



P.S. 013 CLEMENT C. MOORE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400010013 **SCHOOL NAME:** P.S. 013 Clement C. Moore

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

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

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

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Deborah Dickson

PRINCIPAL: Dr. Yvonne Angelastro

UFT CHAPTER LEADER: Adam Rinn is being represented by Dyan Rivituso

PARENTS' ASSOCIATION PRESIDENT: Co-President Jeannie Mendez

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** Children's First Network 208

NETWORK LEADER: JOHN OMAHONEY/Olga De Filippis

SUPERINTENDENT: Madelene Taub-Chan

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Dr. Yvonne Angelastro	Principal	Electronic Signature Approved.
Deborah Dickson	Admin/CSA	Electronic Signature Approved.
Dyan Rivituso	UFT Member	Electronic Signature Approved.
Lauren Tableman	UFT Member	Electronic Signature Approved.
Irma Bencosme	DC 37 Representative	Electronic Signature Approved.
Tania Arana	Parent	Electronic Signature Approved. Comments: parent agrees - signed paper copy Approved on behalf of parent
Gisella Catarine	PA/PTA Co-President	Electronic Signature Approved. Comments: parent agrees - signed paper copy Approved on behalf of parent
Jeannie Mendez	Parent	Electronic Signature Approved. Comments: parent agrees - signed paper copy Approved on behalf of parent
Ingrid Hernandez	Parent	Electronic Signature Approved. Comments: parent agrees - signed paper copy Approved on behalf of parent
Susie Haskins	Parent	Electronic Signature Approved. Comments: parent agrees - signed paper copy Approved on

		behalf of parent
Nicole Ciorciari	UFT Member	Electronic Signature Approved.
Kim Dugan	UFT Member	Electronic Signature Approved.
Lidia Bautista	Parent	Electronic Signature Approved. Comments: parent agrees - signed paper copy

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

I. School Vision and Mission Vision –

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

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

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

- Accept responsibility for their learning, decisions and actions.
- Set challenging goals and give their best effort to achieve these goals.
- Believe in themselves and take pride in their achievements.
- Behave in a way that contributes to a safe atmosphere and ensures the rights of others by showing "Respect for All".
- Form partnerships with their parents and teachers to better themselves.

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

An additional wing was added in the 1960's and the newest addition is occupied as of September 2010. Our school presently has 12 Kindergarten classes which includes one bilingual Spanish ICT and one bilingual Spanish self-contained class; 9 first grade classes which include 2 bilingual Spanish self-contained classes; 8 second grade classes which include one bridge special education 2/3 classes, 8 third grade classes; 8 fourth grade classes which includes one bilingual Spanish ICT class, and 8 fifth grade classes which includes one bilingual Spanish ICT class. All classes average about 30-32 students except Kindergarten which registers 25.

Our school is a 'School in Good Standing' according to the No Child Left Behind NYCDOE Accountability and has received a B on the Progress Report. Data continues to be used by all staff members and teacher teams (on all grade levels including our AIS, ESL, Special Education and Cluster Teachers) to differentiate and inform instruction for the students. Two examples of this include our vocabulary initiative and our new attendance initiative. The schoolwide vocabulary initiative increases students vocabulary and expands their use of words in spoken and written form. The attendance initiative builds on our existing policy which acknowledges students with perfect attendance by now also recognizing each month the class who

has the highest attendance rate with a special certificate. At least 40 languages are spoken within our school community. English language learners form a significant part of the student population at 37.76%. We use "Imagine Learning", a reading program, in the computer lab for some of our ESL classes. The Carnegie Hall Grant is a collaborative teaching program that is currently being implemented at P.S. 13. This grant targets students in grades 3, 4, and 5 that participate in band and chorus. An accomplished musician works directly with our music teacher and students for 36 weekly sessions. The Kindergarten and Grade 2 students participate in the Town Hall Educational Outreach Program during which Teaching Artists carry out a drama program. Our school is also participating in the Project Based Learning Title IIB Stem 24 Grant. These series of workshops are teaching techniques that will be incorporated into the Social Studies Curriculum in order to improve classroom practices. Additionally, an attendance incentive program has been established to recognize the classes with the highest attendance each month. We are fortunate that construction has been completed for the 2010-2011 school year we have 2 Science labs, and art room, a full sized gym, and an enlarged and updated library which includes a computerized circulation desk, technology stations, and new media and books. During the 2010-2011 school year we will be able to fund a special ELA Saturday Program for our 3rd, 4th and 5th grade students. These students are currently meeting grade level standards. The participation in this program will help them make progress toward performing at a level that exceeds grade standards. We also have an ongoing relationship with the Ming Yuan Chinese School. They are a Community Based Organization that holds an after school program and a weekend program (Sunday) in our school.

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

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 Clement C. Moore								
District:	24	DBN #:	24Q013	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.8	95.6	TBD		
Kindergarten	222	200	241						
Grade 1	218	214	221	Student Stability - % of Enrollment:					
Grade 2	245	226	214	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	206	234	212		94	92.66	TBD		
Grade 4	184	202	239						
Grade 5	204	177	198	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		68.6	68.6	84.8		
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		6	13	TBD		
Grade 12	0	0	0						
Ungraded	8	0	0	Recent Immigrants - Total Number:					
Total	1287	1253	1325	(As of October 31)	2007-08	2008-09	2009-10		
					47	37	52		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	23	Principal Suspensions	11	17	TBD		
# in Collaborative Team Teaching (CTT) Classes	25	23	21	Superintendent Suspensions	2	2	TBD		
Number all others	39	50	48						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					
				0					
				0					

# in Transitional Bilingual Classes	63	63	82				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	407	357	403	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	62	Number of Teachers	81	82	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	14	TBD
				Number of Educational Paraprofessionals	0	0	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	98.8	92.7	TBD
				% more than 2 years teaching in this school	75.3	78	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	64.2	63.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	94	90	TBD
American Indian or Alaska Native	0.5	0.5	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.2	100	TBD
Black or African American	11	10.5	10.3				
Hispanic or Latino	44.1	47.6	49				
Asian or Native Hawaiian/Other Pacific Isl.	35.5	35	35.5				
White	8.9	5.6	4				
Multi-racial							
Male	49.3	50.1	50				
Female	50.7	49.9	50				
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 checked="" 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		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			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	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	90.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	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

Exemplary Proficiency Gains	Student Group		
4.5%	CTT (ELA)		
12.5%	SETSS (ELA)		
9.1%		25.0%	SETSS (Math)

ELA

Percent at 75th Growth Percentile or Higher

Exemplary Proficiency Gains 2008-2009	Exemplary Proficiency Gains 2009-2010	Student Group												
39.8%	English Language Learners													
(Special Education Students)	54.5%	Self-contained/CTT/SETSS												
46.1%		Mathematics Percent at 75th Growth Percentile or Higher <table border="1" style="margin-left: 20px;"> <tr> <td>Exemplary Proficiency Gains 2008-2009</td> <td>Exemplary Proficiency Gains 2009-2010</td> <td>Student Group</td> </tr> <tr> <td>34.0%</td> <td>English Language Learners</td> <td></td> </tr> <tr> <td>22.7%</td> <td>Self-contained/CTT/SETSS</td> <td></td> </tr> <tr> <td>43.6%</td> <td>Lowest Third Citywide</td> <td></td> </tr> </table> From 2008-2009 to 2009-2010 the ELL population had a gain of 15.7% on the Math assessment, whereas our students with disabilities had a gain of 8.4% during the same	Exemplary Proficiency Gains 2008-2009	Exemplary Proficiency Gains 2009-2010	Student Group	34.0%	English Language Learners		22.7%	Self-contained/CTT/SETSS		43.6%	Lowest Third Citywide	
Exemplary Proficiency Gains 2008-2009	Exemplary Proficiency Gains 2009-2010	Student Group												
34.0%	English Language Learners													
22.7%	Self-contained/CTT/SETSS													
43.6%	Lowest Third Citywide													

time frame.

Kindergarten and First Grade

Current data, in contrast, show an improvement of 38% at year end.

The children who took part in the Inquiry Team work improved substantially in their ability to retell as well in their reading levels. Decoding is addressed during Foundations and Word Work by the classroom teacher. While our students improved 24% in Listening Comprehension, we are planning to use our Read Alouds to further improve our students' ability to understand what they hear during the 2010-2011 school year.

All of these students are in our special education and ESL classes, which include students who are new to the country and the classroom.

In October, approximately 34% of our first grade students were reading below grade level.

The remaining students, all identified as PIDS, include our 9 holdovers and students awaiting placement or being evaluated for services. ESL services will continue to provide language development and incorporate the vocabulary initiative to further improve this target group.

To continue to improve conventions in writing, teacher teams during 2010-2011 are focusing on the mechanics of writing with first grade students who are struggling in this area. Mechanics include capitals and punctuation. With consistent instruction in labeling by using initial and ending sounds, and the movement from labeling to writing words on the lines mid-late year, the children have made significant progress. Currently, only 8% are still weak in Language, and 6% in Conventions.

While 54% of our first graders were below level in this category at the beginning of the year, only 17% remained below level by year end. As mentioned previously, teacher teams will look at these areas also.

K and 1 analysis.

2nd Grade:

The percentages of students below grade level decreased from 57% to 29% in the Listening Comprehension strand, while the Writing Expression had an 18% decrease. The 2nd

Grade teachers focused on improving their students listening skills by including more read alouds in their schedules. The 2nd Grade teachers will continue to concentrate on strengthening and building the listening and writing of the 2010-11 students.

The percentage of students below grade level in vocabulary decreased from 79% to 41% while the sight word percentage decreased from 41% to 34%. The 2nd Grade teachers are focusing on improving their students' vocabulary with the school wide vocabulary initiative. Second grade teachers provide directed instruction every two weeks with 6 words being introduced to non ESL classes and 5 words to the ELL classes. The second grade teachers will continue to concentrate on improving vocabulary during 2010-2011 by focusing more on nonfiction texts.

Please review charts located in the school document section entitled Grade 2 ECLAS DATA 2009-2010.

After reviewing the Item Skills Analysis for the 2009-2010 State tests in ELA and Math for grades 3, 4, and 5 and the Rigby progress reports we found the weakest performance indicators as follows:

3rd Grade:

ELA

To address these areas of weakness Teacher Team 3B will focus on the main idea and supporting details.

Math

4th Grade:

ELA

To address the weakness of making predictions, drawing conclusions, and making inferences about events and characters, teachers will model more think alouds as per the Professional Development on Read Alouds and Critical Thinking Skills.

5th Grade:

ELA

Teacher Team 5B will be focusing on improving their ability to identify genres and the literary elements within the genres by teaching the literary elements of a story, as well as the attributes, characteristics, text structure and text features of various elements.

