



P.S. 013 ROBERTO CLEMENTE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 013 ROBERTO CLEMENTE
ADDRESS: 557 PENNSYLVANIA AVENUE
TELEPHONE: 718-498-3717
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900010013 **SCHOOL NAME:** P.S. 013 Roberto Clemente

SCHOOL ADDRESS: 557 PENNSYLVANIA AVENUE, BROOKLYN, NY, 11207

SCHOOL TELEPHONE: 718-498-3717 **FAX:** 718-345-2396

SCHOOL CONTACT PERSON: BARBARA ASHBY **EMAIL ADDRESS** BAshby@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Dixon

PRINCIPAL: Barbara Ashby

UFT CHAPTER LEADER: Charles Griffith

PARENTS' ASSOCIATION PRESIDENT: Suzanne Navarro

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** CEI-PEN Network 534

NETWORK LEADER: CHARLENE SMITH/Christine Etienne

SUPERINTENDENT: LAURA(IA) FEIJOO

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Barbara Ashby	Principal	Electronic Signature Approved.
Jacqueline Badillo	Title I Parent Representative	
mailin martinez	Parent	
susana navaro	Parent	
J Isaac-Gomez	UFT Member	
v dixon	UFT Member	
Y rodriguez	UFT Member	
ms pascall	UFT Member	
michele Greaves	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

The Roberto Clemente School is an elementary school (Pre-Kindergarten through 5th grade) with 566 students . P.S.13K educates the whole child by integrating the arts into the curriculum to enrich and inspire life long learning. We build concentration, confidence and self-esteem in our students by offering programs in the Arts, Sports, and Chess Team.

The mission of the entire school community is to work with dedication to ensure that every student reaches his/her fullest potential enabling them to become productive members of our society. The staff's high standards provide all students with a positive, empowering atmosphere where each student is expected to achieve academic excellence. The staff's high expectations enable our students to become well-rounded individuals with the educational and social skills needed to successfully achieve their life's goals.

A carefully planned pre-kindergarten learning environment validates children's play and provides daily opportunities for oral language development, phonological awareness, and experiences with the concepts of print, letter knowledge, story comprehension, writing experimentation, and mathematical thinking. To match the children's varying interests and abilities, a broad range of activities and open-ended materials are structurally interwoven throughout the work/play small group time. There are also opportunities for talking, verbal exchanges, listening, read-alouds, story telling, drawing, painting, writing, dramatic play, block building, outdoor play, cooking experiences, instructional walking trips through the neighborhood, and small/whole group discussion.

PS13K implements Storytown. Storytown features an organized, direct approach to teaching reading. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Full program to be implemented. Our school also implements the Everyday Mathematics Program in pre-kindergarten through the fifth grade. Everyday Mathematics is a standards-based mathematics program, which promotes repeated exposure to new concepts and skills to foster mastery.

Roberto Clemente School/ P.S.13K fosters a student centered learning environment, devoted to developing independent, critical and analytical thinkers who possesses the necessary skills to meet the high standards and challenges of the 21st century. We achieve this mission with careful analysis of all data concerning our students. The curriculum reflects the individual needs of each student. Diverse teaching strategies, continuously improving, scaffolded curriculum, the integrated use of technology in the classroom, numerous support systems, a wide range of enrichment programs and extracurricular activities in Performing Arts, Fit For Life, and academic areas, all reflect Roberto Clemente School's emphasis on the whole child. P.S.13K provides an enriching educational program where all students have the opportunity to meet and exceed the mandated standards.

Roberto Clemente P.S.13K is also part of the Safe Haven/Safe Schools program run by the 75th precinct. P.S. 13 collaborates with the Urban League, and the Institute for Community Living who provide a wide array of support services and family activities to students and individual families.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 013 Roberto Clemente								
District:		19	DBN #:		19K013	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		35	33	36			89.8	90.8	TBD	
Kindergarten		87	63	76						
Grade 1		99	100	87	Student Stability - % of Enrollment:					
Grade 2		98	95	99	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		93	97	79			85.7	87.24	TBD	
Grade 4		96	95	87						
Grade 5		106	99	100	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			88.4	81.1	90.3	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			14	94	TBD	
Grade 12		0	0	0						
Ungraded		5	0	2	Recent Immigrants - Total Number:					
Total		619	582	566	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							2	6	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		56	43	42	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	6	20	Superintendent Suspensions		9	9	TBD	
Number all others		30	29	34						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	36	27	0				
# in Dual Lang. Programs	0	27	27	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	35	34	26	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	1	11	Number of Teachers	55	57	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	13	TBD
				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	76.4	71.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	63.6	59.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	86	TBD
American Indian or Alaska Native	0	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.9	TBD
Black or African American	65.1	65.5	68.7				
Hispanic or Latino	33.6	32.3	28.1				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.5	1.8				
White	0.2	0.3	1.1				
Multi-racial							
Male	51.2	49.7	51.1				
Female	48.8	50.3	48.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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							
Multiracial							
Students with Disabilities	X	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	65.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher 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 your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

□

Needs Assessment P. 13

Based on NYS School Report Card, NYC DOE Accountability and Demographic Snapshot, NYC ELA testing data

- Attendance has decreased from 89.8 to 90.50
- There has also been a decrease in our enrollment, temporary housing and poverty rates
- The number of new immigrants is fluctuating
- The number of Students in Special Education spiked in the 2007-08 school year with 56 students in attendance a 78(2008-09) and 96 (2010-1011).
- Our teaching staff is stable and we have a highly qualified percentage of 97.9%
- Our student population mostly Black and Hispanic with about an equal percentage of males and females

NYS School Report Card

- We did not make AYP for the Student with Disabilities subgroup in ELA and are a Restructuring Advanced Focus
- The SWD Performance Index (PI) was 84 and the All Students Performance Index is 142
- Approximately one fifth of the testing population is in the SWD subgroup
- In Mathematics, there is an achievement gap with the All Students Performance Index is 170 and the SWD PI is 113

NYS ELA trends

Grade 3 -

Level 1-increased from 5.2% to 20%

Level 2-38%

Level 3 and 4- decreased from 60.4% to 43%

Grade 4:

Level 1- increased 16.1% to 31%

Level 2- 46%

MARCH 2011

Levels 3 and 4- decreased from 44.8% to 23%

Grade 5 -

Level 1- decreased from 2.8% to 32%

Level 2- 41%

Levels 3 and 4- decreased from 72% to 26%

NYSESLAT Trends

- 11 ELLs with IEPs
- The number of ELL students in grades 5 and 6 fluctuate from 14 to 8 to 16 in the three years
- The percent of proficiency is increasing in the grade K/1 grade band
- In the 2/4 grade band, the percent of students moving up in levels is increasing in Listening and Speaking but are staying the same in Reading and Writing
- Students with Disabilities are out performing General Education students in Grades 5/6 but not in 2/4

NYS SS test

There are 37% of students below proficiency

31% of General Education are below Level 2 and 59% of SWD are below Level 2

ECLAS -2 Data

- Kindergarten
 - At the beginning of Kindergarten over 90% of students have mastered 4 out of 7 Phonemic Awareness strands. The remaining strands were mastered at a rate of 70, 78 and 80%.
 - Fall 2008 – 70% mastery of Phonics strands at Benchmark for the grade
 - For Reading and Oral Expression, 97% of students met the benchmarks for the Fall
- Grade 1
 - Listening and Writing not assessed in Fall 2008
 - 12 students were assessed on the Kindergarten Phonemic Awareness strand
 - Students tested for Blending and segmenting mastered at a 54 and 59% rate
 - There were 15 students tested for Alphabetic Recognition with a 60% mastery
 - For Spelling 71 students were tested with a 31% mastery rate
 - Seventy percent of the 77 students tested on the Kindergarten level for Decoding attained mastery and 48% of the 54 students tested at the Grade 1 benchmark of Level 3 reached mastery.
 - Within the Reading and Oral Expression strand, 75 students were tested for Vocabulary with a mastery rate of 28% , while 57 students were tested for Sight Words at the benchmark level with a mastery rate of 65%
 - At least 60% of students is at or above the Grade level benchmarks for Reading Accuracy, Comprehension and Oral Expression.
 - Only 21 students were assessed for Listening /Writing with an 81% mastery
- Grade 2
 - Eighty eight students were tested in Spelling and 33% mastered at the grade level benchmark
 - Less than half of the students were tested at the benchmark level in Decoding
 - In vocabulary, 84 students were tested with an 18% mastery rate
 - At the grade level benchmark for Listening and Writing, 87 students were tested. Forty six percent mastered Listening Comprehension, 49% mastered Writing Expression and 70% mastered Writing Development.
- Grade 3

- Sixty eight students were tested in Spelling and the mastery rate was 52%.
- Fifty students were tested at the Level 6 grade level benchmark for Decoding with a 74% mastery
- In Vocabulary, 69 students were tested with a mastery rate of 38%
- The majority of the students are on grade level for Sight Words
- In the Listening strand 36 students were tested with a mastery of 60% for all subskills

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
By June 2011, students with disabilities scoring at Level one will be reduced 10%. Students with disabilities scoring at Level 3 and 4 will increase bt 5% as measured by the New York State ELA exam.	<input type="checkbox"/> In order to consistently move our students each year, teachers will analyze periodic data to set goals, plan and differentiate instruction for Students with Disabilities
<input type="checkbox"/> There will be be a 20% decrease of K-3 students who scored one or more Levels below benchmark on the ECLAS-2 assessment in June, 2011.	<input type="checkbox"/> In order to consistently move our students each year, teachers will analyze periodic data, specifically ECLAS-2 and Dibels, to set goals, plan and differentiate instruction for all K-2 students
By June 2011, ELL students scoring at Level one will be reduced by 10%, and students scoring at Level 3 and 4 will be increased by 5% as measured by the New York State ELA exam.	<input type="checkbox"/> In order to consistently move our ELL students each year, teachers will analyze periodic data to set goals, plan and differentiate instruction for ELL students.
By May 2011, 65% (based on 2009-2010 Math data) of students will make at least one year's progress as measured by Standardized Math Assessments.	<input type="checkbox"/> In order to consistently move our students each year, teachers analyze periodic Mathematics data to set goals, plan and differentiate instruction for students.
By June, 2011, the overall student attendance rate will improve by at least 3% compared to the overall Attendance Rate from the previous year as indicated by the schools ATS attendance rate reports for students for current and previous school years.	<input type="checkbox"/> We will increase the number of students attendance incentives given to the throughout the year.

SECTION VI: ACTION PLAN

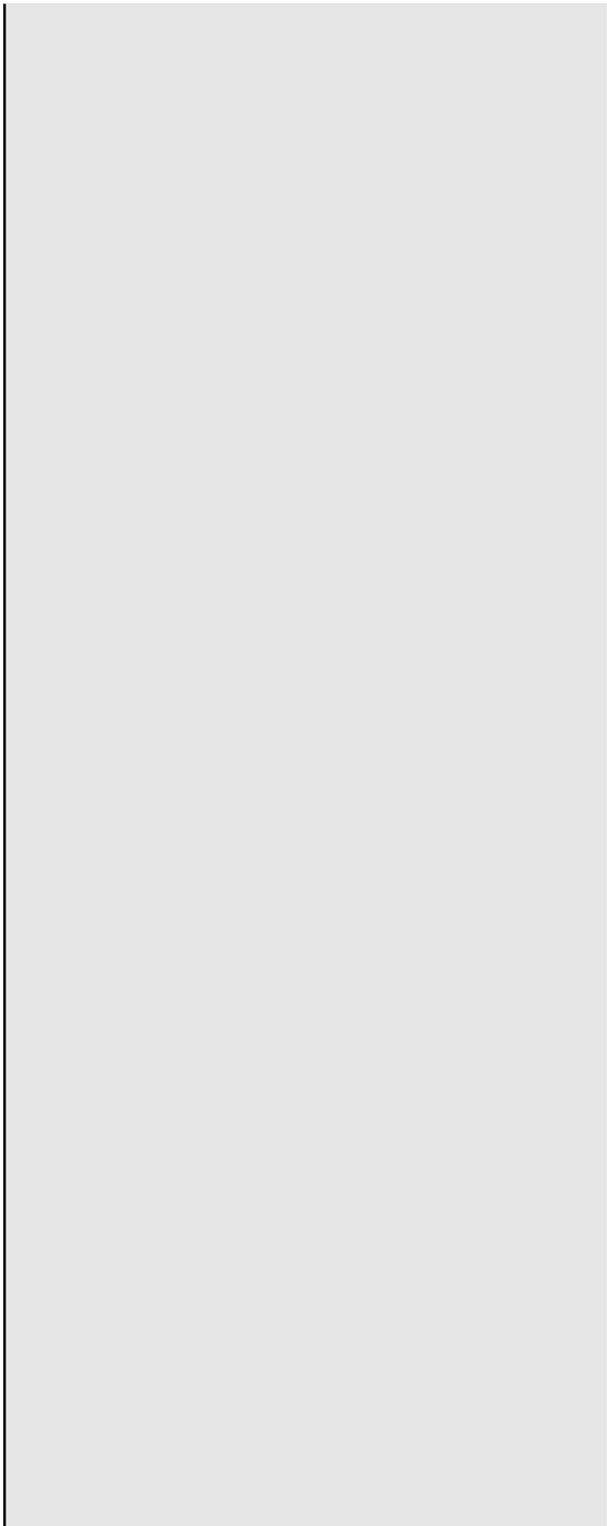
Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area
(where relevant) :

