



P.S. 013 M. L. LINDEMAYER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 013 M. L. LINDEMAYER
ADDRESS: 191 VERMONT AVENUE
TELEPHONE: 718-447-1462
FAX: 718-447-8681

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010013 **SCHOOL NAME:** P.S. 013 M. L. Lindemeyer

SCHOOL ADDRESS: 191 VERMONT AVENUE, STATEN ISLAND, NY, 10305

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

SCHOOL CONTACT PERSON: PAUL MARTUCCIO **EMAIL ADDRESS:** PMartuc2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. D. Pellatt; Ms. M. Rios

PRINCIPAL: PAUL MARTUCCIO

UFT CHAPTER LEADER: Mrs. Mary Pringle

PARENTS' ASSOCIATION PRESIDENT: Mrs. Fran Murjani; Mrs. J. Hall

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: GREGORY JAENICKE/Jose V. De La Cruz

SUPERINTENDENT: MS. ERMINIA CLAUDIO

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
PAUL MARTUCCIO	Principal	

* 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.

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

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

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

PS 13 has committed itself to optimizing the mandated curriculum using best instructional practices. Through the initiation of ATMs (Additional Team Meetings), teachers are given the time and resources to: examine data, cooperatively plan differentiated instruction, review student work, and evaluate and revise curriculum maps. Our goals and perspectives are firmly grounded in student achievement. We attain individual accountability and differentiation of instruction within the context of school wide goals and support. Our students are active and avid learners with the determination to participate and succeed.

We are widening our *Balanced Literacy* program to include a vast array of nonfiction books based on the Social Studies and Science content areas for each grade. Every classroom library offers both fiction and nonfiction materials for each students' independent reading level. Students also take part in weekly Social Studies through Art lessons provided by Cluster teachers.

Our School Leadership Team and PTA show support by assisting in the implementation of projects through volunteerism and announcements via newsletters or flyers. Evening family events, such as, Literacy, Fitness, Math Games, Multi-cultural Dance, and International Food Tasting Nights, are examples of activities coordinated by our SLT and PTA in which students and their guardians have the opportunity to participate.

Our school promotes many endeavors to provide enrichment to our students. These programs include: "Student of the Month" Assemblies, 100% Attendance Recognition, Basketball and Cheerleading teams, Peaceful Playground, Writers' Celebrations, Book of the Month Club, Flag Day, Science Fair, School Enrichment Model, and Dance Fete.

PS 13 has actively pursued collaborations with organizations through a variety of funding sources, such as, *Children for Children*, *Museum of Natural History's Moveable Museum*, *Atlas Foundation*, and *DonorsChoose*. We also take part in the *American Ballet Theatre* and the *NYC Pops* theatre ticket distribution program. We support our community by taking part in the following programs: *CityMeals-on-Wheels* card making projects, *Penny Harvest*, food collection for the needy, *ACS Breast Cancer Awareness Walk*, and *March of Dimes Mini-Walk*.

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 M. L. Lindemeyer								
District:		31	DBN #:		31R013	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	36	36			94.1	95.3	TBD	
Kindergarten		105	121	125						
Grade 1		122	110	136	Student Stability - % of Enrollment:					
Grade 2		123	108	110	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		99	129	103			90.9	92.75	TBD	
Grade 4		134	106	134						
Grade 5		115	137	115	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			69.3	69.3	80.5	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			3	15	TBD	
Grade 12		0	0	0						
Ungraded		2	1	3	Recent Immigrants - Total Number:					
Total		736	748	762	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							11	8	7	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		10	12	8	Principal Suspensions		16	7	TBD	
# in Collaborative Team Teaching (CTT) Classes		8	14	27	Superintendent Suspensions		4	1	TBD	
Number all others		45	47	50						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	69	89	92	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	10	Number of Teachers	49	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	9	TBD
				Number of Educational Paraprofessionals	5	5	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	98.1	TBD
				% more than 2 years teaching in this school	61.2	68.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	57.1	63	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	89	TBD
American Indian or Alaska Native	0.4	0.3	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	98.1	TBD
Black or African American	22.2	23.4	20.9				
Hispanic or Latino	34.9	33.8	34.9				
Asian or Native Hawaiian/Other Pacific Isl.	13.7	13.9	14.3				
White	28.8	27.9	26.6				
Multi-racial							
Male	47.8	50.3	51.2				
Female	52.2	49.7	48.8				
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	85.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	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?