Teacher Team 5A will be focusing on improving the student's ability to evaluate information, ideas, opinions and themes by developing the student's skills in note-taking, summarizing, and making inferences.

Students demonstrate weaknesses in observing the rules of punctuation, capitalization and spelling as well as using correct grammatical construction which will be addressed during literacy block.

Math

Teachers will use various methods i.e. Diagrams, acting out and step by step procedures in order to help the students comprehend the verbal expression.

Teachers will use manipulative and step by step methods to help students

This will be worked on by teaching acronyms – PEMDAS

Significant Aids to Continuous Improvement

The Instructional Rounds Team is composed of the Principal, Literacy Coach, and one teacher from each grade. These members meet once a week to visit classrooms and review data. Upon discussing the Problems of Practice the team determined that students are struggling with using vocabulary appropriately. In order to address this concern they are creating a more uniform vocabulary program that can be used. Inter-visitations are being used to gain insights from multiple perspectives. The other two Problems of Practice identified were Higher-order thinking skills questions and that not all teachers are letting students know if their work is good enough by using rubrics, comments on children's work, and the goals. The Learning Environment shows that parents are concerned about this lack of practice.

The Learning Environment Survey showed an increase in the percentage of teachers who agreed strongly or strongly disagreed with whether school leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school. This increase from 75% to 83% is the result of the creation of two steering committees during 2009-10 one for Grades K-2 and the other for Grades 3-5. This group is now one committee for 2010-11 known as the DATA Team. These committees help to analyze data, set goals, provide instructional suggestions and discuss issues related to the instructional programs

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

Significant Barriers to Continuous Improvement

On the Learning Environment Survey the parents expressed the need for more after school services for students and additional parent workshops. There are after school services for the ELL population and workshops for parents of ELL students. However, due to budgetary restrictions the money was limited to the ELL population. For the school year 2010-2011 we are able to provide services for all 'at risk' students. Additionally, parents requested more hands on learning opportunities for their children. The addition of two Science labs, an art studio and a music studio in the new extension to our building has now improved this area of weakness.

On the Learning Environment Survey some teachers did not feel that the professional development they received provided them with content support and teaching strategies to better meet the needs of their students. This has been addressed by a survey that was sent out to the teachers offering various professional development opportunities so that they could select the topics they felt would enhance their teaching skills and knowledge. However, there

are still a small percentage of teachers who still feel we can improve Professional Development in specific areas which have practical use in the classroom. The areas requested are being added to the Professional Development workshop options this year (for example improving record keeping, content areas, and ARIS)

Based on the Learning Environment Survey teachers are concerned that students are not offered a wide enough variety of courses such as dance, sports, enrichment programs or language. Even though students are provided some dance, theater, and sports, it would be beneficial to the children to have specific programs implemented if the budget would allow for such services. During 2010-2011 we are able to provide drama for our K and 2 students through an 8 week cycle with Town Hall Music.

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
<input type="checkbox"/> Goal #1: By June 2011, 3% of the SWDs in grades 3, 4, and 5 who did not meet the Promotional Criteria on the 2009-2010 ELA assessment will meet state standards by achieving a level 3 or above on the 2010-2011 ELA assessment as measured by the New York State Accountability and Overview Report for 2010-2011.	<input type="checkbox"/> Based on an analysis of our current NYS Report card, it was determined that SWDs did not make Adequate Yearly Progress (AYP) for ELA. Therefore, the SLT has determined that the progress of SWDs should remain a priority to ensure that SWDs have a performance index that results in meeting AYP.
<input type="checkbox"/> Goal #2: By June 2011, 3% of ELL students in Grades 3, 4, and 5 who did not meet the Promotional Criteria on the 2009-2010 ELA assessment will meet state standards by achieving a level 3 or above on the 2010-2011 ELA assessment as measured by the State Accountability Report for 2010-2011.	<input type="checkbox"/> The SLT used the current NYS Report card and the NYC Progress report to conduct a comprehensive needs assessment. It was determined that ELLs are making progress in ELA. However, their progress is marginal causing ELLs to be at risk of not making AYP in the upcoming school year. Therefore, the SLT has determined that accelerating the academic progress of students in the ELL subgroup will be an annual goal.
<input type="checkbox"/> Goal #3: By June 2011, 50% of the students who were in 4 th grade in 2009-2010 who did not meet the Promotional Criteria on the 2009-2010 NYS Math assessment will show adequate progress in grade 5 during the 2010-2011 school year by making 1.5 years gains as measured by the 2010-2011 Progress Report.	<input type="checkbox"/> The SLT used various data sources including periodic assessments, predictive assessments and the most current NYS Math data to assess the school's progress in mathematics. It was determined that our current 4 th grade students did not meet promotional criteria because they did not make 1.5 years of gains. Therefore, our school will closely monitor the progress of this student group in Mathematics for grade 5 and set a year's gains of 1.5 for this targeted group. <input type="checkbox"/>

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal #1: By June 2011, 3% of the SWDs in grades 3, 4, and 5 who did not meet the Promotional Criteria on the 2009-2010 ELA assessment will meet state standards by achieving a level 3 or above on the 2010-2011 ELA assessment as measured by the New York State Accountability and Overview Report for 2010-2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Extended Day provides instruction for some of the students with disabilities</p> <p>Differentiated Instruction</p> <p>Guided reading</p> <p>Use of Predictive and ITA data to track the progress of students with disabilities</p> <p>Daily mini-lessons in reading</p> <p>Imagine Learning online reading program is utilized once a week in the computer lab for the 4th and 5th Grade ICT students</p> <p>Professional Development for teachers of students with disabilities</p> <p>SETSS program</p> <p>Push-in services by special education teachers</p> <p>CTT (Collaborative Team Teaching) in grades 4 and 5</p> <p>Conferencing</p> <p>Small-group instruction/strategy groups based on data, such as the ITA and</p>

	<p>Predictive exams)</p> <p><u>Target Population(s):</u> Students with disabilities in grades 3,4, and 5 who did not meet the Promotional Criteria on the 2009-2010 NYS ELA assessment</p> <p><u>Responsible Staff Members:</u> AIS Teachers, Classroom Teachers, Extended Day Teachers, SETSS Teachers, Afterschool Teachers, Cluster Teachers, Literacy Coach and Administrators</p> <p><u>Implementation Timeline(s):</u> <u>Monitor and Adjust</u> <u>Intervals of Monitoring and Revision:</u> November 2010: Based on the ITA results (11/23/10), 33% of Grade 3 SWD scored a level 3 or higher, 28% of Grade 4 SWD achieved a level 3 or higher and in Grade 5, 33% of SWD scored a level 3 or higher. January 2011: TBD March 2011: TBD May 2011: TBD</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><input type="checkbox"/> Funding Sources (PS and/or OTPS): As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <p>TL Fair Student Funding Title I SWP Title III LEP</p> <p>TL NYSTL Textbooks Contract for Excellence TL FSF Legacy Teacher Supplement Title IIA Supplemental TL DRA Stabilization IDEA ARRA CTT TL Fair Student Funded Incremental TL Mandated Speech Title I SWP Title ARRA SWP</p>

Indicators of Interim Progress and/or Accomplishment

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

□

ELA Predictive administered in January

Classroom assessments

ITA's administered in November and March

NYS ELA test administered in May

Rigby Running Record is administered in October, January and May

Supervisory observation of assessment use as evidenced by walkthroughs and observation reports.

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

Periodic Review

Initial Indicator:

Using the NYS 2009-2010 ELA results to establish a baseline data point, the data analysis at each interval of periodic review will inform next steps in adjusting the action plan. All action and strategies outlined in this plan will continue to be revised (if necessary) to achieve the annual goal.

Instrument of Measure:

ITA and Predictive exams will be used to gauge interim progress towards meeting the annual goal.

	<p>Projected Gains: For each interval of periodic review the goal is for out target population to improve by 3% in order to meet the annual goal.</p> <p>Intervals of Periodic Review</p> <p>November 2010: Based on the ITA results, skill based instruction was implemented, push-in instruction from the Literacy Coach, grade-wide assemblies for targeted instruction, differentiated instruction professional development was offered, and supplemental materials were provided based on specific results.</p> <p>January 2011: TBD March 2011: TBD May 2011: TBD</p>
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Subject Area (where relevant) : ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #2: By June 2011, 3% of ELL students in Grades 3, 4, and 5 who did not meet the Promotional Criteria on the 2009-2010 ELA assessment will meet state standards by achieving a level 3 or above on the 2010-2011 ELA assessment as measured by the State Accountability Report for 2010-2011.</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"/> Actions/Strategies/Activities:</p> <p><input type="checkbox"/> AIS teachers provide services to level 1 and level 2 students using STARS (Strategies to Achieve Reading Success) for Grades 3, 4, and 5.</p> <p>ESL teachers push-in the classrooms where the ELL students are for 1-2 periods according to the proficiency level of the students.</p> <p>Extended Day provides additional instruction for select students (targeted ELL's and those</p>

students at risk of meeting the standards.)

Title III After School Program from October 19th through March provides instruction for ELL students from each of Grade 5, 2 days per week.

Differentiated Instruction

Guided Reading

Small Group Instruction

Saturday Program

Imagine Learning online reading program is utilized once a week in the computer lab for the 4th and 5th Grade ICT students.

Reading Conferences

Provide an extra period for teaching comprehension skills

Reading Log collections supported by incentives

Change in teaching staff

Provide whole grade assemblies for targeted instruction based on assessment results

Provide differentiated instructional professional development for ELL teachers

Provide supplemental materials based on assessment results

Professional development on ELL strategies to improve literacy skills of ELL students

All staff will collect and analyze data in order to provide small group instruction based on students' needs.

Target Population(s):

Grade 3-5 ELL students who did not meet the promotional criteria on the 2009-2010 NYS ELA assessment

Responsible Staff Members:

AIS Teachers, Classroom Teachers, ESL Teachers, Extended Day Teachers, Afterschool and Saturday Program Teachers, SETSS Teachers, Cluster Teachers, Administrators, ESL Coordinator, Literacy Coach

Implementation Timeline:

Extended Day Program: Monday-Wednesday, September to June

Title III Afterschool Program for Grade 4 and 5 ELL Students - October 19 to March, 2 days per week

Saturday Program: February 5 - April 9, 2011 (8 days total)

Monitor and Adjust:

November 2010: Based on our ELA ITA results (11/23/10) 25% of Grade 3 LEP students scored a Level 3, 38% of Grade 4 LEP students achieved a Level 3 and 3% achieved a Level 4, and in Grade 5, 39% of LEP students scored a Level 3 and 5% scored a Level 4.