ELA Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students with disabilities scoring at Level one will be with disabilities scoring at Level 3 and 4 will increase bt 5% as mea State ELA exam.</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><input type="checkbox"/> Improved literacy instruction for Special Needs students will be achieved through the following:</p> <ul style="list-style-type: none"> • Implementation of best educational practices • Resource Room teacher to use Wilson Reading Program utilizing a multi-sensory approach. Wilson Reading program is a multi-sensory approach to spelling for students not responding to traditional instruction. • Mainstreaming SWD students into General Education classrooms for instruction. • AIS pull-out program staffed by personnel who develop PIPs (Individualized Plans) to target specific needs and remediation for each student. • Ellis Program used for small group instruction for ELLs. • Use of technology in classrooms to support learning styles. • City-Year Push-in, Pull –out after school programs. • Setrc support Services for Special Needs students. • Intervisitation between teachers and classes. • Aligned trips to enhance curriculum. • Utilization of Ramapo program providing professional development and management strategies on-site in classrooms. • On-going professional development with Literacy Work, LLC. • Differentiation with a focus on Special Needs and ELL students. • Teachers will use Acuity results to set up groups and target instruction. • Teachers will use DRA Assessments to drive their instruction. • Parents will be trained on how to use Acuity. • Parent workshops to provide support for homework, reading, and writing. • Use of students support services (SBST, ICL, Guidance, IEP) to ensure each student is provided with all entitled services to allow them to succeed as written in their IEP. <p>Grades K-5 Instructional materials:</p> <ul style="list-style-type: none"> • Storytown features an organized, direct approach to teaching and emphasizes explicit, systematic instruction in the areas of phonics and



phonics, vocabulary, fluency, comprehension, and writing. F implemented.

- Voyagers New York City Passport: This program will be utilized as an intervention strategy for struggling readers.
- Through extensive professional development, teachers deliver instruction that identifies and remediates student skill deficiencies and promotes reading skills using English and Spanish format.
- All students will receive ninety minutes of direct, systematic instruction in English.
- Moving Into English is a transitional English program that provides intensive instruction in the vocabulary strand for those students transitioning from ESL transition instruction.
- Students who exhibit delayed growth on reading assessments will receive thirty minutes per day in literacy instruction using a reading intervention to help them achieve at grade level on essential reading components.
- Student's progress will be measured with the ECLAS-2, designed to assess skills in the five essential components of reading.
- Screening assessments designed to provide baseline data, identify children who may be at risk of not reaching proficiency or skills at their grade will be provided by the DIBELS, Peabody Picture Vocabulary Test, and TerraNova. Mastery will be determined with the DIBELS and TerraNova.
- Intensive Professional Development, including: School-Based Professional Development Team, which includes the Principal, a full-time Instructional Coach, and other essential participants who will demonstrate outstanding results to other teachers in the school.
- Ongoing PD for all teachers
- Classroom Libraries will consist of children's literature, including fiction and non-fiction books that appeal to a variety of different interests of students in reading and writing.
- P.S. 13 focuses on connections in the content area (science, social studies, art, etc.)
- Reduced class sizes (grades K-3 capped at 20, grades 3-5 capped at 25) as a vehicle for smaller instructional groups in which teacher can more effectively monitor student progress to maximize instruction.

Person(s) or Position(s) Responsible: Principal, 2 Assistant Principals, Instructional Staff Developer, Parents, Parent Coordinator.

Timeline: September 2010 through June 2011, daily.

Frequency and Duration: K-5, 90-minute literacy block, extended time for assessments.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.

Title 1, Fair Student Funding, Chapter 53

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

□ Acuity ITAs and Periodic Assessments- increase of 5-10% for each will decrease by 10%; SWD scoring at Levels 3 and 4 will increase ELA assessments.3-5% increase of special needs students scoring level 2 on standardized integrated language arts assessment.3-5% demonstrate mastery of ECLAS skills

Subject Area (where relevant) :

K-3 ELA

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

□ There will be a 20% decrease of K-3 students who scored one benchmark on the ECLAS-2 assessment in June, 2011.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

□ Actions/Strategies/Activities:

- Teachers will analyze ECLAS 2 summary sheets from the Fall Common Prep. Results from data will be used to drive instruction in small group,
- During the 90 minute Reading block.Students that score at t specific probes are given help with Direct Explicit Instruction
- Literacy centers are created to differentiate instruction.
- Our after school programs Project Read and SES addresses working below grade level.
- On-going professional development addressing the “Fab Five” Phonics, Comprehension, Fluency and Vocabulary.
- Teachers meet by grade levels once per week during Common Administration and Staff developers to develop action plans
- Grade level Intervisitation allows best practices to be observed. Teachers then implement these strategies in their classroom
- Students will be made aware of their Independent Reading I
- Teachers will set up a lending library system for students to use in classroom libraries.
- ECLAS Fall results will be shared with parents at PTA meeting given that will enable the parents to help their students.Pare students reading assignments at home. (Reading for 20 minutes per year).
- Parents will be made aware of SES and other after school programs encouraged to enroll students.

Grades K-3 Instructional Materials:

- Storytown features an organized, direct approach to teaching and emphasizes explicit, systematic instruction in the areas of phonics, vocabulary, fluency, comprehension, and writing. F implemented.
- Through extensive professional development, teachers deliver and identify and remediate student skill deficiencies and promote

	<p>skills using English and Spanish formats.</p> <ul style="list-style-type: none"> • All students will receive ninety minutes of direct, systematic, English. • Moving Into English is a transitional English program that ma intensive instruction in the vocabulary strand for those stude from ESL transition instruction. • Students who exhibit delayed growth on reading assessment thirty minutes per day in literacy instruction using a reading i helping them achieve at grade level on essential reading cor • Student's progress will be measure with the ECLAS-2, desig in the five essential components of reading. • Screening assessments designed to provide baseline data, children who may be at risk of not reaching proficiency or sk their grade will be provided by the DIBELS, Peabody Picture TerraNova.Mastery will be determined with the DIBELS and <p><u>Targeted Population (s):</u> All students K-3 including ELL/ESL, SWD, students.</p> <p><u>Responsible Staff Members:</u> K-2 teachers, 1 Literacy Staff Develop Parents, Parent Coordinator, Principal</p> <p><u>Timeline:</u> September 2010 through June 2011, daily</p> <p><u>Frequency and Duration:</u>90 minute block extended time as needed</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title 1, Fair Budget Funding, Chapter 53, C4E</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><input type="checkbox"/> There will be a 5% movement of students(K-3) who scored at the strategic level by the middle of the year (January 2011) and a 5% m scoring at the strategic level to the benchmark level by the middle o the DIBELS assessment.3 to 5% increase of students in grades K-2 mastery of grade appropriate ECLAS-2 skills.3-5% increase of 3rd g or above standard on ELA.</p>

**Subject Area
(where relevant) :**

ELL ELA Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, ELL students scoring at Level one will be reduced by scoring at Level 3 and 4 will be increased by 5% as measured by the exam.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

□

Actions/Strategies/Activities

- Implementation of ELLIS program for small group instruction
- Professional development in Q-Tel training.
- Pull out/Push in of all ELL students during the instructional day
- Academic Academy after school program with a focus on test preparation for ELL students.
- Implementation of Ellis program, Coach program using technology during instructional day.
- NYSELAT, Acuity, ELA test results used to drive small group instruction at grade levels.
- Reading Program includes an ELL and remediation resource program to teach the skills needed by students acquiring English who do not meet grade level standards.
- The NYSELAT (New York State English as a Second Language) test in grades K-5 will be administered to all identified students. The New York State English as a Second Language Standards and Practices of services in addition to analysis of student English language proficiency.
- ELLs in Spanish dual language program in grades K-5 will use Canciones a Cuentos as a component of the reading program.
- Spanish classroom libraries will enhance the teaching of language.
- Spanish trade books, classroom libraries and a Spanish market literacy program.
- Students in grades K-5 will have native language literature libraries in their classrooms.
- Content areas such as Science, Social Studies and Mathematics are purchased and therefore, appropriate and related materials are purchased.
- Students placed in an ESL (English as a Second Language) program receive instruction in English only using intensive ESL methodology.
- Core content area instruction is provided through a Sheltered Instructional Protocol.
- On-going assessment will be conducted using the EL SOL (Observacion de la Lecto-escritura)
- All ELL classrooms will be provided with highly motivating learning materials.

Instructional materials:

- Storytown features an organized, direct approach to teaching reading and emphasizes explicit, systematic instruction in the areas of phonics, vocabulary, fluency, comprehension, and writing. Fountas & Inoue implemented.
- Voyagers New York City Passport: This program will be utilized as an intervention strategy for struggling readers.
- All students will receive ninety minutes of direct, systematic, explicit instruction in English.
- Moving Into English is a transitional English program that provides intensive instruction in the vocabulary strand for those students transitioning from ESL transition instruction.
- Students who exhibit delayed growth on reading assessments will receive thirty minutes per day in literacy instruction using a reading intervention helping them achieve at grade level on essential reading competencies.
- Student's progress will be measured with the ECLAS-2, designed for ELL students.

	<p>in the five essential components of reading.</p> <ul style="list-style-type: none"> • Screening assessments designed to provide baseline data, children who may be at risk of not reaching proficiency or sk their grade will be provided by the DIBELS, Peabody Picture TerraNova.· Mastery will be determined with the DIBEL • Intensive Professional Development, including:School–Base Development Team, which includes the Principal, a full-time other essential participants who will demonstrate outstanding other teachers in the school. • Ongoing PD for all teachers, <p><u>Target population:</u> All ELL/ESL student’s grade K-5</p> <p><u>Responsible staff members:</u> Principal and other school administrato Coach,Parents, Parent Coordinator</p> <p><u>Timeline:</u> September 2010-June 2011, Daily, 90 minutes per day ex per assessments.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Bilingual/ESL Resources Specialist Funding: Title 1, Title 3</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><input type="checkbox"/>Acuity ITAs and Predictive Assessments-5 to 10% increase in all students in grades K-5 taking the NYSESLAT moving from beginning 5% increase of students scoring at or above Performance Level 2 o language arts assessments.3-5% of students in grades K-3 will den ECLAS skills</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By May 2011, 65% (based on 2009-2010 Math data) of students will progress as measured by Standardized Math Assessments.</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><input type="checkbox"/> <u>Actions/Strategies/Activities:</u></p> <ul style="list-style-type: none"> • Continue Singapore Math with all students with a focus on A • Hot list for High Level 2 for grades 3-5 • Implementation of QTel strategies with our ELL students. • After school programs SES (Wednesday and Friday) grades (Tuesday and Thursday) grades 1-3,

- Academic Academy (Tuesday and Thursday) grades 4-5.
- Extended strategies used in Singapore Math to all classroom preps.
- On-going professional development with Literacy Work, LLC focus on Special Needs and ELL students.
- Continued use of Orchard Technology Program to support teachers.
- Singapore strategies to be implemented in all classes
- .Routines to be emphasized in early grades to develop a math mindset.
- Daily Problem of the Day used to focus on problem solving skills.
- Use of Acuity data to drive instruction.
- Monthly professional development for Math Coach provided
- Parent workshops to be given on Acuity, strategies to help parents with homework.