Performance Trends:

- Data collected from 2009-10 Acuity Predictive Report detailing predicted performance of students on the NYS Assessment show a high percentage of students possibly attaining a Level 3, but the percentage drops significantly for Level 4
- Data collected from the Math Predictive indicate that the Asian subgroup is the only ethnic subgroup with no students at Tier 1 in all grades
- Our 2009-10 Quality Review indicates that regular analysis and adjustments to the curriculum, coupled with an enrichment model approach, engages students through their own interests
- As per the 2009-2010 Quality Review, our students are enthusiastic about our school and feel comfortable going to staff for assistance and support
- Our 2009-2010 Progress Report indicates that the following percentage of students at proficiency (Level 3 or 4) is: 49.6% in ELA, and 61.8% in Math
- The 2009-2010 Progress Report indicates that our school's lowest third show an average median growth percentile of 79.0 in ELA and 69.0 in Math
- Our Level 3 and Level 4 students show a Median Student Proficiency of 2.97 in ELA and 3.20 in Math

Greatest Accomplishments:

Implementation of universal assessment binders in all core curriculum areas

Interdisciplinary approach by incorporating Social Studies curriculum into current curriculum maps.

Well-developed leveled libraries for differentiation of instruction

Development and expansion of UFT Teacher Center for effective professional development

The implementation of ATMs (Additional Team Meetings) which provides an additional one period per week for teachers to meet and collaboratively engage in inquiry action research, such as, analyzing data and reviewing various instructional strategies

Infusing the arts into content area through the development of interdisciplinary links between our school wide Social Studies curriculum and the arts

- The effective use of the enrichment model to actively engage both the lower and higher leveled students in developing higher-order thinking skills
- Strong ELL program for students and families to make all feel inclusive
- Grant recipient of the SI Foundation's Literacy Grant which provides materials that promote intervention in literacy in the all grades and professional development by an in-house literacy expert through Literacy Support
- Received funding from many grant sources which enabled us to enrich students' instruction as well as provide cross curricular activities
- Effective communication between the school and parents through the use of web-based tools, letters, and reports to inform parents of their child's progress and goals. Parents receive written information on their child's progress 3 times a year in the form of AIPs, Report Cards, Student's Reading Level Progress Sheets (Running Records), and Student's Writing Progress Sheets (Narrative Continuum). These forms of communication detail ways in which the parents can support their child's further growth and development
- Effective analysis of data to identify areas for improvement in students' work to promote learning
- Strong commitment of teachers to their students' personal and academic wellbeing

Our school's most significant aids for continuous improvement:

Attainment of many grants, which supplements educational materials and activities

- Implementation of our "Stop and Drop" initiative – a program that allows parents to drop their children off each morning in an orderly and safe environment. PS 13, in partnership with the NYC Police Department and the Community Educational Council, developed this program in an effort to insure that our students arrive to their classroom as early as possible to allow for increased learning time.
- Multiple partnerships with community-based organizations and an after-school program which supplement and enrich our students' academic learning
- Implementation of "Positive Discipline" program which aids students in "setting the right tone" at the beginning of each school day to enhance student learning. This program is utilized in every classroom during a 20 minute time block during the school day
- Ability and willingness of teachers to promote school wide initiatives
- Consideration of students' personal development and its potential impact on their learning
- A safe, stimulating and supportive atmosphere for the students.
- The collection of a wide range of data that has been collated and analyzed providing teachers with high-quality support in planning lessons
- ARIS, NYstart, Acuity, and Teachers College Pro Assessment provide the means to create and utilize timely reports to promote differentiation of instruction
- Overall status of technology in the classroom

Our school's significant barrier for continuous improvement:

- Lack of space to incorporate either a computer lab or school library

- Inability for teachers to meet routinely for cross-grade articulation to facilitate student transition. We plan to alleviate this barrier by scheduling grade leader meetings.

