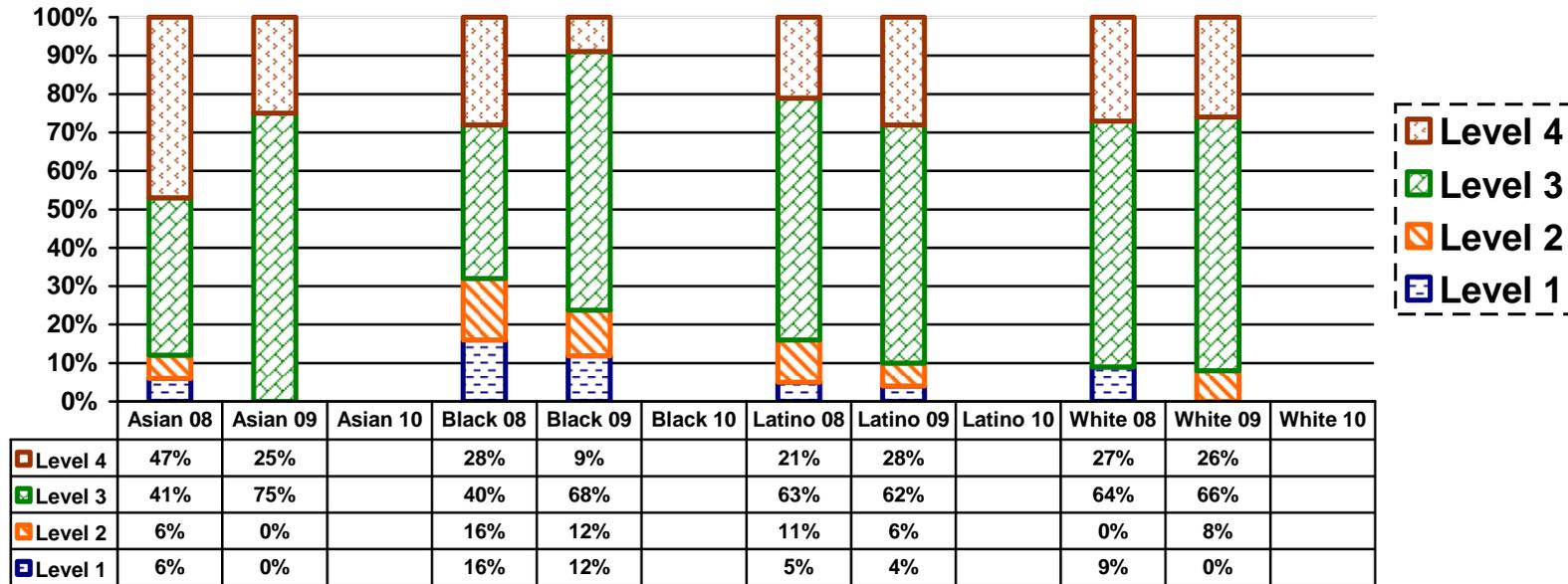
The students in grade 5 who took the Social Studies Assessment showed a decrease in the number of students scoring a Level 1 from 10 or 9% in 2008 to 6 or 4% in 2009. Although the number of Level 2 students slightly increased with 9 in 09 and 10 in 09, the percentages for Level 2 decreased: from 8% in 08 to 7% in 09. The number of Level 3 students increased: from 63 or 55% in 2008 to 91 or 66% in 2009. There was a decrease in the number of Level 4 students: 32 or 28% in 2008 to 31 and 22% in 2009. Although there has been improvements in Social Studies over the past 3 years, a it is necessary to increase our higher leveled learners from Level 3 to Level 4.