January 2011: TBD

March 2011: TBD

May 2011: TBD

<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>☐ Funding Sources (PS and/or OTPS): As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below: TL FSF</p> <ul style="list-style-type: none"> Title I SWP Contract for Excellence TL Legacy Teacher Supplement TL NYSTL Software TL NYSTL Text books Title II A Supplemental Title III TL Fair Student Funded Incremental TL Mandated Speech Title I SWP Title I ARRA SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐</p> <ul style="list-style-type: none"> ITA's administered in November and March ELA Predictive administered in January Classroom assessments Reading Conference Notes Rigby Running Records administered in October, January and May NYS ELA test administered in May Results of the ITA's and Predictive Assessments are reviewed/analyzed by the Data team and benchmark goals are written with suggestions for instruction based on the newest data. Running Records are used to monitor student progress and provide differentiated small group instruction. NYSESLAT administered in May <p>Periodic Review</p> <p><u>Initial Indicator:</u> Using the 2009-2010 NYS ELA results to establish a baseline data point, the data analysis at</p>

	<p>each interval of periodic review will inform next steps in adjusting the action plan. All actions and strategies outlined in this plan will continue to be revised (if necessary) to achieve the annual goal.</p> <p><u>Instrument of Measure:</u> ITA and Predictive exams will be used to gauge interim progress towards meeting the annual goals.</p> <p><u>Projected Gains:</u> For each interval of periodic review the goal is for our targeted population to improve by 1% so that the school will reach the annual goal.</p> <p><u>Intervals of Periodic Review:</u> November 2010: Based on the ITA results, skill based instruction was implemented, grade-wide assemblies by ESL teachers, and push-in instruction by the Literacy Coach and professional developments were provided. January 2011: TBD March 2011: TBD May 2011: TBD</p>
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**Subject Area
(where relevant) :**

Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #3: By June 2011, 50% of the students who were in 4th grade in 2009-2010 who did not meet the Promotional Criteria on the 2009-2010 NYS Math assessment will show adequate progress in grade 5 during the 2010-2011 school year by making 1.5 years gains as measured by the 2010-2011 Progress Report.</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 : □

Teachers will continue to instruct ELL students and students with disabilities in math strategies in order to improve their math skills. Additionally, the following actions have been taken to help meet this goal:

- After School provides instruction for grade 5 ELL students and Grade 5 students with disabilities from October to March
- Extended Day provides instruction for some of the grade 5 ELL students and students with disabilities
- Differentiated Instruction
- Use of Predictive and ITA data to track the progress of grade 5 ELL students and grade 5 students with disabilities
- Professional Development for teachers of ELL students and students with disabilities
- SETSS program
- Push-in services by special education teachers
- ICT (Integrated Co-Teaching)
- Conferencing
- Small-group instruction/strategy groups
- Math Predictive in January
- AIS math services or targeted students
- Use of manipulatives to aid math instruction
- Monthly timed math drills
- Change staffing of ICT teachers

Target Populations :

- Fifth-grade ELLs and SWD who did not meet promotional criteria on the May 2010 NYS Mathematics exam

Responsible Staff Members:

- Classroom teachers
- ESL push-in teachers
- SETSS teachers
- Math Coach

- Assistant Principal
- AIS Math teachers
- Data Team
- Data Specialist

Implementation Timeline(s):

- Title III Afterschool program began on October 19, 2010 and will continue until March 2011
- Fall Math ITA exam: November 2010
- Mathematics Predictive exam: January 2011
- Spring Math ITA exam: March 2011
- NYS Mathematics exam: May 2011

Monitor and Adjust:

Intervals of Monitoring and Revision:

November 2010: Based on an analysis of the Fall Mathematics ITA exam results, the following statistics and trends were noted:

- The targeted students scored an average of 43%.
- Areas of weakness included: calculating mean, perimeter, and creating and explaining patterns and algebraic relationships
- Overall, the weakest strand was algebra

January 2011: TBD

March 2011: TBD

May 2011: TBD

<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>☐ Funding Sources (PS and/or OTPS): As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • TL FSF • TL Children First Funding • TL Children First Inquiry Team • TL DRA Stabilization • TL IEP Teacher • Title IIA Supplemental • TL Fair Student Funded Incremental • TL Mandated Speech • Title I SWP • Title I ARRA SWP • NYSTL Textbooks
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐</p> <ul style="list-style-type: none"> • Math Predictive in January • Classroom assessments • ITAs administered in November and March • NYS Math Exam administered in May • Everyday Math checklists • Benchmark assessments • Math writing notebook <p>Periodic Review (Based on NYS Math Exam results May 2010)</p> <p>Initial Indicator-September 2010: The data analysis at each interval of periodic review will inform next steps in adjusting the action plan. All actions and strategies outlined in this plan will continue to be revised (if necessary) to achieve the annual goal.</p>

Instrument of Measure: ITAs and Predictives

- November
- January
- March

Projected Gains:

Intervals of Periodic Review

November 2010: The first interim assessment results were used to form strategy groups. Professional development and assemblies based on ITA weaknesses were provided. Additionally, push-in instruction was performed by the math coach based on ITA weaknesses.

January 2011:

March 2011:

May 2011:

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 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	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	10			
1			N/A	N/A	20			
2			N/A	N/A	10			
3	34	58	N/A	N/A	8			
4	38	19	53	53	14			
5	38	9	74	74	12			
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 (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Please see attachment located in school documents entitled AIS APPENDIX 1 PART B.</p> <p>Students for Academic Intervention Services are identified in the following ways:</p> <ul style="list-style-type: none"> - Students with a Level 1 or Level 2 score on the 2009/10 NYS ELA Test - Students with a Level 1 or Level 2 score on the 2009/10 NYS Math Test - 2009/10 Holdovers - 2009/10 Promotion in Doubt - 2009/10 Teacher Recommendationis - 2010/11 Teacher Recommendations -Parent Input <p>The AIS list is continually reviewed and revised throughout the year. At this time there are 3 full time teachers providing services in ELA and 1 part-time teacher providing services in Mathematics. The ELA providers are using one or more of the following programs:</p> <p>Strategies to Achieve Reading Success (STARS)</p> <p>The program provides direct instruction of 12 comprehension strategies. The CARS series is used for assessment. The program provides small group instruction at least 4x per week for 45 minute sessions. The program is used with grades 3,4 and 5.</p>

	<p>Guided Reading Program</p> <p>Students are grouped by reading level and read text with the guidance of the teacher. The teacher concentrates on the characteristics appropriate for each level. It provides small group instruction, at least 4x per week for 45 minutes sessions. The program is used with grades 3, 4 and 5.</p> <p>Fundations Reading Program</p> <p>This program is a phonics based program provided during the school day and the 37.5 minute program. The program provides both whole group and small group instruction. The service is provided by the classroom teachers 5x per week for 45 minute sessions to grades K, 1 and 2</p> <p>Voyager Passport Program</p> <p>This program provides instructional materials for all grades. Its components include Targeted Word Study, Comprehension, Vocabulary and Fluency Practice. It is used at least 3x per week for 45 minute sessions with a small group.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> There are two teachers providing services in Mathematics. One teacher services approximately 14 third grade student, 19 fourth grade students and 9 fifth grade students.</p> <p>The provider uses Elements of Daily Math which supplements the Everyday Mathematics Program used throughout the school.</p> <p>The service is provided 2 x per week. Some push-in assistance is provided as well as small group pull-out groups of 10 students.</p> <p>Also, an additional 44 third grade students receive instruction through the services of a push-in teacher. This teacher supplements the work of the classroom teacher following the core curriculum.</p>
<p>Science:</p>	<p><input type="checkbox"/> In addition to instruction by the classroom teachers, three Science cluster teachers trained in the NYS Curriculum are assigned to support grades K-5. The FOSS and DELTA program is used. Classroom teachers integrate Science vocabulary and concepts throughout the day and provide a full period of instruction at least once a week during the Literacy Block. Classroom teachers in grades 2 through 5 use the Harcourt Series. AIS providers also work in the content area 1x per week during the Literacy Block with AIS students.</p>

Social Studies:	<input type="checkbox"/> In addition to instruction by the classroom teachers, two Social Studies cluster teachers, trained in the New York State Core Curriculum are assigned to support grades K-5. Their services are provided 1x per week for 50 minutes. AIS teachers provide instruction in the content area 1x per week during the Literacy Block to AIS students.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> There is a full time Guidance Counselor servicing 6 mandated students. The Guidance Counselor also services 10 Kindergarten students, 20 First Grade students, 10 Second Grade students, 8 Third Grade students, 14 Fourth Grade students and 12 Fifth Grade students. <input type="checkbox"/>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> There is one Psychologist present in the school 3 days per week. <input type="checkbox"/>
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> There is one Social Worker present in the school 3 days per week. There are 5 mandated bi-lingual students receiving services.
At-risk Health-related Services:	<input type="checkbox"/> There is 1 full time Occupational Therapists servicing 31 students. There is also 1 part time Occupational Therapist servicing 16 students. There is 1 full time Physical Therapist servicing 11 students. There is also 1 part time Physical Therapist servicing 7 students.. There are 2 full time Speech Teachers and 1 part time Speech Teacher servicing a total of 99 students. There is 1 part time Hearing Specialist.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there 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 this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

3-5

Number of Students to be Served:

LEP 98

Non-LEP 0

Number of Teachers 9

Other Staff (Specify) Principal, Assistant Principal

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

The minor revision to the narrative for our 2009-2010 plan was the elimination of the Early Bird program for the 5th graders that helped prepare them for the Grade 5 Social Studies Test and the fact that the supervisor money will not come from the Title III program money since we have another after school program this year. The minor budget revisions are due to the increase in funding and the elimination of the Early Bird and supervisor costs. This money has been put in the materials section. We have been using all money for the past few years for staffing the programs and not materials. We need to purchase new materials that meet the current needs of the students and focus of the instruction aligned with the new curriculum changes in the common core curriculum and the revised NY tests.

See attached document entitled 'Appendix 2 Part B - Program Delivery for English Language Learners (ELLs) revised.

Professional Development Program

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

- There are 10 one hour professional development sessions for teachers in the program. Professional development focuses on:
- Strategies for teaching Math to ELL students
 - Strategies for teaching Reading to ELL students
 - Scaffolding strategies to build reading comprehension in content areas
 - Differentiating Instruction
 - Assessment analysis

Section III. Title III Budget

—

		<p><u>Focus Comparing and Contrasting</u> by Curriculum Associates</p> <p><u>Focus Drawing Conclusions and Making Inferences</u> by Curriculum Associates</p> <p><u>Focus Making Predictions</u> by Curriculum Associates</p> <p>by Curriculum Associates</p> <p><u>Focus Understanding Main Idea and Details</u> by Curriculum Associates</p> <p>notebooks, paper and folders for the students in the program</p>
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> 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.