Grades K -5:Instructional Materials/Texts:

- Everyday Mathematics supplemented by Math StepsPlanning
Everyday Mathematics (Grades Pre-K – 5) is a standards-based math program that promotes repeated exposure to new concepts and skills to foster mastery. (Grades K – 5) will be used as a supplement to Everyday Mathematics. The materials focus on skills and strategies and will provide students with an opportunity to develop mastery through practice.Problem of the Day
Problem of the day is a daily 15-minute block for all K-5 students to work on one problem using the Problem Solver Program. This is an instructional program designed to help students become confident problem solvers
- Pacing and Alignment Calendar

Math Block:

- 75 minutes – Everyday Math K-5, 15minute-Problem of the Day, Lesson, Ongoing Learning and Practice/Math Journal Extra Practice/Enrichment/Minute Math Games/Skills Practice
- Test Prep Embedded Assessment: Ongoing Assessment; Pre-Test Looking at Student work; Periodic Assessment- Unit/mid-year
- Intensive professional development, including: School-based Professional Development Team, which includes the Principal, a full-time Instructional Coach and other essential participants who will demonstrate outstanding practice to other teachers in the school
- Acuity: Students in grades 3- 5 will be given 3 interim assessments
- P.S. 13 will focus on improved and higher-level implementation of the Mathematics Program by raising teacher performance through professional development workshops thus developing student competency and mathematical growth in Mathematics.
- The evaluation of math benchmarks and standardized data, interim assessments and the use of the Acuity report will target student learning and teachers' delivery of math instruction.
- An increased focus on Academic Academy instruction for middle school through cohorts/flexible grouping will be used to further support student learning
- Professional development sessions will promote a school wide focus on mathematics

	<p>manipulatives and skills and strategies that will enhance the</p> <p><u>Targeted population:</u> All students including all subgroups</p> <p><u>Responsible staff members:</u> Everyday Math Teachers, 1 Math Staff Administrators.</p> <p><u>Timeline:</u> Start Date: September 2010 thru June 2011</p> <p><u>Frequency/Duration:</u> Everyday Math, everyday 90 minutes K-5. Math 45 minutes.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title 1, Fair Student Funding, C4E</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><input type="checkbox"/> Unit Assessments:3-4 week intervals, 80% mastery on all grades. Assessments: 3-5% increase on all grade levels 65% of our student year's progress as measured by standardized Math Assessments.</p>

**Subject Area
(where relevant) :**

Attendance Rate

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June, 2011, the overall student attendance rate will improve by a the overall Attendance Rate from the previous year as indicated by attendance rate reports for students for current and previous 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><input type="checkbox"/> Student support services will provide a concentrated effort in the area to the Pupil Personnel Team and Crisis Intervention Team. They will suspension, an in-school suspension program, and increase linkage organizations to provide physical and mental health and social services families.They will provide technical assistance and support to school AIDP, STH staff, school pupil accounting secretaries and other school can address attendance. They will collaborate with CBO to provide day programs, mental health and social services to students who are over or dropping out of school.Electronic and paper mailing to all school about youth development and student/family support services will a will provide technical assistance to all school staff, school leadership based organizations, staff, students and parents in designing and implementing comprehensive youth development framework that addresses student around the school's instructional program.The PPT will meet on a regular</p>

	<p>student's support service needs. The team will consist of: School Counselor, IEP Team, Family worker, Teacher, Parent, SAPI's worker who will provide age appropriate information and material that focuses on the promotion of anti-drug norms, prevention, and related information, as well as drug resistant skills. P.S.13K to celebrate with their children their academic/behavioral in... be awarded with a citation on a monthly basis; students and parents... lunch.Fifth grade students will vote for a class representative on the... Council. This will develop self-esteem and give students a sense of... representative will campaign for school-wide office.Students will also... mediation. Students will receive age appropriate interpersonal and/... upon a needs assessment to improve their behavior and academic... is to assist students to achieve an awareness and acceptance of se... self-concept, to acquire appropriate interpersonal and academic ski... increasingly self-reliant.The Guidance Counselor will constantly aim... alternatives, new programs, and new outlooks as new hopes for su... family worker will be assigned to work with students and their famili... attendance strategies. Individual attention to family needs will incre... and thus performance.</p> <p><u>Target Population:</u> All students</p> <p><u>Responsible Staff Members:</u>The team will consist of: Principal, Assi... Counselor, School Based Support Team Pupil Personnel Team, IEP... Teacher, Parent, SAPI's worker who will provide age appropriate in... focuses on the promotion of anti-drug norms, prevention, and relate... drug resistant skills.</p> <p><u>Timeline:</u> Beginning September 2009 and continuing through June</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title 1, Fair Student Funding</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><input type="checkbox"/> Monthly ATS attendance reports for SY 09-10 will improve by at le... SY 08-09.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	80	1	
1	20	18	N/A	N/A	80	1	
2	7	5	N/A	N/A	80	2	
3	14	12	N/A	N/A	85	2	
4	27	22	47	47	96	2	
5	22	21	8	5	82	1	
6							
7							
8							
9							
10							
11							
12							

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., V... etc.), method for delivery of service (e.g., small group, one-to-one, tutoring... service is provided (i.e., during the school day, before or after school, Sat...
ELA:	<p><input type="checkbox"/> Frequency according to need. ESL-Placement in Reduced Class size class (Level 1 and 2, including ELL... proficiency on NYSESLAT) Reduced Student-Teacher Ratio Enabling Small Groups</p> <p style="padding-left: 40px;">Individualized instruction based on assessed needs.</p> <p style="padding-left: 40px;">Daily throughout school year.</p> <p>Grades K-5, Level 1 and 2, including Ells scoring below proficiency on NY... Education and SWD.</p> <p>Grade 4 and 5- ELA, Math, individualized instruction based on assessed r...</p> <p>WILSON INSTRUCTIONAL TECHNIQUES (Teacher identified Special Ed... need) Teacher prescription and monitoring (based on initial Wilson Reac... Instrument)</p> <p style="padding-left: 40px;">Extra 45 minute period minimum 3 times/week</p> <p style="padding-left: 40px;">Small group instruction</p> <p style="padding-left: 40px;">Frequency based on need.</p> <p>SUMMER SCHOOL GRADES 3-5 (Level 1, including ELL scoring below NYSESLAT, General Education, Special Education. Small group instruction</p> <p style="padding-left: 40px;">Frequency based on assessed needs.</p> <p>PUSH IN/ PULL OUT AIS TEACHER (Level 1 and 2, General Education... native language arts) Grades 2-5, during school day</p>

Reduced student-teacher ratio enabling small group and individual instruction based on assessed needs.

Small group instruction based on needs

Mathematics:

OPTIONS
Grades 1-5

Frequency based on student's needs.

2-3 times weekly during mathematics

SUMMER SCHOOL GRADES 3-5 (Level 1, including ELL scoring below NYSESLAT, General Education, Special Education.

Small group instruction

Frequency based on assessed needs.

PUSH IN/ PULL OUT AIS TEACHER (Levels 1 and 2, General Education, Special Education, native language arts)

Grades 1-5, during school day

Reduced student-teacher ratio enabling small group and individual instruction based on assessed needs.

Small group instruction based on needs

Frequency according to need

K-2 TUTORING

Small group, individual tutoring

As needed

Given by classroom teacher.

Science:	SUPPORT FOR SCIENCE CONTENT AREA ADDRESSED DURING LITERATURE
Social Studies:	SUPPORT FOR SOCIAL STUDIES CONTENT AREA ADDRESSED DURING LITERATURE BLOCK.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p>GUIDANCE COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> · Group and individual counseling · Needs based · Students not meeting promotional/performance standards · Students experiencing behavioral/emotional/family issues negatively affecting learning. · Referrals to supportive agencies. <p>ATTENDANCE INTERVENTION</p> <ul style="list-style-type: none"> · Monitor attendance of at risk students (less than 90%) · Conducts needed outreach services. · Family counseling · Attendance teacher at every school · Referrals to supportive agencies. <p>IN SCHOOL SUSPENSION (S.A.V.E. ROOM)</p> <ul style="list-style-type: none"> · Frequency based on needs · Reduced Student-Teacher ratio enabling small group and individual instruction based on assessed needs. · Counseling <p>CBO COUNSELING</p> <ul style="list-style-type: none"> · Identified sites · Conducts needed outreach services · Family counseling <p>Referrals to supportive agencies.</p>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> <p>COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> · Group and individual counseling · Needs based · Students not meeting promotional/performance standards · Students experiencing behavioral/emotional/family issues negatively affecting learning. · Referrals to supportive agencies.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <p>COUNSELOR INTERVENTION</p> <ul style="list-style-type: none"> · Group and individual counseling · Needs based · Students not meeting promotional/performance standards · Students experiencing behavioral/emotional/family issues negatively affecting learning <p>Referrals to supportive agencies</p>
At-risk Health-related Services:	<input type="checkbox"/> <p>HEALTH SERVICES</p> <p>Regional nurse director-coordinates services throughout the region</p>

Supervising nurse for each district-monitors service.

Contract nursing services support all elementary schools 6 hours

Monitor health needs of each student.

Provide first aid

Referrals to supportive agencies.

OPEN AIRWAYS (grant from New York State, Downstate)

Physical components, emotional health issues referred to ICL (In-
Living)

Delivered by DOH school nurse.

Referrals to supportive agencies.

At Public School 13 there are five groups of students receiving Dual Language instruction from grades K-5. The **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** receive English as a Second Language. Beginning and Intermediate students receive 360 minutes of ESL and Advanced levels receive 400 minutes of ESL. The languages of instruction in our Dual Language Program are English and Spanish. Students speak English in the morning and Spanish in the afternoon. ELs from grade 3-5 will receive extra ESL instruction before school from October to May to help them with test practice.

The ESL/Bilingual Education Program is designed for students whose primary language is one other than English. The program is to provide students with a sound English language foundation to move into the mainstream and be able to function in a competitive environment. English as a second language (ESL) is taught daily through a program, which offers developmental sequence of English instruction in the four language skills: Listening, speaking, reading, and writing. Specific **Directions:** development of the allocation of Title III funds for 2010-11 at the same funding level as 2009-10, indicate below what sections will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in English language proficiency. Students placed in an ESL (English as a Second Language) program will receive instruction in English using intensive ESL methodology. Core Content area instruction is provided through a Sheltered English approach.

AIMS has been revised with school narrative 2009-10 and 2010-11 (pending allocation K-3 will be used as Title III Budgets. De Criterias Section is a component of the reading program. This research has 2009-10 Title III program narrative and budget has been revised for 2010-11 (pending allocation in Spanish. DEP Goals described in Section III and attached of research endorsed by the National Reading Panel (2000), the National Institute of Child Health and Human Development and the **Sectional Reading Goals and Information** systematic, explicit reading instruction to develop the skills needed to become a proficient reader promoted by the National Reading Panel. These skills include **Grade Level(s)** fluency, phonics, fluency, vocabulary development, and test comprehension. Spanish **Pack, Books 2-3** classroom libraries and a Spanish manipulative kit complete the literacy program.

Students in K-5 bi-lingual or dual language classrooms will have native language literature libraries and dictionaries for their classrooms. Content areas such as Science, Social Studies and Mathematics are taught in Spanish and therefore, appropriate and related materials are purchased. **Number of Students to be Served:**
LEP 33
Non-LEP 74

Students may be placed in a transitional bilingual program. This placement is based on parent choice. **Number of teachers:** 6 (5 classroom teachers, 1 ESL teacher)
Other Staff (specify): 1 para-professional
School Building Instructional Program/Professional Development Overview: As the student scores on a state designated level of proficiency on the NYSESLAT, he/she will be able to transition into a monolingual, **Part A LEP Program Narrative** will be a three-year transition process.

Language Instruction Program: Students placed in an ESL (English as a Second Language) program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach. On going assessment will be conducted in grades K-3 using EL SOL (El Sistema Observacion de Implementacion) Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Grades K-5
Instructional materials:

Storytown: This instructional reading program features an organized, direct approach to teaching reading. The program emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. This program is a scientifically based reading program. All students will receive ninety minutes of direct, systematic, explicit instruction in English. Moving Into English is a transitional English program that may be used for more intensive instruction in the vocabulary strand for those students who would benefit from ESL transition instruction. Students who exhibit delayed growth on reading assessment will receive an additional thirty minutes per day in literacy instruction using a reading intervention Grades 4 and 5.

Voyagers New York City Passport: This program will be utilized as an additional intervention strategy for struggling readers.

AIS for ELL/ESL students is addressed with a before school program and after school program. These programs help the students become more English proficient enabling them to score at or above the state designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

Student support services are provided by Project Read, The Institute for Community Living, School Based Support Team, Guidance Counselor, Saturday Academy (grades 1-5), ELA training in grade 4 for students and parents, and CTB preparation grades 3 and 5 for students and parents. The General and Special Needs Guidance Counselors will provide services to students identified as in need. A team consisting of representatives from the following meets once a week to determine the needs of specific students: SBST, Guidance, Administration, Family Assistance, Teachers and Staff developers. The special needs and bilingual staff work to encourage the ELL and special needs populations participate in all aspects of the school community.

To meet the needs of at-risk students P.S. 13 has a number of Academic Intervention Services which include: Project Read, ELA tutoring, Academic Academy, and push-in/pullout programs. We anticipate using these programs to support students in the areas of literacy, math, (grades 3, 4, and 5) science and social studies (grades 4 and 5). Academic Intervention services will be evaluated by ongoing student assessment, work folders for students, results of student performance on benchmarks, review of monthly teacher AIS logs and monthly progress reports to parents in appropriate languages.