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"/> By June 2011, there will be a 30% increase in the number of opportunities for parents to participate at special events.	<input type="checkbox"/> After reviewing parental attendance records at special events, it has been determined that we can advance parental involvement through an increase in the quantity of highly attended events. During these events, parents will be presented with brief but informative and pertinent details with regard to their child's education.
<input type="checkbox"/> By June 2011, there will be a 9.2% decrease, or 4 fewer, in the number of behavioral online occurrences as tracked by the OORS management system.	<input type="checkbox"/> Pending budget, the Cabinet and grade leaders have determined that a school-wide discipline program should be initiated due to the number of occurrences of principal suspensions
<input type="checkbox"/> By June 2011, 90% of classroom teachers on every grade will convene 1X per week to complete the 5 part cycles of the inquiry process over the course of each month.	<input type="checkbox"/> After reviewing the progressive work of the ATMs (Additional Team Meetings), the Cabinet has determined that continued supplementary opportunities for teacher interaction will promote positive professional growth in: analyzing data, differentiating instruction, developing best practices, and using technology in classroom instruction.
<input type="checkbox"/> By June 2011, 55% of all students in K through 5 will move at least 1 years' benchmark in independent reading as measured by TRCWP running records.	<input type="checkbox"/> The Cabinet has determined that through: inquiry work, the utilization of non-fiction books in all core curriculum areas, and professional development of analyzing data, differentiating instruction, developing best practices, and using technology in classroom instruction, 55% of the student population will reach a targeted 1 year's growth in independent reading level goals.
<input type="checkbox"/> By June 2011, at least 75% of our students with IEPs will meet promotional criteria as determined by criteria prescribed on page 9 of the IEP.	<input type="checkbox"/> After reviewing the students who did not meet promotional criteria on the 2009-2010 IEP promotional criteria, it has been determined that more emphasis must be placed on differentiation and rigor in learning for our students with IEPs.

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

Parental Involvement

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, there will be a 30% increase in the number of opportunities for parents to participate at special events.</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>Target Population: Parents and guardians of PreK through 5th grade students Actions/Strategies: Plan additional Family Nights and Values Assemblies. Increase the number of students honored at the Values Assembly. Distribute invitations to all families for Family Nights and selected students' families for Values Assembly. Follow-up with reminder call and e-messages. Deliver brief, but timely, presentations about current school programs. Responsible Staff: Administrators, Classroom Teachers, School Leadership Team Implementation: Sept. 2010 through June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Funding Sources: FSF – supplemental materials Schedule: Throughout the 2010-2011 school year</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Interval of Periodic Review: Bimonthly Instruments of Measure: Attendance records at each special event Projected Gains: Increased parental involvement in the social and academic well-being of their child as evidenced by an increase in the number of parents logging into the ARIS Parent Link.
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Subject Area
(where relevant) :

Social Growth

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, there will be a 9.2% decrease, or 4 fewer, in the number of behavioral online occurrences as tracked by the OORS management system.
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>	<input type="checkbox"/> Target Population: All students Actions/Strategies: Develop a school wide initiative, “Positive Discipline” to improve the behavior of all students. Provide PD for entire staff on how best to utilize the plan. Distribute “Positive Discipline” guides to all classroom teachers. Schedule 20 minutes per day of “Positive Discipline” time to facilitate the program. Coordinate workshops for parents to reinforce the code of behavior set at school. Responsible Staff: Administrators, Classroom Teachers, Paraprofessionals, Cluster Teachers, Guidance Counselor, Aides, Out of Classroom Teachers Implementation: Sept. 2010 through June 2011
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>	<input type="checkbox"/> Funding Sources: Fair Student Funding Legacy Teacher Supplement – cluster teachers’ salaries Tax Levy – Administrators’ salaries PTA Funding Schedule: Throughout the 2010-2011 school year