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

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

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

Part B: Strategies and Activities

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

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

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

□

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

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

□

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

- a. Banners announcing changes in school hours are posted on the main entrance doors and rear doors of our buildings in the 4 community languages.
- b. Parent workshop flyers are posted on the hallways of the main floor and on the outside doors of the school in the four community languages.
- c. Notification indicating plans for school closings are sent home and posted at main entrances in the four community languages.
- d. Notification of school activities such as: concerts, book fairs, PA meetings are posted as well as sent home in the four community languages.
- e. School Messenger Service provides telephone communication with parents in multiple languages regarding attendance, special events, student lateness, Parent Association meetings, and Parent Teacher Conferences.

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:	\$848,095	\$44,267	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,481		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,405	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$84,809	*	

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 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.

N/A

* Federal waiver granted; additional set-asiders 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.

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

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

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

1. P.S. 13 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- To convene an annual meeting for Title 1 parents to inform them of the Title 1 program and their right to be involved.
- To actively involve parents in planning, reviewing, and improving the Title 1 programs and parental involvement policy.

2. P.S. 13 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions:

- To provide parents with school performance profiles and individual assessment results for their child along with other pertinent individual and school regional educational information.
- To give parents the opportunities to participate in professional development activities dealing with reading and other educational strategies if the school determines it is appropriate.
- To provide parents with information about all programs.
- To assure an active participation of parents on the school leadership team.

3. P.S. 13 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- To communicate with parents through parent-teacher conferences
- reasonable access to staff
- report cards about your child's progress will be sent in November and March.
- Provide opportunities for the observation of classroom activities during open school week and other times throughout the school year.

4. P.S. 13 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following

- To utilize parent conferences to facilitate between parents and teachers.
- Copy and distribute Parent Associate newsletter, calendars, and special programs school wide.
- To support parents with workshops

5. P.S. 13 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the

findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parents will be given a survey to complete, developed by the P.A. Executive Board and SLT, which will indicate the topics that will help them to assist their child in their education

The Executive Board of the P.A. along with the SLT will review the data obtained from parent surveys and comments at P.A. meetings to ascertain what services we can provide to meet these needs.

6. P.S. 13 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Through workshops provided by the Parent Coordinator and AIS teachers.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy and math training, as appropriate, to foster parental involvement, by:

Workshops provided by the parent coordinator and schoolwide activities such as Math and Literacy Night.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

Helping your children with their homework

Understanding your child's report card

Planning for success

Math for K-2

Math for 3-5

What does the Math state test entail?

Knowing the Laws that Protects the Communities against Discrimination

Knowing your rights living in the United States

Housing Information from the Human Rights Department Of NYC

What does the ELA look like?

Discipline Workshops

ESL Workshops

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which include workshops given by Parent Coordinator and AIS Teachers that encourage and support parents in more fully participating in the education of their children, by: (see workshops listed above c.)

P.S. 13

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

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

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the signatures on this plan. This policy was adopted by PS 13 in October 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

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.

□

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

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

The needs assessment of our school shows that our Special Education students and our ELL students still require academic support even though they continue to show exemplary gains as indicated by the Progress Report.

2. Schoolwide reform strategies that:

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

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

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

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

We have an after school program that is funded by Title I SWP. There is an afterschool program funded by Title III funds.

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

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

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

Staff members are participating in ongoing staff development. The CFN has provided training to all teachers on the new Common Core Standards along with "Looking at Student's Work" for teachers of K-5. Two members of our teaching staff conducted workshops on Differentiated Instruction for all teachers. Our Math Coach, Literacy Coach, ESL Specialist, Social Studies clusters, Science clusters and individual teachers are providing staff development based on a menu of topics which resulted from teacher surveys. The Principal participates in workshops throughout the year. One Social Studies Cluster teacher is participating in Professional Development in the content area of Social Studies. The Math Coach attends meetings at Hunter College to improve mathematics instruction and then turnkeys the information to the teachers. The Assistant Principals rotate to attend professional development provided by the CFN. The ESL Specialist and the Assistant Principal of the ELL program attend various workshops throughout the year. The Librarian and Technology Specialist participate in professional development opportunities to keep up to date with the latest information and methodologies for instruction.

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

-
- Applicants are interviewed by the administration from the available pool of excessed teachers and the most qualified person is selected.

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

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

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

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

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

- P.S. 13 gathers information from the following:
 1. Grade meetings are used for collaborative planning based on the data for their students. They discuss the upcoming units of study and ways to improve instruction.
 2. The Data Team analyzes the teaching results that come back in the way of checklists and charts based on students' work and assessment data. They then provide feedback to the staff through suggestions that may help improve the students' abilities in the areas of their weaknesses. They also create goals in these areas to be reviewed and assessed again later in the year to see if the children are meeting the benchmarks that were set. The committee is comprised of teachers, clusters, AIS teachers, coaches and administrators who work together to assess and plan for improved instruction.

3. The SLT (School Leadership Team) which helps to write the CEP utilizes teacher data and input when planning for the instructional programs. Some members of the DATA Team are also on the SLT in order to make sure there is a continuity in the information that the teachers, staff, and parents are hearing when planning for the school's education program.

4. Professional Development surveys are used as a means of providing teachers with workshops that meet their needs.

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

□

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

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

□ Title I programs are monitored for the coordination and integration of Federal, State, and local funds. The services and programming resulting from those funding streams to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

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

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

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.

Progra	Fund Source	Program Funds Are	Amount Contributed to	Check (X) in the left column below to verify that
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m Name	(I.e., Federal, State, or Local)	"Conceptually" ¹ Consolidated in the Schoolwide Program			Schoolwide Pool (Refer to Galaxy for school allocation amounts)	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)
Title I, Part A (Basic)	Federal	Yes			750,600	True	Goal #1, Goal #2, Goal #3
Title I, Part A (ARRA)	Federal	Yes			43,824	True	Goal #1, Goal #2, and Goal #3
Title II	Federal	Yes			307,598	True	Goal #1, Goal #2, and Goal #3
Title III	Federal	Yes			63,860	True	Goal #1, Goal #2, and Goal #3
IDEA	Federal	Yes			43,353	True	Goal #1 Goal #2, and Goal #3
Tax Levy	Local	Yes			5,766,131	True	Goal #1, Goal #2, Goal #3

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.
 - Not Applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - Not Applicable
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - Not Applicable
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - Not Applicable
 - c. Minimize removing children from the regular classroom during regular school hours;
 - Not Applicable

4. Coordinate with and support the regular educational program;

Not Applicable

5. Provide instruction by highly qualified teachers;

Not Applicable

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

Not Applicable

7. Provide strategies to increase parental involvement; and

Not Applicable

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

Not Applicable

APPENDIX 7: 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.)
Currently, at PS 13, there are no (0) students identified as a Student in Temporary Housing. However, our STH data is monitored because the school is aware that the STH population may change.

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

If any students become eligible for STH funds, our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc.

If students are identified they will be provided with ESL services if applicable, the Extended Day Program and guidance services. Students who are identified will be provided with any necessary supplies and materials. Students will receive free transportation, free lunch and

counseling. We will meet the students and their families in order to better address their needs. However, these funds will not be used to defray the costs of unrelated services excluded from the STH guidelines such as graduation.

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_24Q013_021111-120321.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 2	District 24	School Number 013	School Name Clement C. Moore
Principal Dr. Y. Angelastro		Assistant Principal Mrs. A. Hogan	
Coach Ms. A. Sauer/ Literacy		Coach Mrs. E. Slattery /Math	
Teacher/Subject Area Mrs. Horan ESL Specialist		Guidance Counselor Ms. Nelson	
Teacher/Subject Area Mrs. Nieto/Bilingual 5th grade		Parent	
Teacher/Subject Area Mrs. Rivituso/Computer		Parent Coordinator Ms. M. Ramirez	
Related Service Provider Mrs. Kappel/Speech		Other Mrs. S. Wong/IEP teacher	
Network Leader John O'Mahoney		Other	

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	8	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	7	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1430	Total Number of ELLs	540	ELLs as Share of Total Student Population (%)	37.76%
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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, ELLs are identified when parents register their children for school for the first time in the NYC School System. After the parent fills out the home language Identification Survey (HLIS), the ESL Specialist (NYS ESL Certified Specialist in ESL methodology) determines if the home language is other than English or if the student's native language is other than English. The ESL Specialist then conducts an informal interview with the child and parent, in English, with the help of a native language translator. Then, ESL Specialist administers the formal English proficiency test called the Language Assessment Battery- Revised (LAB-R) to the student within 10 days of admittance. Performance on this test determines the child's entitlement to English language development support services. Students who score at the beginner, intermediate, or advanced levels are considered LEP. The student is then initially placed in a bilingual education or freestanding ESL Program. The parent is then invited to a parent orientation meeting presented in the parents native language, to learn about all of NYC Schools programs. The parent has an opportunity to ask questions (in the parent's native language), and to make an informed decision about their child's final placement. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB -R cut scores must be administered the Spanish LAB only once at the time of initial enrollment during the same testing period (within 10 days) in order to determine language dominance for instructional planning in providing bilingual and ESL services. The Spanish LAB is administered by a Spanish speaking ESL Teacher. Every child identified as an ELL is evaluated annually to determine his or her progress in the English language by using the New York State English as a Second Language Achievement Test (NYSESLAT). The steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) start with categorizing and listing ELLs in self-contained ESL classes, and Bilingual classes, mixed advanced/proficient classes, and those ELLs who need testing modifications. Then testing schedules are made to accommodate all groups. Finally, all ELLs are tested on the same day during the morning session of school (more time may be given those ELLs with testing modifications). If an ELL is absent during the scheduled testing days but returns to school during the NYSESLAT testing window then that student takes the missing parts of the test the day they return to school. New York State developed the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring to determine whether the student will continue to receive services for the next school year.

#2. The ESL Department ensures that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) by hosting several parent orientation sessions starting in the fall and continuing throughout the year for the parents of newly arrived ELL students. Parents watch a video in their own language, and can speak to a native language ESL teacher (Spanish, Mandarin, Cantonese, Urdu, Indian, & Bengali). The ESL teacher running the orientation informs the parents about all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents are then asked to fill out the Parent Survey selection form before being told what programs are currently offered at PS13. Parents are told about the programs available at our school and if we do not currently have an opening in a preferred program or if we do not offer a preferred program, parents are shown a directory of other schools that may have program availabilities such as dual language and transitional bilingual classes. Invitations for the parent orientation meetings start to go out in the middle of September when all ELLs have been identified and LAB-R /Spanish LAB tested. Times are offered in the morning and in the afternoon for the convenience of the parent. If parents do not show up to the meetings then PS13's outreach includes offering different dates and times for parents convenience, and calling home to

arrange a one to one meeting at the school or over the phone. These parent orientation meetings take place all year as new ELL students are admitted to our school. It is a priority to PS 13 to get a parent choice letter from every parent. Parents have the opportunity to ask questions regarding placement and ESL services. The parents are informed about the State standards, assessments, and school expectations, general requirements that govern the Bilingual and ESL programs, and the importance of parental involvement in the education of their children.