After-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in Literacy. A Saturday Literacy Institute will be implemented for 6 Saturdays to support skill acquisition for low performing students. The Saturday Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills. Literacy teachers will work to provide students with Literacy skills and test prep on planned Saturdays.

The Reading Program includes an ELL and remediation resource kits and an intervention program (K-3) to teach the skills needed by students acquiring English and students who do not meet grade level standards.

These programs will take place from September-June daily, 90 minutes per day extended time as needed as per assessments. All AIS services will take place as recommended by our AIS and Support Service Teams.

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.

□

In house Professional Development will be given during Common Preps and Professional Development Periods, beginning in September and continuing until June. All teachers will participate. All workshops will be delivered in the Workshop Model and given by Literacy and Math Coaches and Staff Developers, Teacher Center Staff, Administrators, ESL/ELL Support Teacher and ELL ISS. Areas to be cover will include.

LAP Principals
 Quality Teaching for English Learners
 ELA/ESL Standards and their alignment to core curriculum
 Culture and Language Characteristics of ESL students
 Four Levels of Language Acquisition

Date/Time When?	Participants For whom?	Area	Topic/Focus/Purpose What? /Why?	Delivery Format How?
Common Preps, Professional Development Periods, September-June	All Teachers	Student Support	Sensitivity Training	Workshop Model
Common Preps, Professional Development Periods, September-June	All Teachers	ELA	Writing Instruction	Workshop Model
Common Preps, Professional Development Periods, September -June	All Reading First Teachers	ELA	Reading First	Workshop Model
Common Preps, Professional Development Periods, September -June	All Teachers	ELA	Effective implementation of ELA Programs	Workshop Model
Common Preps, Professional Development Periods, September -June	All Teachers	All Subject Areas	Study Groups	Group instruction
Common Preps, Professional Development Periods, September -June	All Teachers	ELL/ESL	Instructional Strategies for ELL/ESL students	Workshop model
Common Preps, Professional Development Periods, September -June	All Teachers	Math	Strategies for improving instruction and student performance	Class demonstrations, workshop, Text- based discussions
Common Preps, Professional Development Periods, September -June	All Teachers	Math	To identify and remediate student skill deficiencies	Workshop Model

Common Preps, Professional Development Periods, September -June	All Teachers	Social Studies	Strategies for improving instruction and students performance.	Workshop models
Common Preps, Professional Development Periods, September -June	All Teachers	Science	Inquiry Based Science Lessons	Workshop Models
Common Preps, Professional Development Periods, September -June	All Teachers	All content areas	To improve the use of AIS assessments for all students including ELL/ESL and students with IEPs.	Workshop models
Common Preps, Professional Development Periods, September -June	All Teachers	All content areas	To improve instructional strategies and skills.	Workshop models
Common Preps, Professional Development Periods, September -June	All Teachers	All content areas	To improve the use of data to drive instruction.	Workshop models
Common Preps, Professional Development Periods, September -June	All Teachers	All content areas	To improve classroom management skills.	Workshop models
Common Preps, Professional Development Periods, September -June	All Teachers	All content areas	Differentiated Instruction	Workshop models
Common Preps, Professional Development Periods, September -June	All Teachers	All content areas	Data Driven instruction	Workshop models

Section III. Title III Budget

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School: 19K013
BEDS Code: 331900010013
MARCH 2011

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15,000	<input type="checkbox"/> Afterschool Program 1 teacher, 120 hours @ 49.73/hour = 5967.60 ARIS, Parent Training = \$600
Purchased services - High quality staff and curriculum development contracts	0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$8432.40	Afterschool Program materials and supplies
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	0	

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.

□

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staff know what language is used in the student's home. If the HLIS indicates that a student uses a language other than English, he/she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines a student's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.)

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.

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According to the data printed on the School Demographics and Accountability Snapshot NCLB Disaggregation Groups (RDGS), out of 566 students, 28.1% are of Hispanic Ethnicity and 53 students are identified as English Language Learners showing a need for written translation and oral interpretation in Spanish.

The findings were reviewed by the School Leadership Team and reported to the parents at an open and advertised PTA meeting. The Principal and the School Leadership Team Chairperson then explained the assessments findings and how our parents are to take advantage of the written translation and oral interpretation services provided in our school.

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.

□

Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school's parents at parent forums and training sessions. In September, parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year. They will be given

an overview of the reading program, math program, extra-curricular activities, and meet the community-based organization members, administration and staff. A test timeline will be given out with the discipline plan and rules for participating in our school community. Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English and Spanish. Parent workshops, meetings and conferences are given to parents to explain their three choices of Bilingual Education. Parents also watch a video in their native language.

The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written translation and oral interpretation services. The Unit's goal is to enhance the DOE's ability to disseminate vital information to non-English-speaking parents to encourage participation in their children's education.

With highly experienced coordinators, a staff of professional translators and a network of qualified vendors and community organizations, the Translation and Interpretation Unit will provide the service and expertise needed to help you communicate with the diverse communities we serve.

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.

When parents come in for meetings, and /or issues of concern, there will be an interpreter available.

Our bi-lingual education teachers, ELL/ESL Support Teacher, Medical staff, Bi-lingual Psychologist, Bi-lingual Social Worker, and Security Guard do oral translations. Many of our school aides and office staff translate for our parents also. Our Guidance Counselor is able to translate French.

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>.

□

Centrally Produced Critical Communications

The Translation and Interpretation Unit shall identify documents which are distributed or electronically communicated to all or substantially all parents within a city or which contain critical information regarding their child's education, including, but not limited to: registration, application and selection, standards and performance, conduct, safety and discipline, Special Education and related services, and transfers and discharge.

Student Specific Critical Documents

PS13 will provide parents whose primary language is a language other than English with a translation of any document that contains individual, student-specific information regarding, but not limited to a students: health, safety, legal or disciplinary matters, entitlement to public education or placement in any Special Education, ELL or non-standard academic program and, permission slips/consent forms.

Alternatives to Translation

When the Translation and Interpretation Unit, a school, or a central office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language indicating how a parent can request free translation or interpretation of such documents.

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 2010-11:	\$631,705	\$84,385.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6317.05		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,585.25	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$63,170.50	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
97.9%

6. If the percentage of high quality teachers during 2009-2010 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.

□

All teachers hired in Public School 13K, will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in Public School 13K, that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have

demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

Public School 13K, and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

Wherever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

SCHOOL PARENTAL INVOLVEMENT POLICY

GENERAL EXPECTATIONS

Public School 13K the Roberto Clemente School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - That parents play an integral role in assisting their child’s learning;

 - That parents are encouraged to be actively involved in their child’s education at school;

 - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Public School 13K, The Roberto Clemente School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
 - The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
 - Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. 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.

2. Public School 13K, The Roberto Clemente School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives

 - Support for increased parent participation on the School Leadership Team and subcommittees

 - Specialized training will be provided to members of the School Leadership Team to support their effectiveness in: continuous improvement and problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

 - The school will incorporate this parental involvement policy into its school improvement plan.
3. Public School 13K, The Roberto Clemente School 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:

Public School 13K will provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State's academic content standards

- The State's student academic achievement standards

- 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:

- This will be accomplished by providing training for parents and community members in the following areas:
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)

 - *Learning Leaders* Parent Volunteer Program

 - Workshops on “Tips for Parenting” that will consist of 8 sessions and a certificate so that our parents can continue to get involved in their children’s education.

 - We will also provide our parents with computer programs and testing strategies.

 - Create and stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.

 - Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
4. Public School 13K, The Roberto Clemente School will coordinate and integrate Title I parental involvement strategies with 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], by: (List activities.)
- Public School 13K, Roberto Clemente School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs Reading First, Early Reading First, Even Start, Parents As Teachers, Early Grade Class Size Reduction, Super Start, Targeted Pre-K, SWP through the following activities:

- o With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- o The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- o Support for parents' understanding of, and participation in instructional initiatives
- o Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
- o To provide a Back to School workshop to encourage our parents to get involved by teaching them how to support their children with daily school work.
- o Provide an Open House in the beginning of the school year to introduce all the school staff to our parents.
- o Parents will participate in various workshops given by the school and the Institute for Community Living (Community –based organization). In September.
- o Parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year. They will be given an overview of the reading program, math program, extra-curricular activities and meet the community-based organization members, meet the administration and staff.
- o A test timeline will be given out with the discipline plan and rules for participating in our school community.
- o Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English and Spanish. When parents come in for meeting, and or issues of concern, there will be an interpreter available.
- o

5. Public School 13K, The Roberto Clemente School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

6. Public School 13K, The Roberto Clemente School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- As per Chancellor's Regulation –660 election intentions published by present board in May and officers elected during the period of time between the ten days after the second Wednesday and the second Friday in June. Officers will be installed for a term of one year. Officers will be introduced at the first school year PTA meeting.
 - A PTA meeting will be scheduled, at the start of the school year, with the sole purpose of explaining the status, implications, mandates, and strategies employed by school to address the areas of identification.
 - Letters will be distributed and/or a meeting convened on the Open School Night explaining the school's status. Parent questions will be answered and addressed on this night.
 - PTA meetings are held once a month from starting in September and ending in June.
 - An agenda item for discussion will be addressed at one of the first School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents that will involve will be determined at that SLT meeting.
 - In September, parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year. They will be given an overview of the reading program, math program, extra-curricular activities, meet the community-based organization members, and meet the administration and staff. A test timeline will be given out with the discipline plan and rules for participating in our school community. Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English and Spanish. When parents come in for meetings, and /or issues of concern, there will be an interpreter available.
 - a. 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: Training for parents and community members will include:

- o Support for parents' understanding of, and participation in instructional initiatives
 - o Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
 - o Learning Leaders Parent Volunteer Program
 - o Support for increased parent participation on the School Leadership Team and subcommittees
 - o Family support resources in the community in the areas of career development, health, social services, etc.
 - o Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.
 - o The Parent Library will stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.
 - o Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums
 - o Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, academic performance.
 - o Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members;
- b. 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:
- o Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school's parents at district-wide parent forums and training sessions.
 - o Our Parent Coordinator serves as a link between our parents and teachers to facilitate the bond between our students, parents, and teachers. She determines the needs of our parents and teachers and works together with both groups to develop an understanding and respect for each other.
 - o Parent Coordinators will be reaching out to community and faith based organizations to seek their assistance. Health care, after school activities, and mentoring programs are part of a broad range of issues for which Parent Coordinators will seek community assistance. The goal is to support students in the broadest sense.
- 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, the Parents as Teachers Program, 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:

- In September, parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year. They will be given an overview of the reading program, math program, extra-curricular activities and meet the community-based organization members, meet the administration and staff.
- A test timeline will be given out with the discipline plan and rules for participating in our school community. Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English and Spanish. When parents come in for meeting, and or issues of concern, there will be an interpreter available.
- The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.
- Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school's parents at district-wide parent forums and training sessions.
- Ongoing workshops will be provided to enhance parent leaders ability to develop socialization and operational skills necessary to effectively run a parent organization
- The Parent Library will stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.
- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculum
- Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, academic performance.
- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members;

- Parents will participate in various workshops given by the school and the Institute for Community Living (Community –based organization). The PTA will also provide programs concerning: arts and craft, child awareness, health and nutrition, and family support classes.
- The PTA will collaborate with P.S. 13 to bring more adult programs into the school during evenings and weekends.
- There is 50% parent membership on the School Leadership Team.
- The parent’s survey will provide a comprehensive list of workshop topics to be addressed throughout the year. In addition, collaboration between P.S. 13 and ICL will bring more adult programs into the school during evenings and weekends.
- c. 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.)
 - Provide parents with a monthly newsletter with parenting messages so that they can become more involved with their children’s education.
 - To provide a Back to School workshop to encourage our parents to get involved by teaching them how to support their children with daily school work.
 - Provide an Open House in the beginning of the school year to introduce all the school staff to our parents.
 - All communications with parents are written or translated in English and Spanish.

DISCRETIONARY SCHOOL PARENTAL INVOLVMENT 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.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the name of school on __mm/dd/yy_____ and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____.

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.