Social Studies Performance across Different Subgroups – Grade 5																			
		2006-2007						2007-2008						2008-2009					
	All Students	# Tested	Lev. 1 # %	Lev.2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %	# Tested	Lev. 1 # %	Lev. 2 # %	Lev. 3 # %	Lev. 4 # %			
	School	130	19 15	12 9	24 57	25 19	114	10 9	9 8	63 55	32 28	138	6 4	10 7	91 66	31 22			
Gender	Female	NA	NA	NA	NA	NA	67	6 9	7 10	35 52	19 28	78	2 3	5 6	58 74	13 17			
	Male	NA	NA	NA	NA	NA	47	4 9	2 4	28 60	13 28	60	4 7	5 8	33 55	18 30			
Ethnicity	Am. Ind.																		
	Asian	NA	NA	NA	NA	NA	17	1 6	1 6	7 41	8 47	16	0 0	0 0	12 75	4 25			
	Black	NA	NA	NA	NA	NA	25	4 16	4 16	10 40	7 28	34	4 12	4 12	23 68	3 9			
	Latino	NA	NA	NA	NA	NA	38	2 5	4 11	24 63	8 21	50	2 4	3 6	31 62	14 28			
	White	NA	NA	NA	NA	NA	33	3 9	0 0	21 64	9 27	38	0 0	3 8	25 66	10 26			
Disability Status	Gen. Ed.	118	12 10	11 9	70 59	25 21	103	6 6	8 8	57 55	32 31	117	4 3	5 4	79 68	29 25			
	Sw/Dis.	12	7 58	1 8	4 33	0 0	11	4 36	1 9	6 55	0 0	21	2 10	5 24	12 57	2 10			
English Proficiency	Eng Pro	NA	NA	NA	NA	NA	108	9 8	9 8	58 54	32 30	130	6 5	8 6	85 65	31 24			
	LEP	NA	NA	NA	NA	NA	6	1 17	0 0	5 83	0 0	8	0 0	2 25	6 75	0 0			

Grade 4 Comparison of Percentage of Female and Male Students in Social Studies Levels



Grade 4 Range of Percentages for Levels in Social Studies Broken Down by Ethnicity



Data indicate that males continue to outperform females in Social Studies. Although the percentages of Level 3 and 4 students in each subgroup are similar, there are more males than females at Level 4. There is a substantial percentage of Level 3 students from both subgroups: female – 74%; male – 55%. Strategies must be developed to raise our students to achieve a higher level of learning in this subject.

Data show that the Asian subgroup outperformed the other subgroups in Social Studies when adding Level 3 and Level 4 students. When comparing the percentages of students in all subgroups that scored either a Level 3 or Level 4, the results are as follows: Asian – 100%; Black – 77%; Latino – 90%; and White – 92%. The black subgroup needs to make gains to attain more students in Level 4 and strategies must be determined to raise all our Level 2 and Level 3 students. In addition, when comparing the percentages of students in all subgroups that scored either Level 1 or Level 2, the results are as follows: Asian – 0%; Black – 24%; Latino – 10%; and White – 8%.

The number of LEP students who took the Social Studies assessment is too small to validate any findings.

Comparison of 2008 and 2009 results for Students with Disabilities are as follows: a significant decrease in the percentage of students who scored Level 1: 36% in 08 and 10% in 09; an increase in the percentage of Level 2 students, from 9% in 08 to 24% in 09; a slight increase in Level 3 students, from 55% in 08 to 57% in 09; and an increase in the percentage of Level 4 students, from 0% in 08 to 10% in 09.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

Refer to **School's Responsibilities** pages 36 – 38.

3. Instruction by highly qualified staff.

In the 2008-2009 school year, fifty-four full-time teachers were assigned to our staff. Ninety-eight percent of our teachers are fully licensed and permanently assigned to PS 13. Of the 54 teachers, 68.5% have more than 2 years teaching experience in this school and 63% have more than 5 years teaching experience overall. Our staff also consists of 2 administrators, 7 other professionals (psychologist, nurse, 2 coaches, 1 F status teacher, and 2 Guidance Counselors), and 5 educational paraprofessionals. Ninety-eight and one tenth percent of our core classes are taught by “highly qualified” teachers as defined by NCLB/SED. We also utilize the services of CSI scholars and student teachers throughout the school year.