#3. PS 13 ensures that entitlement letters are distributed to every ELL student. Starting early in September the ESL Specialist reviews the spring NYSESLAT scores for the school and sends home continuing entitlement letters to all returning ELL students in 1st through 5th grade. It is a priority at PS13 to get parents to come to parent orientation meetings and to collect a program selection form from each parent. We send home several invitations with meeting times that are convenient for parents and we call those parents who can not make a regularly scheduled meeting. Either a one on one meeting is arranged at school to meet the parent’s schedule or a phone conference is arranged with a native speaking ESL teacher so that the parent can freely ask questions and become fully informed about their child’s placement. After the Parent Survey and Program Selection forms are collected at parent orientation, the child is placed in one of our Transitional Bilingual Classes or in one of our Freestanding ESL Classes, depending on parent choice. If space or a program is not currently available and the parent refuses the schools offered from the bilingual/dual language lists, then those parent selection forms are kept on file and monitored until we have enough to open a parent preferred classroom program. If PS13 has 15 students in two consecutive grade years that want a program opened then PS13 must open that program. It is a priority at PS13 to get a Parent Survey and Selection form back from every ELL because we understand that if a form is not returned, the default program for ELLs is Transitional Bilingual Education.

#4. The criteria used to place identified ELLS in bilingual or ESL instructional programs starts with parent choice. Parents learn about all aspects of the programs available in the NYC School system in their native language at the parent orientation meeting. They then learn about the programs offered at PS 13 and have an opportunity to ask questions at that time about specific concerns they may have about any of the programs available at PS13 or in the entire NYC system. If a preferred program is not offered at PS13 the ESL Specialist shows the parent a list of other city schools that do offer that program. Our bilingual and ESL classrooms consist of students at the beginning, intermediate, and advanced proficiency levels. Which ever program the parent selects for their child's classroom, the ESL teachers are informed about their proficiency level so that an appropriate plan can be set in place for that child.

#5. After reviewing the Parent Surveys and Program forms for the past few years, the trend in program choices have been overwhelmingly to select a Freestanding ESL classroom. This year 31 families or 20% of our incoming kindergartener parents chose a TBE and 108 families or 80% of kindergarten parents chose an ESL program. PS13 program offerings reflect these preferences. Additionally, this trend continues in grades 1-5. PS 13 had 22 students in grades 1-5 entering into the NYC school system for the first time in September/October. Of the 22 newly tested students 6 or 27% chose a TBE program and all were accommodated at PS13. The remaining 16 or 73% newly tested students were also placed in an parent preferred program, ESL at PS13.

#6. The program models offered at PS13 are aligned with parent requests. The Transitional Bilingual and the Push-In ESL Programs were implemented to satisfy the choices that parents have selected, as well as to assist students in achieving the state designated level of achievement for their grade by raising the students’ levels of English proficiency and Mathematics ability.

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>	31	24	0	0	23	20								98
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	25				27									52
Push-In	83	96	87	65	16	43								390
Total	139	120	87	65	66	63	0	0	0	0	0	0	0	540

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	540	Newcomers (ELLs receiving service 0-3 years)	461	Special Education	66
SIFE	0	ELLs receiving service 4-6 years	79	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	68	0	42	28	0	14	0			96
Dual Language										0
ESL	365	0	9	79	0	1	0	0	0	444
Total	433	0	51	107	0	15	0	0	0	540

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	31	24	0	0	23	20								98
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	31	24	0	0	23	20	0	98						

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

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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	64	54	52	32	20	24								246
Chinese	36	36	20	28	18	11								149
Russian	2	1	1	0	0	0								4
Bengali	0	0	1	0	2	0								3
Urdu	4	4	1	1	0	3								13
Arabic	0	0	0	0	0	0								0
Haitian					1									1
French			1	1	1									3
Korean				1										1
Punjabi		3	1	1	0	1								6
Polish		1												1
Albanian														0
Other	4	3	4	1	0	3								15
TOTAL	110	102	81	65	42	42	0	442						

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. The Transitional Bilingual Program(TBE) consists of three Integrated Co-Teaching (ICT) Spanish Bilingual classes and three Special Education Transitional Spanish Bilingual Programs. The ICT is a co-teaching model that combines General Education and Special Education students in a shared learning environment

- One Bilingual Spanish ICT Kindergarten with 8 Special Education and 16 General Education students
- One Spanish Bilingual ICT 4th Grade, with 7 Special Education and 16 General Education students
- One Spanish Bilingual ICT 5th Grade, with 9 Special Education and 11 General Education students

The Special Education Transitional Spanish Bilingual Program:

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

- One Bilingual Special Education Kindergarten class with 8 students
- Two Bilingual Special Education First Grade classes with 12 students each

All Bilingual teachers and Special Education teachers are fully certified. The Transitional Bilingual Education (TBE) classes adhere to the Language Allocation Policy (LAP) as mandated by CR Part 154 which states that Beginners receive 60% instruction in their native language and 40% instruction in English, Intermediates receive 50% native language instruction and 50% instruction in English and Advanced students receive 25% instruction in their native language and 75% instruction in English. As per the Chancellor's Regulations and CR Part 154, Beginner and Intermediate ELL students receive one unit (180 minutes) of Native Language instruction and two units (360 minutes) of ESL instruction weekly. Advanced ELLs receive 1 unit (180 minutes) of ESL, 1 unit (180 minutes) English Language Arts, and 1 unit (180 minutes) of Native Language Arts weekly. The Integrated Co-Teaching (ICT) model that is being used in the Bilingual classes is a service delivery structure in which teachers with different knowledge, skills, and talents have joint responsibility for designing, delivering, monitoring and evaluating instruction for a diverse group of learners. A Special Education and a Bilingual teacher are simultaneously present in the classroom. There are six models for Integrated Co-Teaching that are used in the classroom –One Teach/One Observe, One Teach/One Drift, Parallel Teaching, Station Teaching, Alternative Teaching and Team Teaching. Classroom charts are color coded; red ink for Spanish, and blue ink for English. Word walls are in different languages on separate walls. The flow of the day indicates the language of instruction. There is no code switching of languages. Bilingual/ Dual language libraries and content area libraries are used in the classrooms. The bilingual students are heterogeneously grouped in their classes based on their LAB-R and NYSESLAT scores.

The Free Standing ESL Program consists of five licensed, certified ESL teachers plus the ESL Specialist who provide ESL instruction to 16 classes of ELL students using the Push-In ESL model. The ESL teachers service 4 Kindergarten, 3 First Grade, 4 Second Grade, 3 Third Grade, 1 Fourth Grade and 1 Fifth Grade class. Two units a week (360 minutes) of ESL instruction are provided to Beginners/Intermediates, and 1 unit (180 minutes) of ESL and 1 unit (180 minutes) of ELA instruction are provided each week to the Advanced students. ESL students receive instruction in English in all subject areas with native language supports. One kindergarten class and one fourth grade class has a certified ESL teacher as the classroom teacher and so both of these classes are self contained. The ESL students are heterogeneously grouped in their classes based on their LAB-R and NYSESLAT scores.

#2. ELL students in the ESL Program Model receive the mandated number of minutes per week of ESL instruction across proficiency levels which is in accordance with NYS CR Part 154. They also receive the 25% of native language support mandated across proficiency levels.

The Push In ESL teachers have the LAB-R results and the most recent NYSESLAT scores which indicate each student proficiency level. Beginners receive 360 minutes of instruction per week, intermediates receive 360 minutes of instruction a week and advanced ELL's receive 180 minutes per week of instruction. Teachers also receive ELL Periodic assessments to create an appropriate individualized plan of instruction for their students. The ESL teachers conference with the classroom teachers on a weekly basis on common preps to coordinate instruction and provide scaffolding for learning. The ESL teachers have beginners, intermediates and advanced in all of the ESL classrooms and are prepared to give the mandated number of instruction to all students. In fact, advanced students tend to get more instructional minutes than required because the ESL teacher is there for the beginners and intermediates for extra sessions. ESL teachers use native language supports to make information comprehensible to ELLs.

The Transitional Bilingual Education (TBE) classes adhere to the Language Allocation Policy (LAP) as mandated by CR Part 154 which states that Beginners receive 60% instruction in their native language and 40% instruction in English, Intermediates receive 50% native language instruction and 50% instruction in English and Advanced students receive 25% instruction in their native language and 75% instruction in English. As per the Chancellor's Regulations and CR Part 154, Beginner and Intermediate ELL students receive one unit (180 minutes) of Native Language instruction and two units (360 minutes) of ESL instruction weekly. Advanced ELLs receive 1 unit (180 minutes) of ESL, 1 unit (180 minutes) English Language Arts, and 1 unit (180 minutes) of Native Language Arts weekly. The bilingual teachers also receive LAB-R, NYSESLAT, and ELL Periodic assessment data. In addition the bilingual teachers get the ELE (Spanish Reading Test) results in September that the 3rd, 4th and 5th graders took in the Spring.

#3. In the TBE model content is delivered by the content area teachers in English, however articulation and collaboration between classroom teacher and content area teacher is a constant. Teachers collaborate before units are started so that the bilingual classroom

teacher can preview the lesson using native language according to the CR Part 154 mandate. Throughout the unit the bilingual classroom teachers give native language supports and then reviews the unit at the end to see if vocabulary and content has been learned. Additionally, in the kindergarten, 4th grade, and 5th grade ICT bilingual classes the push-in Special Education Teacher Support Services (SETSS) teacher, provides small group native language support 5 days a week for all content area teachers (Math, Social Studies & Science). The SETSS teacher comes in during the classroom teachers' prep-periods. The SETSS teacher also provides Special Education Support Service coverage in the second/third grade bridge class. The SETSS teacher gives native language support 3 times a week in the bridge class during math instruction. It is the content area teacher's responsibility to make content comprehensible to the ELLs. Strategies that our content area teachers use are theme teaching, graphic organizers, picture cues, songs/drama, realia, bilingual libraries/dictionaries/glossaries, and cognate lists.