Public School 13K, Roberto Clemente School

**557 Pennsylvania Avenue
Brooklyn, New York 11207**

**School Phone (718) 498-3717/Fax Number (718) 345-2396
2010-2011**

Title I School-Parent Compact Framework

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

Public School 13K, Roberto Clemente School will:	The Parent/Guardian will:
<p>Public School 13K, Roberto Clemente School, 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 2010-11.</p> <p>Public School 13K, Roberto Clemente School will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <p style="padding-left: 40px;">Public School 13K, Roberto Clemente School, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade Level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.</p> <p style="padding-left: 40px;">Professional development for staff will be coordinated in Public School 13K, Roberto Clemente School, by a Professional Development Team, which includes:</p>	<p>The Parent/Guardian will:</p> <ul style="list-style-type: none"> • Promote positive use of my child's extracurricular time • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's classroom • Participating as appropriate, in decisions relating to my • Children's education. • Promoting positive use of my child's extracurricular time. • Staying informed about my 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. <p><u>Student Responsibilities</u></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Do our homework every day and ask for help when I need to. • Read at least 30 minutes every day outside of school time. • Give to my parents or the adult who is responsible for

Principal, Assistant Principals, Literacy and Math Coaches, and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one Level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second Level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for Public School 13K, Roberto Clemente School. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the Local Instructional Superintendent and the Regional Instructional Specialist to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

Support for parents' understanding of, and

my welfare all notices and information received by me from my school every day.

participation in instructional initiatives

Parent Coordinator workshops

Support for increased parent participation on the School Leadership Team and subcommittees

Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality, professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.

- 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, these conferences will be held:

A PTA meeting will be scheduled, at the start of the school year, with the sole purpose of explaining the status, implications, mandates, and strategies employed by the

school to address the areas of identification.

Letters will be distributed and/or a meeting convened on the Open School Night explaining the school's status. Parent questions will be answered and addressed on this night.

PTA meetings are held once a month from starting in September and ending in June.

An agenda item for discussion will be addressed at one of the first School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents that will involve will be determined at that SLT meeting.

- Provide parents with frequent reports on their children's progress.

In September, parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year. They will be given an overview of the reading program, math program, extra-curricular activities, meet the community-based organization members, and meet the administration and staff. A test timeline will be given out with the discipline plan and rules for participating in our school community. Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English and Spanish. When parents come in for meetings, and /or issues of concern, there will be an interpreter available.

- Provide parents' reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers and staff are available to parents in September during a school wide open house where their children's teachers explain what is expected from the children in order to make AYP.

Two Parent-Teacher Conference evenings and afternoons are scheduled one in each semester for parents and teachers to discuss the student progress.

Parents are encouraged to make appointments with their child's teacher during the teachers prep periods to discuss their child's progress as the need arises.

• Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- o Parents will serve as volunteers in our school on a daily basis.
- o They will provide assistance during morning line-up, lunch periods and dismissal.
- o They will participate in various workshops given by the school and the Institute for Community Living (Community –based organization).
- o In September, parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year.
- o They will be given an overview of the reading program, math program, extra-curricular activities and meet the community-based organization members, meet the administration and staff.
- o A test timeline will be given out with the discipline plan and rules for participating in our school community.
- o Ongoing workshops and parent forums will support the dissemination of information to parents.
- o All school information will be sent to parents in both English and Spanish. When parents come in for meeting, and or issues of concern, there will be an interpreter available.

o Parents may observe their child's classroom by appointment.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

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.

- 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.
- 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.
- 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.

- 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.
- 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.

Signatures:

 SCHOOL PARENT (S) STUDENT

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

P.S. 13K, Roberto Clemente School will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

P.S. 13K, Roberto Clemente School will use disaggregated student results on State and City assessments Grades 3-5, ARIS, nySTART, benchmark assessments, the Grow Report, the Early Childhood Language Arts System (ECLAS), Acuity, NYSESLAT, NCLB Accountability Status Report, IEPs, Benchmark assessments, Annual School Report Card, School, and multiple classroom-Level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:

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

□

To meet the needs of at-risk students and the identified subgroups P.S. 13 has a number of Academic Intervention Services which include: Project Read, ELA tutoring, Academic Academy (pending budget constraints), and push-in/pullout programs. We anticipate using these programs to support students in the areas of literacy, math, (grades 3, 4, and 5) science and social studies (grades 4 and 5). Academic Intervention services will be evaluated by on-going student assessment, work folders for students, results of student performance on benchmarks, review of monthly teacher AIS logs and monthly progress reports to parents in appropriate languages.

In the upper grades, the need for AIS will be addressed through the hiring of a full-time AIS Intervention coordinator thus ensuring that all students in grades 2-5 in need of AIS intervention will receive the necessary support. The coordinator will also supervise the efforts of the Academic Intervention Services (AIS) team as well as the present part time AIS Intervention Specialist who will continue to focus on grades three and five. These highly trained individuals work with very small groups of students in pullout models to guarantee that each student is receiving a prescriptive response to accurately diagnosed needs defined by Personal Intervention Plans for all students in grades 2 through 5. These plans incorporate the Individualized Educational Plan (IEP) mandates that Students with Disabilities will be provided extremely precise intervention. This plan, coupled with weekly meetings of the AIS Team, and articulation with parents and classroom teachers will ensure that students are adequately equipped to reach annual yearly progress goals.

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

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

□

The school's principal/assistant principals, will ensure that appropriate staff will implement all improvement policies, curriculum models and instructional strategies. Introduction and monitoring of instructional strategies, best practices and curriculum models will be facilitated by the professional development team, comprised of school coaches, lead teachers and school's Principal/Assistant Principals. This will provide needed reforms in the pedagogy used to address our entire school population as well as all our targeted subgroup students who performed poorly on all previous standardized NYC and NYS assessments. Attention will be given to ELL and special needs populations as well in order to prevent these sub-groups from being cited in the future. Further, the initiation of a rigorous monitoring and assessment program that will be performed in collaboration with support personnel will serve to ensure that targeted goals are achieved.

Public School 13K, Roberto Clemente School will use disaggregated State and City assessments Grades 3-5, benchmark assessments, the Grow Report, the Early Childhood Language Arts System (ECLAS), Acuity, NYSESLAT, IEPs, NCLB Accountability Status Report Benchmark Assessments, Annual School Report Card, and multiple classroom-Level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities

- o Help provide an enriched and accelerated curriculum.

□

As a Schoolwide Program school, PS.13, Roberto Clemente School, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.

Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.

Use of all available data, including disaggregated State and City assessments grades 3-5, the Early Childhood Language Arts System (ECLAS), Acuity, The Annual School Report Card, ATS Reports, NYSESLAT, IEPS, NCLB Accountability Status Report, Benchmark Assessments, School Report Cards, and multiple classroom-Level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.

Implementation of the New Continuum.

Opportunities for applied learning.

The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.

The use of culturally balanced instructional programs and materials.

Effective use of technology to support instruction and student learning.

In the area of professional development, teachers will be assessed and their needs analyzed to ensure that professional development is both appropriate and meaningful. Cohort groups will be formed so that new teachers are given the basic foundations they need, while experienced teachers are given the opportunity to hone their skills. Grades will work together utilizing common preps to address grade specific concerns and provide time for collaborative planning. As aligned with mandates, all administrators must serve as “staff developers” at least four times a month, conducting study groups and enabling small groups of teachers to work on targeted needs. Intervisitations to school within the LIS

network will allow teachers to observe successful practices that can positively impact on the instructional program at PS 13. In addition, training sessions by the literacy coaches and the Intervention teams will enable teachers to bring successful strategies into their classrooms to further improve classroom instruction. Modeled lessons by seasoned master teachers will serve a dual purpose. They will enable teachers to observe high quality instruction within the building and will raise the morale of the staff by providing those teachers who serve as models to be lauded for their exemplary work.

As a result of these new initiatives, there will be an intensive differentiated professional development program developed for teachers and school staff.

- o Meet the educational needs of historically underserved populations.

□

To meet the needs of at-risk students and the identified subgroups P.S. 13 has a number of Academic Intervention Services which include: Project Read, ELA tutoring, Academic Academy, and push-in/pullout programs. We anticipate using these programs next year to support students in the areas of literacy, math, (grades 3, 4, and 5) science and social studies (grades 4 and 5). Academic Intervention services will be evaluated by on-going student assessment, work folders for students, results of student performance on benchmarks, review of monthly teacher AIS logs and monthly progress reports to parents in appropriate languages.

In the upper grades, the need for AIS will be addressed through the hiring of a full-time AIS Intervention coordinator thus ensuring that all students in grades 2-5 in need of AIS intervention will receive the necessary support. The coordinator will also supervise the efforts of the Academic Intervention Services (AIS) team as well as the present part time AIS Intervention Specialist who will continue to focus on grades three and five. These highly trained individuals work with very small groups of students in pullout models to guarantee that each student is receiving a prescriptive response to accurately diagnosed needs defined by Personal Intervention Plans for all students in grades 2 through 5. These plans incorporate the Individualized Educational Plan (IEP) mandates that Students with Disabilities will be provided extremely precise intervention. This plan, coupled with weekly meetings of the AIS Team, and articulation with parents and classroom teachers will ensure that students are adequately equipped to reach annual yearly progress goals.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□

Public School 13K, Roberto Clemente School will use disaggregated State and City assessments Grades 3-5, benchmark assessments, the Grow Report, the Early Childhood Language Arts System (ECLAS), Acuity, NYSESLAT, IEPs, NCLB Accountability Status Report Benchmark Assessments, Annual School Report Card, and multiple classroom-Level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities

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

□

The CEI_PEN Network 534 will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

The following funding sources will be consolidated as part of the school's SWP program:

The funds that P.S.13K has selected co-mingle under a Schoolwide Program in support the school's educational plan include: Title I, PCEN (State AIS), Tax Levy, Title IIA (Early Grade Class Size Reduction, Professional Development), Title IID (School technology).

The funding will be coordinated to allow us to supplement the school's SWP focus on the needs of all students and will target the needs of the identified students. This will enable the school to support all students with services in Project Read, tutoring, Academic Academy, push-in/pull-out programs. We anticipate using these programs to support our students in the areas of literacy, math, science, and social studies.

3. Instruction by highly qualified staff.

□

All teachers hired in Public School 13K, will be "highly qualified" as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers, in Public School 13K, that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

Public School 13K provides extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building Level.

Wherever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.

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.

□

Public School 13K, Roberto Clemente School, will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade Level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in Public School 13K, Roberto Clemente School, by a Professional Development Team, which includes the Principal, Assistant Principals, Literacy and Math Coaches, and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one Level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second Level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for Public School 13K, Roberto Clemente School. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent Coordinator workshops
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality, professional development. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status.

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

□

Principals will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principals in collaboration with the Division of Human Resources will identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. The Principal and/or designee will continue to attend Job Fairs and work closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows.

Public School 13K, Roberto Clemente School, will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms

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

□

Public School 13K, Roberto Clemente School, will describe in their CEPs the implementation of strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal will be our Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, Public School 13, Roberto Clemente School, will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that cannot be resolved at the school Level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for Public School 13, Roberto Clemente School.

Additional support for Public School 13, Roberto Clemente School, will be provided by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiative

- Support for increased parent participation on the School Leadership Team and subcommittees

- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.) The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school's parents at parent forums and training sessions.

Ongoing workshops will be provided to enhance parent leaders ability to develop socialization and operational skills necessary to effectively run a parent organization

- The Parent Library will stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.

- Conduct workshops to increase parents understanding of standards, assessments, and the new reading and math curriculums

- Outreach and recruit programs/services for children and youth (tutorial, self-esteem, health, emotional support, mentoring, athletic skills, fine and performing arts, academic performance.

- Provide group sessions for parents as an opportunity to share common experiences, gain emotional support, and learn practical parenting and problem solving skills from other members.

Parents will serve as volunteers in our school on a daily basis. They will provide assistance during morning line-up, lunch periods and dismissal. They will participate in various workshops given by the school and the Institute for Community Living (Community –based organization). In September, parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year. They will be given an overview of the reading program, math program, extra-curricular activities and meet the community-based organization members, meet the administration and staff. A test timeline will be given out with the discipline plan and rules for participating in our school community. Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English and Spanish. When parents come in for meeting, and or issues of concern, there will be an interpreter available.

In addition, this information has been and will be repeatedly shared at PTA meetings. Parents will be regularly informed of the impact of corrective actions taken on improving student achievement through regular progress reporting at PTA meetings and in parent newsletters. Translators will be available at all school-based parent meetings to ensure comprehension by non-English speaking parents, and translated versions of all written information to parents will be provided.

A PTA meeting will be scheduled, at the start of the school year, with the sole purpose of explaining the status, implications, mandates, and strategies employed by the school to address the areas of identification.

Letters will be distributed and/or a meeting convened on the Open School Night explaining the school's status. Parent questions will be answered and addressed on this night.

An agenda item for discussion will be addressed at one of the first School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents that will involve will be determined at that SLT meeting.

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.

□

Transitions From Pre-Kindergarten to Kindergarten

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the "moving-on" experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens as follows:

Ongoing Communication for Staff

Establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all Pre-Kindergarten Programs.

Invite staff of the preschool and kindergarten programs to participate in exchange visits.

Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.

Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors.

Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next.

Activities for Teachers:

Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.

Provide many opportunities for children and their parents to become familiar with the kindergarten setting.

Give parents accurate information about the skills needed for a child to transition to kindergarten.