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Interval of Periodic Review: Monthly Instruments of Measure: ATS reports; teacher feedback Projected Gains: Improved student academic and socialization abilities facilitated by the increase of enhanced behavior management throughout the school.
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Subject Area
(where relevant) :

All Academic Areas

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 90% of classroom teachers on every grade will convene 1X per week to complete the 5 part cycles of the inquiry process over the course of each month.
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>	<input type="checkbox"/> Actions/Strategies: Attendance at PD sessions offered by administrators and coaches; PD to provide clarity on the steps of the process; identify grade leaders and discuss/initiate Inquiry/Action Research processes; provide Professional Development in ARIS, Acuity, and Teachers College Pro Assessment; schedule time for teachers to analyze and assign targeted curriculum in Acuity; Responsible Staff: Administrators, Classroom Teachers, Math and Literacy coaches Implementation: Sept. 2010 through June 2011
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>	<input type="checkbox"/> Funding Sources: Fair Student Funding Legacy Teacher Supplement – teachers and administrators salaries FSF – supplemental materials Children First Inquiry Team Funding – teachers' per session salaries Schedule: Throughout the 2010-2011 school year

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Interval of Periodic Review: Monthly Instruments of Measure: Administrative reviews and observations of: agendas from meetings; teacher planning records; sign in sheets; ATM binder Projected Gains: Positive student academic growth in all subject areas initiated by best practices and inquiry determined by all classroom teachers
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Subject Area
(where relevant) :

English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 55% of all students in K through 5 will move at least 1 years' benchmark in independent reading as measured by TRCWP running records.
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>	<input type="checkbox"/> Target Population: All students Actions/Strategies: Instruction during AIS services, Extended Day services, and after school programs that address the identified needs of individual students; scheduling all students in grades 3 through 5 and targeted students in grades 1 and 2 for Extended Day; utilization of <i>Soar to Success, Early Success, Reading Recovery, Foundations, Reading Club, Words Their Way, and Great Leaps</i> ; differentiated instruction based on the results of TCLAS, Acuity, Predictives, Running Records and Teacher Conference notes; incorporation of Acuity for assessments and instruction; instruction through Balanced Literacy, Writers Workshop, Book of the Month project, and Writers' Celebrations, utilization of non-fiction books in all content areas, and professional development consisting of analyzing data, differentiating instruction, developing best practices, and using technology in classroom instruction Responsible Staff: Administrators, Classroom Teachers, Literacy Coach; Cluster Teachers Implementation: Sept. 2010 to June 2011

<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"/></p> <p>Funding Sources: TL Fair Student Funding– teachers and administrators salaries New York Center for Interpersonal Development – Community Based Organization grant Title I – teachers’ salaries NYSTL – textbooks, hardware, library books, software Schedule: Throughout the 2010-2011 school year</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Interval of Periodic Review: Four times throughout the year Instruments of Measure: Teachers College Narrative Continuum; evidence of teacher ability to analyze data, differentiate instruction, and lesson planning through administrator observations Projected Gains: 55% of the student population will gain 1 year’s benchmark goals</p>

Subject Area
 (where relevant) :

English Language Arts, Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, at least 75% of our students with IEPs will meet promotional criteria as determined by criteria prescribed on page 9 of the IEP.</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"/></p> <p>Target Population: All students with IEPs Actions/Strategies: Provide opportunities to improve students’ overall mathematical and ELA skills. Instruction during AIS services, Extended Day services, and after school programs that address the identified needs of individual students; planning lessons based on the Workshop Model that involves higher order questioning techniques, appropriate vocabulary, scaffolding, and assessment and conferencing. In Math: developing mathematical reasoning skills and communication through cooperative groupings and accountable talk; developing critical analysis skills needed to solve problems through teacher modeling and questioning techniques; incorporation of Acuity for assessments and instruction; utilization of <i>Moving with Math</i>, <i>Math Club</i>, and <i>Math Options</i>. For ELA: utilization of <i>Soar to Success</i>, <i>Early Success</i>,</p>