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.

- Professional development workshops provided by Administrators, Leveled Literacy Intervention, and Math and Reading coaches
- Extensive curriculum planning based on Teacher’s College reading and writing model
- Attendance at LSO Professional Staff Development workshops when applicable
- Monthly seminars for school principal and assistant principal
- Diverse parental workshops offered by our Parent Coordinator, such as Fire Safety, Nutrition, Child Rearing, Fitness, Math, Literacy, etc.
- Workshops provided by outside consultants for the use of Acuity, Smartboard, and Performance Series
- Ongoing professional development by our in-house computer technician to reinforce workshops provided by outside consultants

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

Not applicable

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

Refer to **How School Will Implement Required Parental Involvement Component** pages 36 through 39

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.

The Pre-Kindergarten Family Assistant and Social Worker conduct workshops for Pre-K parents which detail what their child will experience when they enter Kindergarten. Handouts are also distributed that explain the Kindergarten standards and routines. In June, our Pre-K Teacher introduces her current students to their respective Kindergarten teacher for the upcoming year.

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.

PS 13 has committed itself to optimizing the mandated curriculum using best instructional practices. We have placed appropriate emphasis on our ability to understand the NYS/NYC Standards so that our goals and perspectives are firmly grounded in student achievement. Using collaborative assessment and curriculum mapping, we have developed a community lens which enables us to implement best practices in the curriculum utilizing individual accountability and grade wide expectations within the context of school wide goals and support. Through the support of the Inquiry Team, comprised of staff members, administrators, and coaches, decisions are formulated regarding which academic assessments will provide the best means to provide differentiated instruction. The Inquiry Team has deemed the following assessments as being the most effective to suit the needs of our school: EdPerformance, Predictives, teacher-student conferences, running records, TC Narrative Continuum, and State Math and ELA Tests.

We have had several positive accomplishments in the 2008-2009 school year. We continued to use the Teacher's College model to drive our writing instruction with Writers' Celebrations which are attended by the entire PS 13 school community at the end of a unit of study. We have also refined our Curriculum Map and created Rubrics for each unit of study in all curriculum areas. Through professional development and common planning sessions, teachers have a common math language and each student has a section of recorded conference notes and grade level acquisitions.

Teachers are now able to differentiate instruction to meet the needs of individual students. Acuity has been a major assessment component in grades 3 through 5 with teachers receiving extensive professional development on its use.

We believe that gains in student achievement are directly linked to: our ability to individualize instruction to meet the needs of our students; collecting the soft data available; and using all available data to drive our instructions and planning

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.

In order to identify students who are having difficulty mastering proficient or advanced levels of the academic achievement standards in a timely manner, we adhere to the following protocol:

- Classroom teachers record anecdotal records for children in need
- Running records are kept up-to-date
- Parents are notified
- Pupil Intervention Program Services forms are completed and submitted to the PPT team by the classroom teacher
- PPT team reviews all forms monthly and offers suggestions
- Teachers identify those students through standardized tests and teacher assessment
- After completing initial assessment and identifying students, the appropriate Academic Intervention Plan is designed to match each of those students. Periodic assessments are conducted to monitor progress.
- The AIP is forwarded to the next teacher to record services and progress

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.

PS 13's priority for improvement of the delivery of student support services for the 2009-2010 school year is to again allocate funds to staff a full time guidance counselor to address the social and emotional needs of the student population. The guidance counselor will provide individual and/or small group counseling to students identified by staff or parents. The counselor will also facilitate class discussions on conflict mediation and student health topics.

Five to six resident artists will offer additional activities to our students so they can learn to work together harmoniously. The arts providers will facilitate in-class or extended day activities on resolving conflicts through peaceful solutions. Parents will be invited to attend culminating activities.

Teachers will be offered professional development on activities to help students resolve conflicts peacefully. Peaceful resolutions are also reinforced through the use of our school's Peaceful Playground. During recess, students are given the opportunity to play various outdoor activities and are instructed to solve any and all conflicts in a peaceful manner.