Demonstrate interest and support to each child's family through phone calls and other personal contacts.

Structure developmentally appropriate classroom practices that promote the Pre-Kindergarten standards

Provide opportunities for parents to volunteer in the classroom.

Provide learning activities for parents to do with their children at home.

Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.

Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.

Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.

Activities for School Administrators:

Facilitate development of a transition plan for each child, which provides for instruction, support, and assistance through the third grade.

Enable transfer of each child's preschool records to the elementary school (with parental consent).

Organize parent meetings where preschool and elementary school staff will be available to answer the questions and concerns of parents and families with children entering kindergarten.

Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.

Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.

Provide information about the PA/PTA, which can serve as a link between the parents and the school.

Inform parents and families about their rights and responsibilities in the school.

Provide parent education workshops.

Organize joint in-service training for preschool and kindergarten teachers.

Link families and children with health and social services in the community.

Send school newsletters and calendars to preschool parents and families.

Transition Activities for Children

Schedule a visit or a series of visits to the new school for the children

Provide pre-kindergarten children with a summer package that includes transition activities

Encourage children to ask questions about kindergarten

Organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

Involvement of Parents in Transition

Provide parents with information about the school their child will be attending

Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.

Organize and implement a Kindergarten Fair at each elementary school.

Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.

Establish routines that children will use during the year, ex. Where children will be picked up at the end of the day, where children will eat lunch, etc.

During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations

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.

□

Teachers will be engaged in ongoing discussions and decision-making processes regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

P.S.13K's School Leadership Team used a variety of methods to review the school's program and student achievement. They looked at test scores, student and staff attendance rates, along with parent, staff, and student surveys. The needs assessment included a review of the following measures and indicators:

- ECLAS 2 – Early Childhood Literacy Assessment Systems

- DIBELS

- State and City Assessment Results including Item Skills Analysis

- DAA School Profile Report

- NCLB Accountability Status Report

- Student Portfolios

- Teacher Made Tests

- Acuity

- Promotion in Doubt letters

- Benchmark Assessments

- Attendance Reports

- School Report Cards

- Annual School Report

The School Report Card and NCLB Accountability Status Report is distributed to each staff member of our, staff (teachers, staff developers and administrators) receive their copy at a staff development conferences. Teachers to discuss, interpret, and disaggregate the data according to grade use common preps. During Professional Development Periods teachers examine their class and individual student's achievement data and compared it to the data for their grade and the school as a whole. Item skill analysis for reading and math, and ECLAS data are used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention

services. Each teacher records their findings and the staff conference ends with each group sharing its results. Teachers communicate the information to parents during parent-teacher conferences.

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.

□

The school's principal/assistant principals, will ensure that appropriate staff will implement all improvement policies, curriculum models and instructional strategies. Introduction and monitoring of instructional strategies, best practices and curriculum models will be facilitated by the professional development team, comprised of school coaches, lead teachers and school's Principal/Assistant Principals. This will provide needed reforms in the pedagogy used to address our entire school population as well as all our targeted subgroup students who performed poorly on all previous standardized NYC and NYS assessments. Attention will be given to ELL and special needs populations as well in order to prevent these sub-groups from being cited in the future. Further, the initiation of a rigorous monitoring and assessment program that will be performed in collaboration with support personnel will serve to ensure that targeted goals are achieved.

Public School 13K, Roberto Clemente School will use disaggregated State and City assessments Grades 3-5, benchmark assessments, the Grow Report, the Early Childhood Language Arts System (ECLAS), Acuity, NYSESLAT, IEPs, NCLB Accountability Status Report Benchmark Assessments, Annual School Report Card, and multiple classroom-Level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities

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.

□

CEI-Pen Network 534 will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

The following funding sources will be consolidated as part of the school's SWP program:

The funds that P.S.13K has selected co-mingle under a Schoolwide Program in support the school's educational plan include: Title I, PCEN (State AIS), Tax Levy, Title IIA (Early Grade Class Size Reduction, Professional Development), Title IID (School technology).

The funding will be coordinated to allow us to supplement the school's SWP focus on the needs of all students and will target the needs of the identified students. This will enable the school to support all students with services in Project Read, tutoring, Academic Academy, push-in/pull-out programs. We anticipate using these programs next year to support our students in the areas of literacy, math, science, and social studies.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: Restructuring (Advanced)
 - Focused **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

□

As stated in the State Education Department School Demographics and Accountability Snapshot our accountability status is noted as School Restructuring Advanced Focused because our Students with Disabilities subgroup did not make annual yearly progress in English Language Arts. The schools findings for low student performance in this subgroup are the following:

Attendance is less than 95%

Student stability was 87.2 %

Parent surveys have indicated that the relatively low level of parent involvement is due to scheduling difficulties.

There is a need to establish a strong instructional base in the early childhood classrooms as well as consistent instruction in grades 3, 4, and 5.

A strong foundation in reading comprehension is not being provided by the instruction in the lower grades due to inconsistency, teacher turnover, and lack of structure within classrooms.

Students in the upper grades require extensive AIS support and individual diagnostic and prescriptive plans to address ELA deficiencies.

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 disaggregated 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. For schools in the Corrective Action phase, please include the specific corrective

action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

□

ESL teacher instructs small groups of recent immigrant students and students scoring at Level 1 on the NYSESLAT in pull out models to guarantee that each student is receiving a prescriptive response to accurately diagnosed needs.

Implementation of a Personal Intervention Plan for all students, including special needs students, And ESL/ELL students scoring not meeting their grades standards in all curriculum areas.

Teachers use nySTART, NYSESLAT, Acuity, State and City Achievement tests, NCLB Accountability Reports, Annual School Report Card, teacher made tests and Item Skills Analysis to identify student strengths and weaknesses and to address literacy instructional needs.

PS13K implements a push in/pull out program of AIS support in reading for High Level 2 students in all grades (1-5) that utilizes small group instructional practices to improve student achievement.

An Academic Intervention Plan is developed and implemented for all ELL/ESL, and newly arrived immigrant students not attaining the standard benchmark established by the NYSESLAT

Literacy and Math Staff Developers and UFT Teacher Center Staff provide ongoing professional development for all teachers including teachers with ESL and ELL students and students with special needs.

Professional development in the understanding and use of specialized instructional strategies to meet the needs of all students, students with special needs, ELL/ ESL populations.

Mainstreaming of subgroups (Bi-lingual, ELL/ESL, recent immigrant and special needs students) into general education classes

Teachers use data from Acuity, nySTART, NYSESLAT, State and City Achievement tests, NCLB Accountability Report, Annual School Report Card, teacher made tests, Item Skill Analysis and other assessments to provide instructional emphasis for all students, students with special needs, ELL, and ESL students strengths and weaknesses and to assist in the grouping of students.

Intensive professional development provided in best practices for sustaining and accelerating the achievement of all students, special needs students, and ELL/ESL learners.

NYSESLAT is administered to all identified students to determine entitlement of services and to analyze English language proficiency.

All students including students with special needs, Bi-lingual/ELL/ESL students will have native language libraries and dictionaries for their classrooms.

ELL/ESL, and Bilingual students may be placed in a transitional bilingual program, as students become more proficient instructional time in English will increase.

To meet the needs of at-risk students P.S. 13 has a number of Academic Intervention Services which include: Project Read, ELA tutoring, Academic Academy, and push-in/pullout programs.

The need for AIS will be addressed through AIS Intervention program thus ensuring that all students in need of AIS intervention will receive the necessary support.

These highly trained individuals work with very small groups of students in pullout models to guarantee that each student is receiving a prescriptive response to accurately diagnosed needs defined by Personal Intervention Plans for all students in all grades.

These plans will incorporate the Individualized Educational Plan (IEP) mandates to provide extremely precise intervention.

This plan, coupled with weekly meetings of the AIS Team, and articulation with parents and classroom teachers will ensure that all students are adequately equipped to reach annual yearly progress goals.
Our trained parent coordinator will continue to provide parents with an on-site ombudsman who was selected because of demonstrated skills in meeting school specific needs (i.e. second language fluency, knowledge of constituency concerns, etc.)
The parent coordinator provides workshops and parental outreach on a consistent, ongoing basis and well as supporting the needs of the school's parents at district-wide parent forums and training

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

□

Staff members will be provided with a professional development calendar delineating various activities on a monthly base. The professional development team will be responsible for the planning and implementation of the calendar. The professional development team along with the UFT Teacher Center will provide services to meet the teachers' individual needs. School administration will attend professional development sessions; review materials distributed at such meetings; conference with professional development providers prior to and after such sessions to discuss both content and feedback. Cohort groups will be formed so that new teachers are given the basic foundations they need, while experienced teachers are given the opportunity to hone their skills. Grades will work together utilizing common preps to address grade specific concerns and provide time for collaborative planning. As aligned with network mandates, all administrators must serve as "staff developers" at least four times a month, conducting study groups and enabling small groups of teachers to work on targeted needs. Intervisitations to school within the CEI-PEN Network 534 will allow teachers to observe successful practices that can positively impact on the instructional program at PS 13. In addition, training sessions by the literacy coaches and the Intervention teams will enable teachers to bring successful strategies into their classrooms to further improve classroom instruction

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

□

PS13K, the Roberto Clement School will participate in the mentoring program for all new teachers. The mentoring programs' overarching goals are to increase teacher retention, deepen the practice of new teachers and make significant gains in student achievement. Most mentors have been paired with teachers in their subject area and spend their days helping teachers design their lessons, meet with teachers after class and discuss classroom management strategies. Overall, mentors have served to assist the teacher in addressing challenges that arise in the classroom and help them to hone their skills and become reflective about their teaching and student performance. For experienced teachers:

Administrators at PS13K, the Roberto Clemente School will participate in all school-based professional development activities to strengthen the following:

- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

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.

□

In accordance with NCLB requirements the school will send to all parents written notification of the school's identification as a Title I Restructuring School Year 4. This letter, based on a sample parent notification letter provided by the Central DOE, describes:

- The meaning of this identification and the specific area(s) for which the school was identified
- The measures the school is taking to improve student achievement in the area(s) of identification
- The assistance the school will receive from the District
- The ways parents can become involved in the school's improvement, and parental options regarding School Choice and SES.

This correspondence, provided in English as well as in the prevalent home languages of students and their parents, will be disseminated to all parents during the school year, as well as to parents of new students during pre-registration counseling.

Based upon the ELA and schools' needs assessment (including a review of disaggregated student achievement data), describe the corrective action(s) to be taken. The description will explain:

- Why the particular Corrective Action was chosen and how each action will address the needs of the school.
- How and when the Corrective Action will be implemented;
- What the expected outcome will be; and

- What technical assistance will be provided, who will provide the technical assistance, and the technical assistance timeline.

In addition, this information has been and will be repeatedly shared at PTA meetings. Parents will be regularly informed of the impact of corrective actions taken on improving student achievement through regular progress reporting at PTA meetings and in parent newsletters. Translators will be available at all school-based parent meetings to ensure comprehension by non-English speaking parents, and translated versions of all written information to parents will be provided.

A PTA meeting will be scheduled, at the start of the school year, with the sole purpose of explaining the status, implications, mandates, and strategies employed by the school to address the areas of identification.

Letters will be distributed and/or a meeting convened on the Open School Night explaining the school's status. Parent questions will be answered and addressed on this night.

An agenda item for discussion will be addressed at one of the first School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents that will involve will be determined at that SLT meeting.

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
13 students (as of 10/25/2010)
2. Please describe the services you are planning to provide to the STH population.
 -
 - Full instructional programming that covers all subject areas.
 - AIS/371/2 minutes in addition to the daily instructional blocks.
 - Appropriate intervention strategies will be provided through specifically selected programs to meet the needs of at risk learners.
 - The medical office informs parents of medical care provided to STH students as per their needs.
 - Parent Coordinator, Family Workers, Guidance Counselor, and SBST counsel parents seeking support systems.
 - Clothing, supplies, materials provided by school.
 - Cultural and academic after-school programs are provided by the school.
 - Parent Coordinator develops parental workshops activities for STH parents.
 - Professional Development provided for teachers in understanding the special needs of STH students.

Part B:

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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_19K013_102710-142907.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEN Network 534	District 19	School Number 013	School Name Roberto Clemente
Principal Mrs. B Ashby		Assistant Principal Ms. M. Brown	
Coach Ms. Levine/Assistant Prin		Coach Mrs. N. Rosario/Math	
Teacher/Subject Area Colon/3rd dual langua		Guidance Counselor Mrs. O. Sligh	
Teacher/Subject Area Ms. Kiett/Literacy, Testin		Parent	
Teacher/Subject Area Mrs. Lopez/ESL		Parent Coordinator Mrs. Castillo	
Related Service Provider		Other	
Network Leader Mr. Ben Waxman		Other Ms. Levine/Assistant Prin	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	566	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	7.77%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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](#)].)
4. 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.
5. 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.)
6. 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.