In the ESL Model ESL teachers and Content Area teachers use the Cognitive Academic Language Learning Approach (CALLA) to improve reading and vocabulary in the content areas. This approach uses themes to build content vocabulary and make learning comprehensible for ELLs. It is the content area teacher's responsibility to make content comprehensible to the ELLs. Strategies that our content area teachers use are theme teaching, graphic organizers, picture cues, songs/drama, realia, bilingual libraries/dictionaries/glossaries, and cognate lists

#4. a. P.S. 13 currently has only one SIFE student. When students with a background of interrupted schooling enter U.S. schools, they benefit greatly from specialized newcomer programs that target their areas of academic weakness while simultaneously providing support for development of second language acquisition skills. These programs are generally literacy based and may have a thematic approach to content vocabulary and related skills. The concentration is focused on intensive development of social and academic language and development of literacy skills. The following interventions are made available to our SIFE student:

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

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

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

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

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

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

b. ELL students who have been in US schools for less than three years (newcomers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. ESL teachers and the ESL Specialist provide small group instruction to strengthen reading and writing skills and prepare for the ELA and NYSESLAT exams. Additionally, they receive Foundations (k-2) one period a day 5 times a week. This program provides students with phonological/phonemic awareness, phonics, and spelling intervention strategies to build their reading and spelling skills. Our beginners in 1st and 2nd grade participate in the Imagine Learning Computer Program in the computer Lab twice a week. This program uses their own native language to learn English. Newcomers in grades 2-5 participate in our 37 minute extended day program. Small groups of students work on literacy skills based on reading assessments. Comprehension skills are built up through monitoring comprehension, asking questions, inferring meaning, determining importance, and summarizing and synthesizing. ELL students in grades 3-5 are also invited into the ELL After School Program which provides intensive after school instruction in English language development – listening, reading, writing, and speaking skills. The participants consist of ELL students in the beginning, intermediate, advanced and newly proficient NYSESLAT levels.

c. In order to service ELLs who have been receiving service 4 to 6 years, PS 13 uses many of the same interventions mentioned above. Our 4-6 year ELLs receive the mandated number of minutes per week of ESL Instruction based on their proficiency level and in accordance with NYS CR Part 154. Within the mandated instructional time these students receive small group instruction in writing, which has been identified as their major area of weakness. Further, strategy lessons are conducted daily to address their individual writing goals. These goals strongly emphasize elaboration, maintaining focus, and sentence variety. These students also attend our 37 minute extended day program where they work in small groups on reading and math comprehension activities. Additionally these students are invited to attend our Title III ELL After School Program to augment their academic skills. In addition to the Macmillan/McGraw-Hill Reading Triumphs Series teachers supplement their teaching with the following series:

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

- Students Achieving Reading Success (STARS) – an educational intervention program for academically failing students which

focuses on visual perceptual skills and learning strategies.

d. Long-Term ELLs will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Long -Term ELLs are invited to our 37 minute Extended Day Program which meets 4 days a week. These students also attend our Title III ELL After School Program - The ELL After School Program provides intensive after school instruction in English language development ,primarily in reading and writing using scaffolds to make information more comprehensible. Some of the scaffolds that are used are graphic organizers and story maps. In addition to the Macmillan/McGraw-Hill Reading Triumphs Series teachers supplement their teaching with the following series:

- Comprehensive Assessment of Reading Strategies (CARS) – a program which diagnoses students’ performance in reading and comprehension skills. It Identifies gaps and drives instruction where each student needs it most.
- Students Achieving Reading Success (STARS) – an educational intervention program for academically failing students which focuses on visual perceptual skills and learning strategies.

ESL and Bilingual teachers use one on one conferences and small group writing centers to target skills that these long term ELLS need support in.

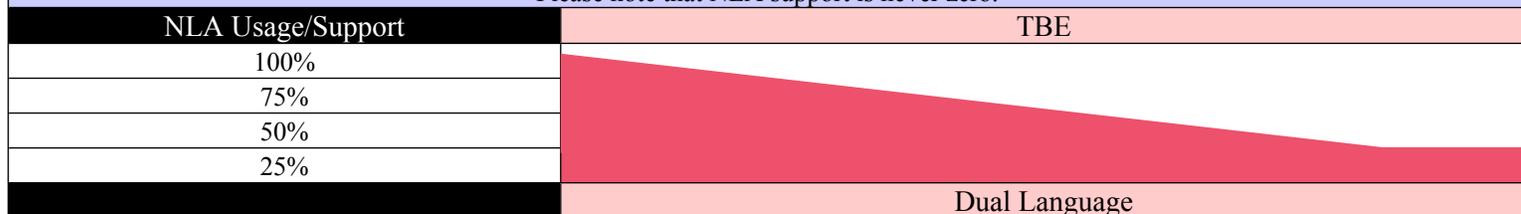
e. ELLs identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Push-in ESL instruction is the preferred model used to support their academic needs in reading and writing to maximize the flow of instruction within their normal class setting. Within their class, they receive one to one and small group instruction. Early childhood Special Education students receive Foundations instruction. Students in grades 2-5 attend our 37 minute Extended Day Program and our Title III ELL After School Program. In addition, for our students who have special needs we provide related services as per their I.E.P (the IEP Teacher pushes in to provide literacy and math instruction to Special Education ELL students).

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

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

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

The Free Standing ESL Program consists of five licensed, certified ESL teachers and one ESL Specialist who provide ESL instruction to 16 classes of ELL students using the Push-In ESL model. The ESL teachers service 4 Kindergarten, 3 First Grade, 3 Second Grade, 2 Third Grade, 1 Fourth Grade and 1 Fifth Grade class. Two units a week (360 minutes) of ESL instruction are provided to Beginners/Intermediates, and 1 unit (180 minutes) of ESL and 1 unit (180 minutes) of ELA instruction are provided each week to the advanced students. ESL students receive 100% instruction in English in all subject areas with native language supports. Content area teachers teach in English using ESL strategies and native language supports such as books, vocabulary strips and partners (student who speaks the same language) to clarify material being covered in class.

To improve performance on NYS assessments in Math and ELA for grades 3-5 ELL students in the ESL Programs, ESL and AIS teachers are using the following interventions :

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

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

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

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

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

Bilingual and ESL students are also invited to the 37 minute Extended Day Program and to the Title III ELL After School Program. The ELL After School Program provides intensive after school instruction in English language development – listening, reading, writing, and speaking skills. The program also prepares students for standardized tests. There are 2 each of 3rd, 4th, and 5th grade ELL Title III After School classes. The participants consist of ELL students in the Beginning, Intermediate, Advanced and newly proficient NYSESLAT levels. Three ESL Certified teachers push-in to those After School classes that are not staffed by certified ESL teachers. □□

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

#7. New for this year, PS13 's AIS department is targeting 4th & 5th grade students who received 1's and for most of the students who received low 2's on the April 2010 ELA. They are also targeting ESL 3rd graders who were PID or teacher recommended for remediation. AIS teachers will provide one on one and small group instruction to these students.

#8. The Early Bird Title III Program has been discontinued because Fifth grade no longer has a NYS Social Studies exam in November. This program was instituted to provide support and preparation for that exam.

9. ELL students enjoy equal access to all school programs. Parent memos with translations, are given to all classes. Chorus and bang participation tryouts are offered to every class in grades 3, 4,& 5. Infact, there are many additional programs that only ELLs or newly proficient ELLs are eligible to attend. For example, ELL students and newly proficient students attend the Title III ELL After School Program which prepares students for standardized tests through intensive after school instruction in English language development. The specific goals of the Title III ELL After School program are to increase reading and writing skills through phonemic awareness, phonics instruction, vocabulary development, reading comprehension, and fluency. The Title III ELL After School program also enables ELL students to meet and exceed the standards set by the New York City and New York State Departments of Education.

#10. PS 13 uses a variety of instructional materials in it's programs. In the ESL and bilingual programs, PS 13's Science, Social Studies and Math content area teachers use native language instructional materials such as glossaries of content area words. Bilingual libraries with fiction and nonfiction topic are available to content area teachers, classroom teachers, and students. These titles are read in English by the content area teacher and then in native language by the classroom teachers. Content area teachers also develop content vocabulary and add to content area word walls. Content area teachers use pictures, realia and cognates to help with vocabulary

comprehension. Content area teachers also use instructional materials in the ESL programs. ESL classrooms have content area wordwalls , bilingual libraries, and native language glossaries that all help the content area teachers to make new vocabulary more comprehensible to ELL students.

PS 13 uses many instructional materials and language supports in our ESL and bilingual programs. The Imagine Learning Computer Program is used in the 1st and 2nd grade classrooms twice a week. This program uses the students home language to make English comprehensible and progresses at the student's individualized reading level and pace. Listening Centers are in all ESL and bilingual classrooms which include English and bilingual books on tape and CD. Additionally, more fiction and non-fiction student and big books are available to borrow from the ESL Resource Room. Classroom teachers in both ESL and bilingual programs use word walls, native language glosseries, cognate lists, along with graphic organizers and story maps to scaffold the work the children are doing in reading and writing workshops.

The AIS department works with the ESL students in grades 3-5 which scored a 1 or a low 2 on the 2010 ELA exam. The AIS teachers use the following instructional materials, Comprehensive Assessment of Reading Strategies (CARS) – a program which diagnoses students' performance in reading and comprehension skills. It Identifies gaps and drives instruction where each student needs it most, and the Students Achieving Reading Success (STARS) – an educational intervention program for academically failing students which focuses on visual perceptual skills and learning strategies.

The ELL Title III After School Program teachers use the Macmillan/McGraw-Hill Reading Triumphs Series which includes textbooks, workbooks and intervention strategies. In addition to this series, the ELL Title III After School Program uses the Curriculum Associates Focus series, which includes the titles "Drawing Conclusions", "Main Idea", and Making Inferences". Finally, the ELL Title III After School teachers supplement both of these series with the following Titles:

- Comprehensive Assessment of Reading Strategies (CARS) – a program which diagnoses students' performance in reading and comprehension skills. It Identifies gaps and drives instruction where each student needs it most.
- Students Achieving Reading Success (STARS) – an educational intervention program for academically failing students which focuses on visual perceptual skills and learning strategies.

#11. ELL students in the ESL Program Model receive the mandated number of minutes per week of native language support which is 25% across proficiency levels and in accordance with NYS CR Part 154. In the ESL Program Model native language support is delivered through bilingual glossaries/dictionaries, cognate lists, and cognates on word walls. The ESL classrooms have bilingual libraries of fiction and non-fiction titles. The ESL teachers, content area teachers and classroom teachers work together to make new information comprehensible to ELL's. Teachers use additional supports such as graphic organizers, story maps, songs, rhymes, and TPR techniques using vocabulary native language supports such as cognates to actively engage each ELL student and to develop content area vocabulary. Common prep time is used to coordinate efforts.