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
 - b. Help provide an accelerated, high-quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

Not Applicable

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all /saaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
	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

² To 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.

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.

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

1A.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.

Individual members of the faculty were polled for information regarding this finding, and then the Literacy Coach, Assistant Principal, and Principal discussed the ELA findings. They reviewed our school's curriculum maps across the grades and determined that the curriculum maps are aligned with State Standards and have listed skills to be mastered for each unit. It has been determined that we need to review our maps for "an expected level of cognitive demand that will indicate to teachers what students should know...at each grade level", and maps across grades to determine if skills are built upon from one year to the next.

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?

The Instructional Team, School Leadership Team, and Cabinet will review the curriculum map for "Strategies to be Utilized, "Speaking and Listening", and "Student Outcomes".

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.

The EveryDay Math program is more rigorous than the State Standard requirements in covering the content strands. However, since it was determined that the process strands needed to be stronger, the Math Coach had incorporated a "Writing in Math" component to our Math curriculum. In addition, the teachers have created curriculum maps in Math to guarantee coverage of NYS Standards in Mathematics. The Instructional Team and Math Coach

looked at the big idea or topic for each unit and use that information to drive instruction throughout the school. The focus during the 2008/09 school year of the Instructional Team was to align the EveryDay Math topics with the state standards.

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?

The following evidence dispels the relevance of this finding:

- We use EveryDay Math series which showed substantial evidence that it is aligned with the state's content strands
- Teachers use curriculum maps, planning guides, assessments, and data to guide their instruction towards the state standards.
- We have initiated a "Writing in Math" component which encompasses the process strands of the NYS Standards. We encourage the students to think metacognitively. A focus, or think, sheet is utilized to elicit math vocabulary to respond to such tasks as: what is the problem asking you to do; describe which problem solving strategy you used; and, describe how you decided upon the solution.
- Lessons are differentiated based on the collection of data.
- Support is provided through manipulatives, explorations, group work, and conferencing.

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.

We used writing rubrics and running records to assess student outcomes. In addition, ongoing informal observations by the administration throughout the year ensured that this ELA finding will continue to be irrelevant to our school.

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?

The following evidence dispels the relevance of this finding:

- We differentiate instruction based on each student's needs according to collected data.
- Our students are engaged in learning as evidenced by accountable talk in every lesson.
- Classroom teachers utilize the workshop model.
- Students engage in independent reading every day.
- Student-teacher conferencing is engaged in daily.
- We utilize the curriculum map.
- We incorporate various strategies and best practices.

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.

Ongoing informal observations by the administration throughout the year ensured that this Math finding will continue to be irrelevant to our school.

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?

The following evidence dispels the relevance of this finding:

- The implementation of technology and writing in Math.
- The use of EDM games, that are one aspect of the EDM program, supports the different learning styles of our students.
- The incorporation of manipulatives to guarantee success for all our students.
- The use of EdPerformance and Acuity for remediation and enrichment.

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.

³ To 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.

According to our schools Demographic and Accountability Snapshot, 98.1% of our teachers were fully licensed and permanently assigned to our school in the 2008-2009 school year. In addition, 68.5% of the staff has taught in our school for more than 2 years and 63% have taught in our school more than 5 years. 89% of the staff has a Master's Degree and 98.1% were deemed highly qualified.

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 following evidence dispels the relevance of this finding:

- A strict protocol is followed throughout our hiring process. Teachers are interviewed by administration and a demo lesson is generally required to observe teacher interaction with our students. A debriefing session takes place following the demo.
- Teachers attend Professional Development sessions that hone their skills and provide them with the latest teaching strategies to maintain excellence in teaching. These sessions are provided by our ICI and in-house coaches. Opportunities to attend PD off-site are offered on an ongoing basis.
- According to our payroll secretary, the reasons why some of our staff left in the past few years were due to: relocation, retirement, pregnancy and child care.