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), including the informal oral interview in English and the Native Language. This survey lets school staff know what language is used in the student's home. If the HLIS indicates that a student uses a language other than English, he/she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines a student's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) This process must take place within ten days of enrollment in our school. The pedagogue who is responsible for conducting the initial screening of the LAB-R is Mrs. Lopez our certified Freestanding ESL teacher. Ms. Lella, our pupil accounting secretary is responsible for administering HLIS. The NYSESLAT (New York State English as a Second Language Achievement Test) will be administered to all identified students in grades K-5. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency. Students placed in an ESL (English as a Second Language) program will receive instruction in English using intensive ESL methodology. Core Content area instruction is provided through a Sheltered English approach.

2. Parent workshops, meetings and conferences are given to parents to explain their choices concerning Bilingual Education. Parents also watch a video, where their choices are explained in their native language.

All documentation is kept on record by placing forms in the Cumulative Record Folder, or kept in files by the Freestanding ESL teacher.

3. The pedagogue who is responsible for conducting the initial screening of the LAB-R is Mrs. Lopez our certified Freestanding ESL teacher. Ms. Lella, our pupil accounting secretary is responsible for administering HLIS. Ms. Lella and Mrs. Lopez ensure that entitlement letters, parent surveys and program selection forms are returned in a timely manner. All documentation is kept on record by placing forms in the Cumulative Record Folder, or kept in files by the Freestanding ESL teacher.

4. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities, given in their native language, before they make a decision. Parents participate in an orientation that describes various programs for ELLs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages.

The NYSESLAT (New York State English as a Second Language Achievement Test) in grades K-5 will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency.

5. After reviewing the Parent Survey and Program Selection forms, parents have been requesting the Dual Language Programs so that

their children can learn both languages at the same time. Even those parents who have children in regular classes have been returning the parents survey with great interest in letting their children attend the dual language program. 50% of parents said they want their children in the program. After several workshops, parents have a better understanding of what the program consists of. Parents would like their children to start learning another language at an earlier age. They believe that the younger the child, the quicker they learn. 6. Public School 13 is offering the Dual Language Program starting at the lower grades from Kindergarten through 2nd grade to be aligned with the parent's request. Public School 13's future plan is to increase a grade every year to the Dual Language Program, and continue with the ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1	1	1	1										4
Freestanding ESL														
Self-Contained														0
Push-In		1	1	1	1	1								5
Total	1	2	2	2	1	1	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	28
SIFE		ELLs receiving service 4-6 years	12
		Special Education	4
		Long-Term (completed 6 years)	

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										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
<input type="checkbox"/>										<input type="checkbox"/>
<input type="checkbox"/>	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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 languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 10

Asian: 2

Hispanic/Latino: 53

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	9	10	11	12	TOTAL
Spanish		1		1	11	8								21
Chinese			1			1								2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	0	1	2	2	11	10	0	26						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. 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])?
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)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
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.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. 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.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a. What are the organizational models (Departmentalized, Push-In [Co-Teaching], Pull-out, Collaborative, Self Contained)?
Public school 13 provides 4 Self Contained, Dual Language classes for K, 1, 2, and 3 grades. We also provide a Pull-out Freestanding ESL Program for K, 1, 2, 3, 4, and 5 grades.

b. 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])?
Our Dual Language program is self-contained, block model. Students spend 100% of their instruction day together. Our Dual Language students are groups heterogeneously according their grade level.

2. P.S.13K's Dual Language program is designed to have students spend half of their instructional time immersed in a target language, Spanish. The remaining part of the day is spent in English instruction. Our Dual Language program is self-contained. ESL and EP students spend 100% of their instruction day together. Students learn to read and write and receive instruction in other disciplines in both languages. (However, for emergent literacy, extra time is dedicated to the rules and concepts of each language. Students receive dedicated reading time in each language.) The primary language acquisition goals of Dual Language programs are the development of grade-level-appropriate bilingual and bi-literate academic skills in both English and the target language for all students.
PS13K's freestanding ESL program students are pulled out though the day to receive English as a Second Language. Beginning and Intermediate students receive 360 minutes of ESL and Advanced levels receive 180 minutes of ESL. The ESL/Bilingual Education Program is designed for students whose primary language is one other than English. The goal of the program is to provide students with sufficient English skills to facilitate movement into the mainstream and be able to function in a competitive environment. English as a second language (ESL) is taught daily through a program, which offers developmental sequence of English instruction in the four language skills: Listening, speaking, reading, and writing. Specific attention is devoted to instilling in each student a positive self-image so that all may reach their, full potential as students in school and citizens in society.

3. The languages of instruction in our Dual Language Program are English and Spanish. Students speak English in the morning and Spanish in the afternoon. The ESL/Bilingual Education Program is designed for students whose primary language is one other than English. The goal of the program is to provide students with sufficient English skills to facilitate movement into the mainstream and be able to function in a competitive environment. English as a second language (ESL) is taught daily through a program, which offers developmental sequence of English instruction in the four language skills: Listening, speaking, reading, and writing. Specific attention is devoted to instilling in each student a positive self-image so that all may reach their, full potential as students in school and citizens in society.
The NYSESLAT (New York State English as a Second Language Achievement Test) in grades K-5 will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency. Students placed in an ELL program will receive instruction in English using intensive ELL methodology. Core Content area instruction is provided through a Sheltered English approach.
Our Dual Language program in grades K-3 will use Hampton Brown's De Canciones a Cuentos as a component of the reading program. This research-based phonics program is designed to support students as they become proficient readers in Spanish. It uses systematic, explicit reading instruction to develop the skills needed to become a proficient reader promoted by the National Reading Panel. These

skills include phonemic awareness, phonics, fluency, vocabulary development and text comprehension. Spanish trade books, classroom libraries and a Spanish manipulatives kit complete the literacy program.

The Storytown Reading First Program includes an ELL and remediation resource kits and an intervention program (K-3) to teach the skills needed by students acquiring English and students who do not meet grade level standards.

Students in grades K-5 will have native language literature libraries and dictionaries for their classrooms. Schools receive additional funding through Title III to purchase supplementary materials. Content areas such as Science, Social Studies and Mathematics are taught in Spanish and therefore, appropriate and related materials are purchased.

On-going assessment will be conducted in grades K-3 using EL SOL (El Sistema Observacion de la Lect-escritura).

4.

a.

- The SIFE population has increased and there is an urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of a PIP, (Personal Intervention Plan) by our AIS Team to focus on Literacy and Math skills.
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students, and in strategies that benefit the SIFE within your classroom instruction.

b. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- If the new student is from another country we administer the LAB-R.
- If the new student is from a school within the USA we check the Cumulative Record Folder for LAB-R results, and ATS to determine appropriate placement.
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home/ school communication.

c. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing.

Our action plan for this group involves:

- An after school program, targeting reading and writing two days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

d.

- An after school program, targeting reading and writing two days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

e. Our policy for special needs/ELL students includes:

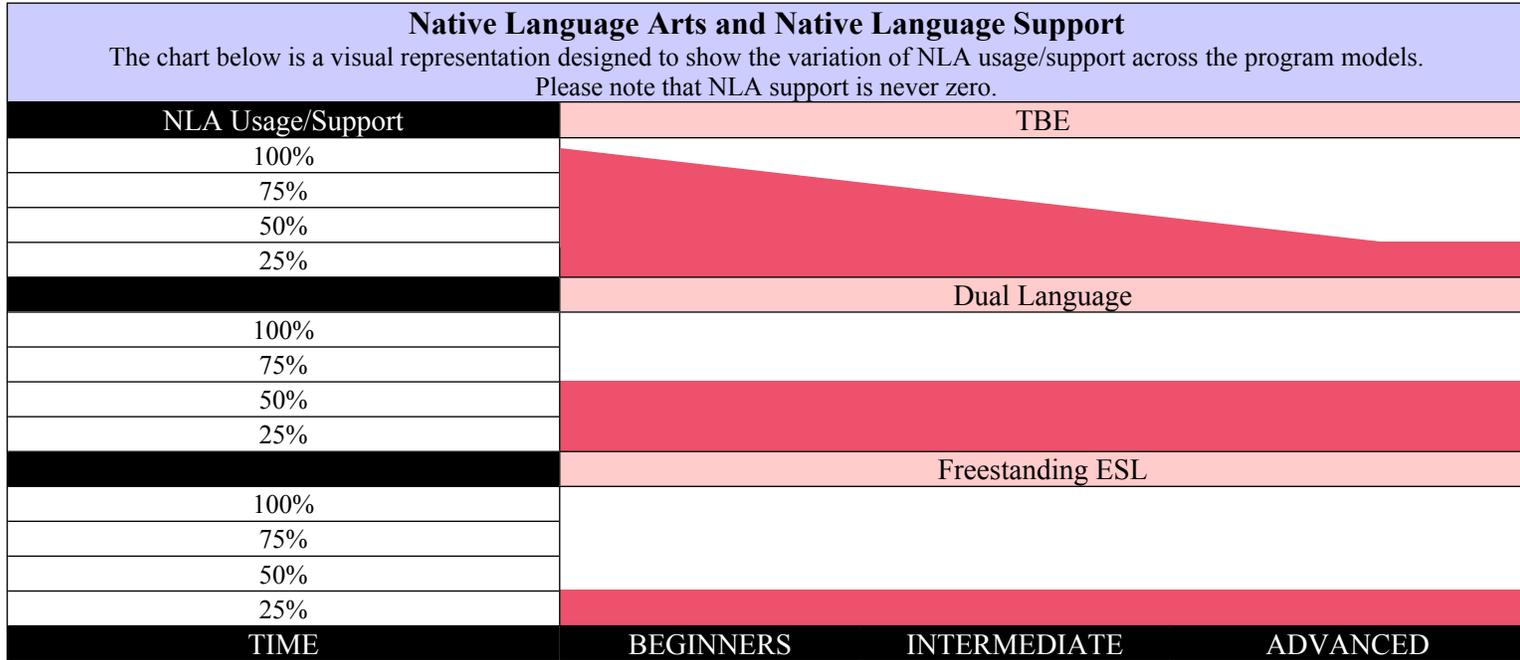
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school, and as part of our Saturday Academy.

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

	Beginning	Intermediate	Advanced
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	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day



B. 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.
14. What language electives are offered to ELLs?

5. The need for ESL/ELL AIS will be addressed through the hiring of a bi-lingual (Spanish/English) AIS teacher allowing ESL/ELL students in grades K-5 in need of AIS intervention to receive the necessary support. This highly trained, veteran teacher will work with very small groups of students in a pullout model to guarantee that each student is receiving a prescriptive response to accurately diagnosed needs defined by Personal Intervention Plans. These plans will incorporate the Individualized Educational Plan (IEP) mandates, when necessary, to provide extremely precise intervention. This plan, coupled with weekly meetings of the AIS Team, and articulation with parents and classroom teachers will ensure that students are adequately equipped to reach annual yearly progress goals. AIS for ELL/ESL students is also addressed with a before school program and after school program. These programs help the students become more English proficient enabling them to score at or above the state designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

Student support services are provided by Project Read, The Institute for Community Living, School Based Support Team, Guidance Counselor, Saturday Academy (grades 1-5), ELA training in grade 4 for students and parents, and CTB preparation grades 3 and 5 for students and parents. The General and Special Needs Guidance Counselors will provide services to students identified as in need. A team consisting of representatives from the following meets once a week to determine the needs of specific students: SBST, Guidance, Administration, Family Assistance, Teachers and Staff developers. The special needs and bilingual staff work to encourage the ELL and special needs populations participate in all aspects of the school community.

Academic Intervention services will be evaluated by on-going student assessment, work folders for students, results of student performance on benchmarks, review of monthly teacher AIS logs and monthly progress reports to parents in appropriate languages.

NYC Reading First Program includes an ELL and remediation resource kits and an intervention program (K-3) to teach the skills needed by students acquiring English and students who do not meet grade level standards.

6. The NYSESLAT (New York State English as a Second Language Achievement Test) in grades K-5 will be administered to all identified students. This test is aligned with New York State English as a Second Language Standards and determines entitlement of services in addition to analysis of student English language proficiency. Students placed in an ESL (English as a Second Language) program will receive instruction in English using intensive ESL methodology. Core Content area instruction is provided through a Sheltered English approach. As the student becomes more English proficient, instructional time in English increases. Once a student has scored at or above a state designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), he or she will be able to transition into a monolingual class.