In the TBE Program Model native language ELL students receive the mandated number of minutes per week of native language support based on their proficiency level and in accordance with NYS CR Part 154. The bilingual classroom teachers and content area teachers work together to provide native language supports to the ELL students. In the TBE model content is delivered by the content area teachers in English, however articulation and collaboration between classroom teacher and content area teacher is a constant. Teachers collaborate before units are started so that the bilingual classroom teacher can preview the lesson using native language according to the CR Part 154 mandate. Throughout the unit the bilingual classroom teachers give native language supports such as revisiting a concept with a native language explanation, and providing small group and one-to-one instruction in the native language. The teachers then review the unit at the end to ensure that vocabulary and content has been learned. Many native language scaffolds are used in the bilingual classrooms to make English more comprehensible such as theme teaching, graphic organizers, picture cues, songs/drama, bilingual libraries/dictionaries/glosseries, and cognates.

#12. Required services support ELL's ages and grade levels. ELL students in the ESL Program Model receive the mandated number of minutes per week of native language support which is 25% across proficiency levels and in accordance with NYS CR Part 154. In the TBE Program Model native language ELL students receive the mandated number of minutes per week of native language support based on their proficiency level and in accordance with NYS CR Part 154. ESL and bilingual teachers scaffold their lessons according to age, grade and proficiency level. The age and grade appropriate resources that ELL teachers use include: leveled libraries, visual and auditory aids like pictures, realia and stories on tape with comprehension questions. In the 1st and 2nd grades for example students use imagine learning technology. In 3rd - 5th grades AIS teachers use Comprehensive Assessment of Reading Strategies (CARS) – a program which diagnoses students' performance in reading and comprehension skills. It Identifies gaps and drives instruction where each student needs it most, Students Achieving Reading Success (STARS) – an educational intervention program for academically failing students which focuses on

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

#13. The ELL Summer Program was implemented for ELLs who have been in the country for less than two years. This program was developed to assist newly enrolled ELL students before the beginning of the school year. Each of the modalities (listening, speaking, reading, and writing) are targeted to improve the overall literacy of the ELL student. Students spend time in the listening center listening to stories and answering comprehension questions. The ELLs engage in choral reading of shared texts and act out poems and stories to improve oral fluency. Students are provided with leveled reading materials while teachers work one on one and in small groups to raise students to higher reading levels. In addition students are given daily opportunities to write in various genres. Teachers conference with each student to help improve writing skills.

#14. There are no language electives offered at PS13.

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)?

Paste response to questions 1-5 here

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.

Professional Development

#1. PS 13 plans on having professional Development take place on a monthly basis. The first Professional Development day is scheduled for November 2nd. The staff will attend 2 workshops. The first one lead by the ESL specialist on strategies that build listening/speaking skills and the second one lead by another ESL teacher on strategies that build reading/writing skills and embedding vocabulary development into theme teaching. An additional Professional Development day scheduled on November 12th for grades 3, 1, & 5 will be "Looking at Students' Work" with Mr. Zomchek and Mrs. Nepakoda. There will also be an additional 3 professional development sessions starting in September and ending in March for the 9 staff working at the Title III ELL After School Program. Future professional development topics will discuss the results of the Fall ELL Periodic Exam.

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

Professional Development Goals:

- To provide ongoing professional development to staff in an effort to lift their levels of instruction and to build self-efficacy.
- NYSESLAT – analyzing Spring 2010 data, give teachers who work with ELLs an overview of format and components of NYSESLAT
- To use teacher surveys to provide professional development

- To provide professional development in the use of technology to enhance classroom instruction and students' research opportunities
- Accessing and analyzing ELL Periodic Assessment data/results
- Native Language supports in the classroom

#2. As ELLs transition out of our school PS 13 provides students records to the staff of the new schools that they will be attending. In addition, our Guidance Counselor provides assistance and advice to students and parents on selecting and applying to schools that are the right fit for our ELL students.

□□□ #3. P.S.13 has ongoing professional development which supports our school plan of moving ELL students along towards English language proficiency. We especially target for remedial instruction those students who have been stalled for two or more years on one proficiency level and those that may have dropped a level. The ESL Department plans at least three one hour Professional Development sessions for those teachers in the Title III After School Program.

The first of these, took place in October 2010 and focused on Assessment Analysis. The ESL Specialist and Title III teachers analyzed the 2010 NYSESLAT, identifying those students who have been stalled at the intermediate or advanced level for two or more years. Strategies were discussed to academically intervene.

The next Title III after School Professional Development took place in January 2011. We examined the results of the 2010 ELL Periodic Assessment. The ESL Specialist and Title III teachers identified areas of weakness, grouped students based on areas of weakness, and identified strategies to differentiate instruction.

The next professional development will take place in March 2011 and will focus on "Native Language Scaffolds Which Help Reading Comprehension".

In addition, the entire P.S. 13 staff went to two ESL workshops held on November 2, 2010. The morning workshop was titled "Strategies That Build Listening and Speaking Skills" and the afternoon workshop was entitled "Strategies That Build Reading and Writing Skills". During each workshop participants received a packet of information about ELLs and strategies that they could use in their classrooms.

Also, in November Mr. Zomchek (A School Improvement Facilitator) conducted professional development sessions for the entire staff entitled "Looking at Students' Work". The staff looked at student work, defined a problem, planned intervention, talked about implementation, and finally discussed how to evaluate student progress.

Additionally, the ESL and AIS Departments held Reciprocal Meetings in December 2010 with the parents of struggling students. Teachers shared student work, reading levels, and teacher observations with parents while parents shared their child's study habits at home and parent concerns with the teachers.

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?

Parent and Community Involvement

#1. Parent and community involvement continues to be a major component of our school plan. Parents can see as they walk into PS13 a large Parent Information Bulletin Board which includes information about the curriculum calendar, school calendar monthly activities, Elmhurst Community Library programs and hours, along with Dial-a Teacher tutoring services. The Parent Coordinator, the ESL Specialist as well as other staff members provide workshops on topics related to parents and education. The workshops include preparation and information on the standardized tests, a family night of Math and Literacy games, health related topics, immigration, report cards, discipline code, parent- teacher conferences, and summer activities for parents and children. The ESL Specialist and Parent

Coordinator teach ESL classes to parents twice a week for 60 minutes per session. The Parent Coordinator, the ESL Specialist, and the ESL teachers conduct parent orientations throughout the school year to assist parents in selecting the appropriate Bilingual/ ESL Programs. Parents are shown a video which describes the programs available. The video is available in 12 languages as well as English. Parents receive assistance in completing the Parent Option Survey Form and have the opportunity to ask questions in their own language before making an informed choice. An orientation meeting is held in September and throughout the year, to orient parents of newly enrolled kindergarten students. Parents are kept informed of school issues and activities with letters translated in all community languages. The DOE Translation Unit assists in translating memos to parents in many different languages as well as providing translations over the phone. There is also a Parent Resource room in which there are pamphlets on a wide range of parenting and educational topics. There are instructional books on educating ELL students and leveled books that are the same that can be found in ELL classrooms, available to borrow.

#2. PS13 partners with Ming Yuan Chinese School, a Community Based Organization, which provides afterschool to Chinese and non-Chinese speaking students. Ming Yuan's bilingual teachers provide tutoring, enrichment and homework help. Their students are grouped by grade level and focuses on homework help, enrichment/remediation, improving work habits, building stamina, giving individual attention, helping new immigrant students learn English, and teaching Chinese to all students.

#3. PS 13 evaluates the needs of the parents by sending out school wide parent surveys, reviewing chancellor city-wide survey results, and by getting feedback direct from parents during Parent Association Meetings and Parent Orientation meetings.

#4 P.S. 13 evaluates the needs of its parents by sending out school wide parent surveys, reviewing chancellor city-wide survey results, and by getting feedback direct from parents during Parent Association Meetings and Parent Orientation meetings. Based on the results of these school and city-wide surveys along with feedback from parents directly, P.S.13 conducts various workshops to address the needs of the parents. Some of these workshops include "English Classes for Parents", "How to Read Your Child's Report Card" and "Strategies for Preparing Your Child for Standardized Testing". The workshop "Strategies for Preparing Your Child for the ELA" will be held in February 2011 and "Strategies for Preparing Your Child for the NYS Math Assessment" will be held in March 2011. A NYSESLAT preparation workshop will also be held in March 2011.

Parent and community involvement continues to be a major component of our school plan. Parents can see as they walk into P.S.13 a large Parent Information Bulletin Board which includes information about the curriculum calendar, school calendar monthly activities, Elmhurst Community Library programs, along with Dial-a Teacher tutoring services. The parents are invited to school concerts, book fairs, as well as to their child's monthly writing celebrations in their classrooms. The Parent Coordinator, the ESL Specialist, the Literacy Coach, Math Coach, and other staff members provide workshops on topics related to parents and education. The workshops include preparation and information on the standardized tests, a family night of Math and Literacy games, health related topics, immigration, report cards, discipline code, parent- teacher conferences, and summer activities for parents and children.

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)	73	53	36	14	11	11								198
Intermediate(I)	24	49	23	29	11	14								150
Advanced (A)	37	18	34	22	43	38								192
Total	134	120	93	65	65	63	0	0	0	0	0	0	0	540

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		15	9	3	3	2							
	I		42	9	10	4	4							
	A		28	39	21	24	23							
	P		34	41	21	46	37							
READING/ WRITING	B		42	18	12	6	8							
	I		51	18	27	9	13							
	A		15	20	14	41	38							
	P		11	42	2	21	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	28	22	5	69
4	25	43	7	0	75
5					0
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	6	3	21	4	24	4	10	4	76
4	8	3	34	3	17	6	10	1	82
5									0
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	6	0	18	4	36	5	11	2	82
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	3	8	1	12	5	3	1	40
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	22	9	6				
Chinese Reading Test								

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

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

ECLAS 2 is used in grades K - 2. PS 13's early childhood classes continues to show progress in the foundations of literacy however, there are areas that are being targeted for improvement.

When compared with results from the Fall 2009 administration of ECLAS to last years first grade students, data from the Spring administration indicate an improvement of 34% in vocabulary word identification, a category in the Reading and Oral Expression strand. Another weak area identified early last year was Segmenting, a category in the Phonemic Awareness strand. In the fall, 61% of our first grade students were underperforming. May 2010 data, in contrast, show an improvement of 38% at year end.

Last spring's data also indicate that areas still in need of improvement include Decoding, Reading Comprehension and Listening Comprehension. The work of the first grade Inquiry Team, which addressed the comprehension strategy of retelling, could be incorporated in the Reading Workshop during the upcoming school year to enhance our students' comprehension. The children who took part in the Inquiry Team work improved substantially in their ability to retell as well in their reading levels. Decoding will continue to be addressed during Foundations and Word Work by the classroom teacher as well as via RTI Double Dose instruction with an AIS Reading teacher. While our students improved 24% in Listening Comprehension, we will need to revisit how we are using our Read Alouds in an effort to further improve our students' ability to understand what they hear.

In October 2009, with an overwhelming majority of students identified as Emergent Readers (92%), we set a goal of moving at least 30% of these students to level A by mid-year. Not only was this goal achieved, but by year end, only 12% of our kindergarten students were identified as Emergent Readers.