	<p><i>Reading Recovery, Foundations, Reading Club, Words Their Way, and Great Leaps;</i> differentiated instruction based on the results of TCLAS, Acuity, Running Records and Teacher Conference notes; incorporation of Acuity for assessments and instruction; instruction through Balanced Literacy, Writers Workshop, Book of the Month project, and Writers' Celebrations.</p> <p>Responsible Staff: Administrators, Classroom Teachers, Math and Literacy coaches; Cluster Teachers, CTT Teachers, Special Education Teachers</p> <p>Implementation: Sept. 2010 through June 2011</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"/></p> <p>Funding Sources: TL Fair Student Funding– teachers and administrators salaries Title I – teachers' salaries NYSTL – textbooks, hardware, library books, software</p> <p>Schedule: Throughout the 2010-2011 school year</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Indicators: results of: State Mathematics and ELA assessments Assessment; Math Predictives; and teacher assessment; Tclass</p> <p>Projected Gains: Improved understanding of mathematical and language arts concepts as indicated by at least 75% of our students with IEPs attaining the promotional criteria.</p> </div>

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	16	16	N/A	N/A	4			7
1	42	42	N/A	N/A	8			5
2	40	40	N/A	N/A	13			5
3	46	46	N/A	N/A	13			3
4	78	78	78	78	8			4
5	103	103	103	103	21			2
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:	<input type="checkbox"/> Soar to Success: Grades 4 – 5; small group instruction (groups of up to 10) in school by Title 1 teacher 2x a week Early Success: Grade 3; small group instruction (groups of up to 6) in school by Title 1 teacher 3x a week Great Leaps: Grades 3 – 5; one-on-one paraprofessional to students in school program Foundations: Grades K – 2; 30 minutes per day in K - 2, Extended Day program for Grades 1 and 2 Readers Club: Grades 2 – 5; small group instruction (up to 10) during after school program 3x per week/every other week Best Practices in Reading (Options); small group instruction (up to 10) during Extended Day 3x per week/every other week
Mathematics:	<input type="checkbox"/> Math Club: Grades 2 -5; small group instruction (up to 10) during after school program 3x per week/every other week Math Options: Grades 1 -5; small group instruction (up to 10) with hands on activities used during Extended Day 3x per week/every other week Small Group Remediation: Grades K-2; 5-6 students per group; 20 min. per day for 15 weeks NYS Test Coach: Grades 4-5; small group instruction incorporating partner and/or independent activities followed by whole group sharing; 5x per week for 20 min per day during regular school hours.
Science:	<input type="checkbox"/> Differentiated Instruction: Science Clusters service each class 3x per week allowing for conferencing and inquiry model lessons in Science; Cluster teachers assign individualized schoolwork to the struggling Level 1 and 2 students; differentiated instruction is planned and developed according to student performance; partnership has been forged with the Green Apple Corps in order to provide lower achieving students hands-on experiences to deepen student understanding of standards

Social Studies:	<input type="checkbox"/> Differentiated Instruction: Social Studies Clusters service Grades 4-5 on an average of 1x per week for grades 3 and 4 and 1x per week for Grade 5 allowing for conferencing and workshop model lessons in Social Studies Social Studies through Art Program: Arts program is scheduled 1x per week to integrate art into the Social Studies curriculum affording our Level 1 and Level 2 students the opportunity to participate in hands-on curriculum based art work; Social Studies curriculum-based art projects reinforce topics covered by the Social Studies Cluster weekly providing a multi-sensory approach to the Social Studies curriculum. Guided Reading – 2x per week minimum in every class K-5 due to the acquisition of leveled guided reading books in the content area Book of the Month (1 per month) – incorporate lesson throughout the course of the month with emphasis on student comprehension evidenced via student writing, student projects
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> One period a week is scheduled to discuss social/emotional issues, such as, responsibility, respect and tolerance in a whole class setting. Meets with small groups and individual students on an as needed basis throughout the day.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Crisis Intervention services for all AIS students on an as needs basis
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Crisis Intervention services for all AIS students on an as needs basis
At-risk Health-related Services:	<input type="checkbox"/> Open Airways: Grades 3 – 5; small group instruction led by school nurse for students with a health history for Asthma meeting 6X a year The Diabetic Children: Grades K – 5; nurse meets with each diabetic child on an as needs basis Nutrition Club: Grades K – 5; dietician meets 1x per month with small group of students to discuss proper nutrition