7. Members of the School Leadership Team, Inquiry Team and Instructional Cabinet will form a committee. This committee will conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting the State and City content and performance standards. The committee will also use disaggregated student results on State and City assessments Grades 3-5(ELA, Mathematics, Science, Social Studies), Benchmark assessments, the Early Childhood Language Arts System (ECLAS 2), Acuity, NYSESLAT, NCL Accountability Status Report, IEPs, Benchmark assessments, Annual School Report Card, School, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

8. All programs/services for ELLs will stay in place pending the finding of the above committee and budget cuts.

9. To meet the needs of at-risk students P.S. 13 has a number of Academic Intervention Services which include: Project Read, Seamless Day, ELA tutoring, Saturday Academy, and push-in/pullout programs. We anticipate using these programs next year to support students in

the areas of literacy, math, (grades 3, 4, and 5) science and social studies (grades 4 and 5).

After-school and Saturday programs will offer additional targeted instruction to Level 1 and 2 students in Literacy. A Saturday Literacy Institute will be implemented for to support skill acquisition for low performing students The Saturday Institute will provide small group and individualized instruction to students for the purpose of developing and strengthening identified Literacy skills. Literacy teachers will work to provide students with Literacy skills and test prep on planned Saturdays

10. Implementation of Ellis program, Coach program using technology during the instructional day.

- NYC Reading First Program includes an ELL and remediation resource kits and an intervention program (K-3) to teach the skills needed by students acquiring English and students who do not meet grade level standards.

- ELLs in Spanish dual language program in grades K-3 will use Hampton Brown's De Canciones a Cuentos as a component of the reading program

- Spanish classroom libraries will enhance the teaching of language arts

- Spanish trade books, manipulatives kit complete the literacy program

- Students in grades K-5 will have native language literature libraries and dictionaries for their classrooms.

- Content areas such as Science, Social Studies and Mathematics are taught in Spanish and therefore, appropriate and related materials are purchased

- On-going assessment will be conducted in grades K – 3 using the EL SOL (El Sistema de Observacion de la Lecto-escritura)

- Grades K-3 Instructional materials: Reading First materials full program to be implemented, classroom libraries

- Voyagers New York City Passport: This program will be utilized as an additional intervention strategy for struggling readers.

- Resident Writing Program: This program exposes students to different forms of poetry using rhyme, alliteration, ode, simile, metaphor, and personification. Students then do free writing using their imagination and produce published poems.

- Kaplan K-12 Learning Services Program. Through extensive professional development, teachers deliver a program designed to identify and remediate student skill deficiencies and promote the acquisition of literacy skills using English and Spanish formats.

- The instructional program used by the NYC Reading First program is Harcourt Trophies. The Trophies program is a scientifically based reading program. All students will receive ninety minutes of direct, systematic, explicit instruction in English.

- Moving Into English is a transitional English program that may be used for more intensive instruction in the vocabulary strand for those students who would benefit from ESL transition instruction.

- Singapore Math with all students with a focus on AIS- Grades K-2 Hot list for High Level 2 for grades 3-5

- Implementation of QTel strategies with our ELL students

- Extended strategies used in Singapore

- LLC Differentiation with a focus on Special Needs and ELL students.

- Harcourt Science series texts in both Spanish and English (K-5)

- Harcourt Social Studies series test in both Spanish and English (4&5)

11. Native Language support is delivered through a Dual Language program model.

12. ELLs are grouped according to age/grade level.

13. We offer a Title III summer school program to eligible students.

14. Our Dual language program is taught in English and Spanish.

C. 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)?

1. P.S.13K's Dual Language program is designed to have students spend half of their instructional time immersed in a target language, Spanish. The remaining part of the day is spent in English instruction. There is also a freestanding ESL program where students are pulled out though the day to receive English as a Second Language. Beginning and Intermediate students receive 360 minutes of ESL and Advanced levels receive 180 minutes of ESL.

2. Our Dual Language program is self-contained. ESL and EP students spend 100% of their instruction day together.

3. Language is separated by time. Students speak English in the morning and Spanish in the afternoon.

4. Our Dual Language program is self-contained.

5. Literacy is taught simultaneously. Students speak English in the morning and Spanish in the afternoon.

D. 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 (including non-ELL teachers) as per Jose P.

1. The professional development plan includes all teachers at PS13 including all ELL/ESL personnel. The School-Based Professional Development Team, which includes the Principal, Literacy Coach, Math Coach, Teacher Center Staff, AIS co-ordinator and other essential participants who demonstrate outstanding classroom practices to other teachers in the school. Our detailed Professional Development Plan includes:

- Literacy, Writing, and Math focus for each month
- Principle of Learning focus for each month
- Cambourne's Conditions of Learning focus for each month
- Additional Concerns that are to be addressed that month.

ELL/ESL teachers will participate in the same literacy, math, and content area professional development and form inquiry groups which will allow them to explore issues specific to their needs.

2.

- Their teachers give support to students, during their fifth grade year, preparing them for the transition from an elementary school environment to a middle school environment.

- Parents are encouraged to attend various Middle School Open Houses.
- Teachers and Guidance Counselor help students fill out applications and give recommendations.

3. In house Professional Development will be given during Common Preps and Professional Development Periods, beginning in September and continuing until June. All teachers including ESL/ELL teachers will participate. All workshops will be delivered in the Workshop Model and given by Literacy and Math Coaches and Staff Developers, Teacher Center Staff, Administrators, ESL/ELL Support Teacher.

Areas to be cover will include:

- LAP Principals
- Quality Teaching for English Learners
- ELA/ESL Standards and their alignment to core curriculum
- Culture and Language Characteristics of ESL students
- Four Levels of Language Acquisition
- Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible

E. 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?

1. Parent workshops, meetings and conferences are given to parents to explain their choices of Bilingual Education. Parents also watch a video, where their choices are explained in their native language. Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English, Spanish, all appropriate languages. When parents come in for meeting, and or issues of concern, there will be an interpreter available. The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. The Parent Library will stock a lending library with parenting and intervention materials, learning aids and other resources of interest to parents.

Workshops will be conducted to increase parents understanding of standards, assessments, and the new reading and math curriculum. We

provide group sessions for parents as an opportunity to share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members.

Parents will participate in various workshops given by the school and the Institute for Community Living (Community –based organization). The PTA will also provide programs concerning: arts and craft, child awareness, health and nutrition, and family support classes. The PTA will collaborate with P.S. 13 to bring more adult programs into the school during evenings and weekends.

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 in a language the parents can understand. We provide parents with a monthly newsletter with parenting messages so that they can become more involved with their children’s education. A Back to School workshop is held to encourage our parents to get involved by teaching them how to support their children with daily school work. An Open House is held in the beginning of the school year to introduce all the school staff to our parents. All communications with parents are written or translated in English, Spanish and all appropriate languages.

2. Collaboration between P.S. 13 and Institute for Community Living (Community –based organization) will bring more adult programs into the school during evenings and weekends. Parents will participate in various workshops given by the school and the ICL. The PTA will also provide programs concerning: arts and craft, child awareness, health and nutrition, and family support classes.

3. The school will continue to implement the position of a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents’ questions and concerns. The parent’s survey will provide a comprehensive list of workshop topics to be addressed throughout the year. Group sessions for parents provide opportunity to voice needs, share common experiences, gain emotional support, learn practical parenting and problem solving skills from other members.

4. The school will continue to coordinate and integrate parental involvement programs and activities with Head Start, Early Reading , Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, 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.

In September, parents will be invited to an orientation session. During this time they will be given important information to assist them in guiding their children throughout the year. They will be given an overview of the reading program, math program, extra-curricular activities and meet the community-based organization members, meet the administration and staff.

A test timeline will be given out with the discipline plan and rules for participating in our school community. Ongoing workshops and parent forums will support the dissemination of information to parents. All school information will be sent to parents in both English, Spanish, all appropriate languages. When parents come in for meeting, and or issues of concern, there will be an interpreter available.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	4	3	3									17
Intermediate(I)			5	2	1	5								13
Advanced (A)			1	1	7	5								14
Total	4	3	10	6	11	10	0	0	0	0	0	0	0	44

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING /SPEAKING	B			1	1									
	I		3	9	6	2	5							
	A					9	5							
	P													
READING/ WRITING	B		3	10	5	4								
	I				1	11	10							
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	5	2		10
5	3	6	1		10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		5		2		2		11
5	1		4		3	1	1		10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		6				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	
5	3				5		3		11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	7	3	1	1				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staff know what language is used in the student's home. If the HLIS indicates that a student uses a language other than English, he/she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines a student's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) The NYSESLAT (New York State English as a Second Language Achievement Test) in grades K-5 will be administered to all identified students. On-going assessment will be conducted in grades K-3 using EL SOL (El Sistema Observacion de la Lect-escritura).

2. NYSESLAT Trends

- Few ELLs with IEPs
- The number of ELL students in grades 5 and 6 fluctuate from 14 to 8 to 16 in the three years
- The percent of proficiency is increasing in the grade K/1 grade band
- In the 2/4 grade band, the percent of students moving up in levels is increasing in Listening and Speaking but are staying the same in Reading and Writing
- Students with Disabilities are out performing General Education students in Grades 5/6 but not in 2/4

3. Members of the School Leadership Team, Inquiry Team and Instructional Cabinet will form a committee. This committee will conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting the State and City content and performance standards. The committee will also use disaggregated student results on State and City assessments Grades 3-5(ELA, Mathematics, Science, Social Studies), Benchmark assessments, the Early Childhood Language Arts System (ECLAS 2), Acuity, NYSESLAT, NCL Accountability Status Report, IEPs, Benchmark assessments, Annual School Report Card, School, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

4.a. Examine the student results. What are the patterns across proficiencies and grades?

How are ELLs faring in tests taken in English as compared to the native languages?

- Of the 11 ELL students who took the NYS Social Studies test: 3 scored at level 1, 5 scored at level 2, and 3 scored at level 4.
- Of the 10 students who took the NYS Science test: 2 scored at level 1, 4 Scored at level 2, 2 scored at level 3, and 2 scored at level 4.

b. Members of the School Leadership Team, Inquiry Team and Instructional Cabinet will form a committee. This committee will conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting the State and City content and performance standards. The committee will also use disaggregated student results on State and City assessments Grades 3-5(ELA, Mathematics, Science, Social Studies), Benchmark assessments, the Early Childhood Language Arts System (ECLAS 2), Acuity, NYSESLAT, NCL Accountability Status Report, IEPs, Benchmark assessments, Annual School Report Card, School, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify

other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

5.El Sol is used to assess Spanish proficiency.

6.Members of the School Leadership Team, Inquiry Team and Instructional Cabinet will form a committee. This committee will conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting the State and City content and performance standards. The committee will also use disaggregated student results on State and City assessments Grades 3-5(ELA, Mathematics, Science, Social Studies), Benchmark assessments, the Early Childhood Language Arts System (ECLAS 2), Acuity, NYSESLAT, NCL Accountability Status Report, IEPs, Benchmark assessments, Annual School Report Card, School, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 013 Roberto Clemente					
District:	19	DBN:	19K013	School		331900010013

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	33	36	36		89.8	90.8	90.9
Kindergarten	63	76	74				
Grade 1	100	87	65	Student Stability - % of Enrollment:			
Grade 2	95	99	84	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	97	79	94		85.7	87.2	86.7
Grade 4	95	87	79				
Grade 5	99	100	78	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.4	90.3	88.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		14	94	72
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	582	566	511	(As of October 31)	2007-08	2008-09	2009-10
					2	6	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	42	27	Principal Suspensions	0	0	2
# in Collaborative Team Teaching (CTT) Classes	6	20	10	Superintendent Suspensions	9	9	5
Number all others	29	34	27				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	27	0	TBD	Number of Teachers	55	57	53
# in Dual Lang. Programs	27	27	TBD	Number of Administrators and Other Professionals	14	13	9
# receiving ESL services only	34	26	TBD				
# ELLs with IEPs	1	11	TBD	Number of Educational Paraprofessionals	3	3	8

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	76.4	71.9	86.8
				% more than 5 years teaching anywhere	63.6	59.6	69.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	86.0	90.6
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	100.0	97.9	97.8
Black or African American	65.5	68.7	68.7				
Hispanic or Latino	32.3	28.1	28.8				
Asian or Native Hawaiian/Other Pacific	1.5	1.8	1.8				
White	0.3	1.1	0.8				
Male	49.7	51.1	49.1				
Female	50.3	48.9	50.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					UPF
Overall Score:	32.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	2.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	21.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 19k013

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$557,971.00	\$54,469.00	\$612,440
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,579.00	\$544.00	\$6,123.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,899.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$55,797.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.

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.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$557,971.00		
Title I, Part A (ARRA)	Federal	✓			\$54,469.00		
Title II, Part A	Federal	✓			\$57,229.00		
Title III, Part A	Federal	✓			\$15,000.00	✓	See page 38 in CEP
Title IV	Federal		x				

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal		x				
Tax Levy	Local	✓			\$1,941,436.00		