In October , approximately 34% of last years first grade students were reading below grade level. By year end, this figure decreased by several percentage points, with another 9% of students these students approaching grade level (currently reading on a middle first grade level). Our English Language Learners, although they made good progress, still account for the majority of the students reading below level. The remaining students, all identified as PIDS, include our 9 holdovers and students awaiting placement or being evaluated for services.

At the beginning of school year 2009-2010, 77% and 67% of the children were weak in Language Features and Conventions,

respectively. Language Features includes the use of simple sentences and the appropriate use of high frequency words. Conventions includes leaving spaces between words, writing left to right and top to bottom, and beginning to use dominant sounds to represent whole words.

With consistent instruction in labeling by using initial and ending sounds, and the movement from labeling to writing words on the lines mid-late year, the children have made significant progress. As of May 2010, only 8% are still weak in Language, and 6% in Conventions.

In first grade, the major areas of concern noted in writing in October 2009 were in Revision, Language Features, and Ideas and Voice. The area of Revision includes two sub-categories – adding information to help with meaning, and correcting one or two surface features. By year end, 44% of our first grade students who were performing below level in this strand improved at least one level.

In the category of Language Features, students were weakest in the sub-category of using some structures from written text, such as “once upon a time”, in their own writing. By year end, 44% of the children performing below level in this category had improved.

The category of Ideas and Voice pertains to a writer’s ability to convey something of his or her personality through the inclusion of personal commentary and personal response. This differs greatly from kindergarten expectations for this category, which focus mainly on writing for oneself. While 54% of last years first graders were below level in this category at the beginning of the year, only 17% remained below level by year end.

Grade 2 teachers assess their students' writing throughout the year to target appropriate skills. Two such assessments are the Internal AUSSIE Writing Assessment and the ECLAS -2 Assessment.

AUSSIE Internal Writing Assessment #1 Grade 2 October 2009

Level	HABITS		IDEAS & VOICE			ORGANIZATION	LANGUAGE FEATURES		REVISION
	CONVENTIONS								
1	59	56	56	64	68	59	68	59	
2	112	122	92	116	110	116	110	116	
3	39	32	61	30	32	35	32	35	
4	2	2	2	2	2	2	2	2	

Teachers assessed the bulk of their grade 2 students on levels 1 and 2 in all six writing strands in Fall 2009. Students in Grade 2 need particular support in language features, revision, ideas and voice, and conventions. ELL students needed more support in language features. This is noted in the weak revision abilities.

AUSSIE Internal Writing Assessment #1 Grade 2 May/June 2010

Level	HABITS		IDEAS & VOICE			ORGANIZATION	LANGUAGE FEATURES		REVISION
	CONVENTIONS								
1	18	19	24	28	33	25	33	25	
2	78	85	92	100	98	94	98	94	
3	88	75	68	66	53	65	53	65	
4	19	20	19	9	19	19	19	19	

ECLAS-2 Results Grade 2 Fall 2009/Spring 2010:

Areas of weaknesses were spelling, decoding, and vocabulary, in addition to listening comprehension and writing expression. Vocabulary and spelling in particular needed to be explicitly taught across the grade.

The Fall 2010 Periodic Assessment results have not been published yet.

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

#2. All ELL students in grades K - 5 take the NYSESLAT. It is important to note when analyzing the overall NYSESLAT and LAB-R proficiency results, that PS 13 has a large influx each year of students new to the country . 54% of this year's kindergarten class were found to be beginners, 26% intermediates and only 19% advanced. Although newcomers arrive in all grades, the amount of ELL students remaining as beginners trends downward each year to less then 17% of 5th graders. This positive trend is also reflected in our number of advanced students increasing from 15 % of first graders to over 60% of our 5th graders.

Although many of our ELL students progress from beginner to advanced to proficient from year to year we found that some students get stalled at one level. In first grade, 32% of the students tested remained at the beginning level, 0% intermediate, and 10% at the advanced level. In second grade, 20% of our students remained at the beginning level, 7% at intermediate, and 7% at the advanced. At the 3rd grade level we start to see more students being stalled at the upper proficiency levels. 16% of 3rd graders remained as beginners, 20% remained as intermediates and 22% remained at the advanced proficiency level. Of the fourth grade students who have been in this country for at least two years, no one remained a beginner from the previous year and only 2 remained (2%) intermediates. However, 16% advanced students remained at that proficiency level. The same trend continues in the 5th grade. While only 4 students (5%) remained beginners or intermediates 24% remained advanced. These students who have been stalled at one proficiency level for more than one year have been identified and are receiving targeted services.

#3. Examining the NYSESLAT Modality Table indicates that across all grades, first through fifth, adequate progress is being made in the Listening/Speaking modality. Our data shows that 52% of first graders are either advanced or proficient in this modality. The positive trend continues in 2nd grade with 64% advanced or proficient in Listening/Speaking. In 3rd grade students attained 63%, 4th grade 90% and finally in 5th grade 91% of students were advanced or proficient in Listening/Speaking. It is clear that the Reading/Writing modality is more of a challenge to our ELLs especially those ELLs stalled at the advanced level. In the 4th grade 60% of the ELLs were advanced in Reading/Writing while only 8% became proficient. This trend continues in the 5th grade where 56% became advanced while only 9% became proficient.

Instructional decisions are determined based on these results. Stalled students are identified and targeted. ESL, Bilingual and Special Education teachers work closely with their students to improve their reading and writing literacy. Small group instruction is also given to ELLs by ESL Push-In teachers and AIS teachers. Extended day instruction time and the Title III ELL After School Program are utilized for targeted individualized and small group instruction.

#4. a. After reviewing and analyzing the assessment data on the ELA some patterns have emerged. Our data shows 40% of last years 3rd grade ELL population achieved a level 3 or 4. While 9% of last years 4th grade class of ELLs achieved level 3 or 4 scores. These lower scores are the result of changed standards this year. Conversely the amount of level 1's and 2's have risen. The level 1's and 2's are now targeted with additional interventions to bring up their English Language skills. These students were the first to be invited to the Title III After School Program or to the ELA At Risk After School Program for all students who received a 1 or 2 on the ELA. The Title III program teachers use ESL and Native Language Strategies to increase reading and writing skills through, vocabulary development, reading comprehension, and fluency instruction.

After reviewing and analyzing the assessment data on the NYS Math, Science, and Social Studies test a clear pattern has emerged. Students who took the English language math test scored better than the ELLs taking the Native Language Math test. 45% of 3rd grade English test takers and 32% of 4th grade English test takers scored a 3 or a 4 on the State Math test. Only 10% of ELLs in the 3rd grade and 8% of 4th grade ELLs taking the Native Language test scored a 3 or 4.

This trend continues on the 4th grade Science test and the 5th grade Social Studies test. Our data shows that 56% of ELLs taking the English language Science test achieved a score of 3 or 4. However, only 8% of the ELL students taking the Native Language test earned a 3 or 4 on this state test. Once again, students who took the English language Social Studies test scored better than the ELLs taking the Native Language test. 38% of 5th graders taking the English exam scored a 3 or 4, while only 15% native language test takers scored a 3 or 4.

In order to improve the achievement of the ELL students who take a native Language exam, ESL and Bilingual teachers do test prep lessons with native language practice tests and native language glossaries. Parents are asked at the start of the year if they would like to have their child take the state content area tests in a native language. In this way the ESL Specialist can make copies of the native language glossaries to take home early in the year so that the families can help to familiarize their child with the format and use of the glossaries. The ESL Specialist also makes multiple copies of past NYS tests that can be used as practice at home and at school. On the day of the NYS test, the ELL students who have chosen the native language test receives a new copy of the glossary to be used that day.

b. School leadership at PS13 downloads the results of the ELL Periodic and distributes the data with an analysis highlighting the performance areas of concern. Teachers plan instruction based on the data and goals are set by the administration. In addition to these downloaded ELL test results that the administration has handed out in the past teachers can now log on to [Http://schools.nyc.gov/accountability/resourcesforeducators/periodicassessments](http://schools.nyc.gov/accountability/resourcesforeducators/periodicassessments). This website makes the ELL periodic Assessment results available to each teacher. These results will be discussed at professional development meetings and goals will be set for student's future

progress toward proficiency.

c. Teachers and administrators closely examine the Item Analysis Report to see which modality the students struggle in the most. Teachers also compare the ELL Periodic Assessments with the NYSESLAT results. Teachers use these tools to plan for their flexible skills groups while using native language supports to scaffold a deeper understanding and proficiency in the English language. PS 13 ELL students struggle the most in the areas of writing and reading comprehension. In response to these challenges teachers scaffold reading texts with graphic organizers in order to make texts more comprehensible. Additional scaffolds are vocabulary clustering and using native language and pictures. To scaffold writing pieces teachers use graphic organizers and story mapping. Programs that are used to provide support are:

- Imagine Learning Computer Program used in the most needy 1st and 2nd grade ESL classrooms
- Native Language glossaries of content area words
- Bilingual fiction & non-fiction classroom libraries
- Listening centers in all ELL classrooms
- Additional fiction, nonfiction and big books are available for teachers to borrow from the ESL Resource Room

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

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.

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 Clement C. Moore					
District:	24	DBN:	24Q013	School		342400010013

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		94.8	95.6	95.7
Kindergarten	200	241	278				
Grade 1	214	221	252	Student Stability - % of Enrollment:			
Grade 2	226	214	230	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	234	212	212		94.0	92.7	89.0
Grade 4	202	239	212				
Grade 5	177	198	239	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.6	84.8	84.8
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		6	13	15
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	1253	1325	1424	(As of October 31)	2007-08	2008-09	2009-10
					47	37	52

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	0	23	45	Principal Suspensions	11	17	6
# in Collaborative Team Teaching (CTT) Classes	23	21	26	Superintendent Suspensions	2	2	2
Number all others	50	48	44				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	63	82	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	357	403	TBD	Number of Teachers	81	82	80
# ELLs with IEPs	0	62	TBD	Number of Administrators and Other Professionals	17	14	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	4

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	98.8	92.7	100.0
				% more than 2 years teaching in this school	75.3	78.0	90.0
				% more than 5 years teaching anywhere	64.2	63.4	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	90.0	96.3
American Indian or Alaska Native	0.5	0.5	0.6	% core classes taught by "highly qualified" teachers	99.2	100.0	100.0
Black or African American	10.5	10.3	10.1				
Hispanic or Latino	47.6	49.0	52.3				
Asian or Native Hawaiian/Other Pacific	35.0	35.5	33.6				
White	5.6	4.0	2.9				
Male	50.1	50.0	51.2				
Female	49.9	50.0	48.8				

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

	Phase		Category			
	In Good		v	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					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	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	v	v					
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	48.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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