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - 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)

K-5

Number of Students to be Served:

LEP 101

Non-LEP N/A

Number of Teachers 2

Other Staff (Specify) N/A

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.

We have a push in ELL program that services 18 Kindergarten, 34 First graders, 19 second graders, 9 third graders, 11 fourth graders and 10 fifth grade students. We provide 360 minutes a day of instruction for 46 ELL students and 180 minutes a day for 46 students. The language instruction is English.

Our Title III instructional programs will focus on using ESL methodology with students. One after school program will begin in January for 90 minutes, twice a week. There will be four after school ESL classes. We will have 2 ESL certified teachers and 2 common branch teachers co-teaching in the Title III program. Using the ESL methodology and the workshop model, we will instruct the 54 first and second grade ELL students who are eligible for the program in English. The students will receive instruction in a cross curricular program that addresses the areas of weakness, namely writing and reading. Instruction will also be given on test-taking strategies. Through shared reading, guided reading, interactive writing, and writing strategy lessons we plan to increase our students' level of proficiency in reading and writing. The rationale of this program is based on the students' results on the NYSESLAT which has shown us that for our ELLs are taking longer to attain proficiency in these areas. In addition to addressing those low performance areas, using accountable talk and whole group sharing, we will help the children to continue to strengthen their listening and speaking skills. Test-taking strategies will be incorporated to introduce our first and second graders to standardized testing.

Our other after school program will also begin in January for 90 minutes, twice a week. There will be three after school ESL classes. We will have 2 ESL certified teachers and 1 common branch teacher co-teaching in the Title III program. Using the ESL methodology and the workshop model, we will instruct the 20 third, fourth, and fifth grade ELL students who are eligible for the program in English. The students will receive instruction in a cross curricular program that addresses the areas of weakness, namely writing and reading. Instruction will also be given in math with a focus on writing about math. Test-taking strategies will be incorporated throughout the program. Through shared reading, guided reading, interactive writing, and strategy lessons we plan to increase our students' level of proficiency in reading, writing, and math. The rationale of this program is based on the students' results on the NYSESLAT which has shown us that our ELLs speak and listen to English well but struggle in attaining proficiency in reading and writing. In addition, the state ELA and math exams contain academic language and writing responses that are challenging for our ELLs. With this program we plan to help our ELLs improve academically in those areas. Aside from addressing those low performance areas, using accountable talk and whole group sharing, we will help the children to continue to strengthen their listening and speaking skills.

Materials including Houghton Mifflin's On Our Way To English program will be purchased to address the individual needs of the ELL students in the after school program. We will also incorporate previously purchased Houghton Mifflin Teaching Resource Kits to conduct guided reading groups while providing language support. Computers with language development programs will be utilized to support the students in

their acquisition and understanding of English. In addition Houghton Mifflin Educational Technology Programs, Raz-Kids, United Streaming, and listening centers that will consist of a tape recorder and multiple headsets will be utilized. Consumable supplies for the ELL students to use in the program such as paper, pencils, marble notebooks, highlighters, etc will also be purchased with funding.

A supervisor is needed because no other program will be running during the ELL Title III Program. The supervisor will evaluate the teachers, be responsible for running the program according to the Title III plan and ensure that the individualized needs of the learning community are met. A secretary will be employed to complete the necessary paperwork, timekeeping, processing of payroll, attendance management and contacting parents since we will have a large program of four classes.