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.

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.

The ESL teachers reviewed key finding number 4 and discussed the information with the classroom teachers who have English Language Learners in their class. In addition, the coaches, assistant principal, and principal analyzed the current system of providing professional development for English Language Learners.

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?

The following evidence dispels the relevance of this finding:

- Our ESL teachers have attended the Professional Development Series presented by the NSS from ICI.
- ESL teachers have attended numerous Teachers College workshops which were designed to foster rich learning experiences for English Language Learners. This information was then presented during our teacher training sessions as PD for all teachers with ESL learners.
- We have a professional development series that instructs our classroom teachers on how to utilize effective ESL strategies. This series began during the summer workshop session, and will continue with an after school staff development program during the school year.
- Although the classroom teachers did not attend the ESL professional development sessions, they were offered the opportunity to receive the same training within our school.
- Our school plans to provide more opportunities for our ESL teacher to work with classroom teachers, helping them to develop strategies to use with their ELL students.
- Classroom teachers will attend professional development workshops for ELL strategies.

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.

The ESL teacher discussed this matter with the classroom teachers to determine what specific information was most beneficial to them so they can guide their instruction of the ELL students. Our school currently provides a pull out ESL program. We do not have dual language program.

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?

The following evidence dispels the relevance of this finding:

- Classroom teachers are provided with a list of their ELL students in September. This list specifies which children are beginner, intermediate, or advanced students.
- The ESL teacher is available for any questions about the status of an ELL child.
- A master list of all ELL students, their NYSESLAT results, and the number of years in this country is available for all teachers. This list is located in various areas of the school, such as: the principal's office, the assistant principal's office and the ELL office.
- The classroom teacher is encouraged to discuss strategies with the ESL teacher during common prep time and during scheduled PD sessions.
- The ELL teacher meets with the classroom teachers on their common preps in the early months of the school year. The ELL teacher provides the classroom teacher with their students' test modifications, time in the United States, and NYSESLAT scores. This process continues during the school year as new ELL students are admitted.

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.

All SETTS and Special Education teachers were involved in all instructional processes with administrators.

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 following evidence dispels the relevance of this finding:

- SETTS teachers use the input of the classroom teachers when updating the IEPs.
- SETTS teachers review the IEP with the classroom teachers.
- The expectation of the administration is that each special education student will be involved with the general education curriculum at their appropriate grade level as opposed to their instructional ability level, adapting the information to meet individual needs.
- The continuing support and expertise of the Math and Literacy coaches have assisted the special education teacher to adapt but not dilute the curriculum.
- Cooperation among the grade's teaching teams so that teaching materials used in the general ed. classes are readily available for the special education class.
- The support of the IEP teacher and school team aids the special education teacher's professional efforts to produce IEPs for students.
- The testing environment supports the special education students' abilities while acknowledging their disabilities.
- The administration expects that the promotional criteria will be no less than 25% of the student's actual grade level, therefore challenging the special education teacher to have students produce standards based, rubric-scored work to validate promotion.
- All teachers, including clusters, have received their special education students' IEPs.
- The PPT team meets regularly to review appropriate placements.

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.

The Spec. Ed. teachers were polled for information regarding this finding, then the Assistant Principal and Principal discussed the relevancy to PS 13.

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?

The SETTS teachers and general education teachers meet regularly to discuss students' reactions to quizzes and tests in the general education classroom. As a result of these discussions, the classroom teachers make a quiet place and extra time available for these students.

Behavioral plans are not needed for every student. Each situation is addressed on an individual basis. Rewards and consequences are part of the behavioral management program in every classroom. Involvement by the administration is needed after all behavioral management strategies and techniques have been utilized.

All teachers are aware of the individual needs of each student. All teachers, including clusters, have received their special education students' IEPs. Administration, Special Ed. teachers, and general ed. teachers are aware of all the goals and testing mods for each child.

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

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.

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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.)

We have 0 students in temporary housing attending our school.

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

Not applicable.

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