Students selected for this program were determined by using the data analysis of the information provided by the LAB-R and NYSESLAT scores.

The teachers in the program who are trained in ESL methodologies used running records and observations as well as standardized test scores to assess the success of the students.

Information is distributed to parents of ELLs in their home language whenever possible. These translations are available through written and oral communication done by in-house staff members as well as the NYCDOE website. We also utilize our school website to send parents information. The website is available in many different languages.

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.

The ELL teachers provide new teachers with 7 ½ hours of training for ELL strategies. Sessions of professional development devoted to ELL strategies are being planned for the Fall and Winter of 2010-2011. All teachers can voluntarily attend five 1½ hour workshops focusing on strategies to improve instruction for ELL students.

The workshops will address:

- Academic Literacy for ELLs Aligned with the Common Core Standards
- Team Teaching in the ESL Program
- Building Vocabulary for English Language Learners
- Meaningful Literacy for ELLs
- Scaffolding Instruction for ELL Students in the Content Areas

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

Section III. Title III Budget

School: PS 13
 BEDS Code: 353100010013

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ 11,013	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> Salaries for 1 supervisor and as many teachers as needed for at least 39 ninety minute sessions \$2,574 for 1 supervisor for 58.5 hours X \$44.00 \$8,127 for 7 teachers for 39 ninety minute sessions X \$42.00 \$312 for 1 secretary for 6 two hour sessions X \$26.00 </div>
Purchased services - High quality staff and curriculum development contracts	\$ 942	<input type="checkbox"/> Professional Development salaries 3 one hour sessions: \$132 for 1 supervisor for 3 hours X \$44.00 \$126 for 1 teacher for 3 hours X \$42.00 \$684 for 12 teachers for 3 hours X \$19.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 3,045	<input type="checkbox"/> Consumable student supplies; On Our Way to English program
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A

Other	N/A	<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.

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

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

Our current ELL population consists of 101 students. The native language breakdown of these students is as follows: 55% speak Spanish, 14% speak Chinese, 11% speak Albanian, 2% speak Urdu, 2% speak Arabic, 4% speak Polish, 2% speak Vietnamese, 1% speak Turkish, and 11% speak a language other than these. The findings are reported to the school community through the School Report Card, PTA newsletter and meetings, and correspondence from the Parent Coordinator.

From findings through the staff survey, it was determined that letters to the parents in their native language were necessary to involve the parents in their child's education. It is also necessary to translate the Parent Handbook. This can be done via our school's website. The translation tool allows parents to read and download information in every language. In addition, our staff must utilize the services of the Office of Language Translation and Interpretation to help facilitate translation of essential day-to-day information, such as, letters to the parents, trip slips, invitations to classroom activities, etc. We continue to use, our school website where teachers and administrations can post information for parents. Parents can select their language from a drop down menu and the entire site is translated into their language. This helps parents to receive important school news in a timely fashion.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services the school will provide are: correspondence sent home in the Native Language of the parents; a workshop facilitated by our Parent Coordinator detailing how the ELL parent can use and browse the NYCDOE website; correspondence from the classroom teacher translated by either our ELL teacher, Parent Coordinator, other staff members fluent in the native language of the child or the Office of Language Translation and Interpretation; and, the appropriate Parent Involvement Policy translations downloaded and distributed to parents. We distribute the translated parent handbook to Spanish-speaking parents in our school. Our school website also ensures that parents can understand important school news since the information is available in their native languages.

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

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

Examples of oral interpretation services the school will provide are:

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

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

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

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

- The school website will provide parents with a tool for viewing important memos in their home languages

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$438,477	\$18,066	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,384		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,923	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$43,8477	*	

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.

* 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.



I. General Expectations

PS 13 agrees to implement the following statutory requirements:

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

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

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

Our annual introduction meeting was held in September 2009. At this meeting, we informed parents and teachers of the program goals and objectives and asked for their involvement and input in the program. We designated a Title 1 Parent Liaison to represent P.S. 13 on the Title 1 Parent Advisory Committee. We will also take the following actions:

- Form a committee consisting of parent volunteers, administration, Parent Coordinator, and teacher representatives
- Send written notification of planning sessions to parents in their native language
- Include a tear-off section in this notification in order to monitor the number of responses
- Make phone calls the day before the planning session to remind parent volunteers
- Display notices about the upcoming events on our outdoor marquis

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

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

Continuation of our interactive school website (eChalk) that facilitates teacher, parent, and administration communication and engagement in an effort to support student learning; the monthly PTA Newsletter will inform parents of the scheduled activities planned for them: Movie Nights, English as a Second Language workshops, Science Fair, parent book club activities, Family Fun Nights, Writers' Celebrations, Turn Off Your TV Week activities, Dial-A-Teacher workshops, ARIS Parent Link workshops, and discipline, health and stress management workshops.

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

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

- Pre-Kindergarten
- ELL parental programs
- PTA meetings

5. PS 13 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. An evaluation will be conducted on 2011, date to be determined. The evaluation will include identifying barriers for greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Our principal will have the main responsibility in conducting these special meetings and disseminating the information to our parents. The effectiveness of our policy will be determined through student progress and responses from the Parents' Learning Environment Survey.

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

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

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

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

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

Providing a lending library
The use of a computer in the school

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

Outreach through telephone calls, newsletters, flyers, etc.

Staff development

Daily reports, when necessary, between parents and teachers

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Our Pre-K program will continue to offer parental workshops in child rearing and educational topics.

We will continue to expand our Parent Resource Center.

We will continue to have parent observations in the classroom so they may fully understand what their child is learning.

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

Hold a series of workshops for our non-English speaking parents to assist them in communicating better with the school.

All parents will receive a copy of the Discipline code, School-Parent Compact, and the PS 13 Parent Handbook.

A copy of the Title I School Parent Involvement Policy will be available to all parents and be kept on file with the Region, PTA, School Leadership Team, and principal.

The monthly PTA Newsletter will inform parents of the scheduled activities planned for them.

III. Discretionary School Parental Involvement Policy Components

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

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

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

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

School-Parent Compact:

PS 13 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

PS 13 will:

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

The focus at PS 13 has been to provide a standards-based education. By incorporating leveled libraries into the classrooms, putting emphasis on student work, stressing word study skills, and supporting hands-on-investigation within the context of math lessons, we have

successfully created a shift in the way we deliver and assess our own instruction. We expect each of the clusters to incorporate these philosophies into their own curriculum. Ongoing professional development has been implemented to support and continue our progress in achieving this goal. We have embraced the Core Curriculum Standards with the staff participating in ongoing Professional Development throughout the year. Curriculum maps and rubrics are currently being revisited and redesigned in all subject areas and on all grades by the staff in order to relate to the Core Standards.

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

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

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

Children who are *English Language Learners* receive daily ESL services from our LEP-PCEN teachers. The children are grouped according to the grade that they are in as well as their rated proficiency (B, I, A). The newly created LAP (Language Allocation Policy) will help guide how we facilitate ELL instruction. This includes reviewing available data to help us target specific weaknesses, such as our low scores, across the board, in the Writing component of the LAB-R and NYSESLAT. PS 13 uses a push in model in order to remain in compliance.

The creative arts are integrated into the curriculum through a variety of methods. Funding through various grants have provided numerous student workshops throughout the year. In addition to our full time Visual Arts Teacher, six 1 day per week cluster teachers provide arts instruction to our students. Our fourth and fifth grade band has been reinstated and students in grades K through 3 will be given the opportunity to learn how to read music. A seven to eight week program in dance will be conducted by our Phys. Ed.

teachers, providing dance experiences to every class. We also have a school chorus which performs twice a year for out students and their parents.

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

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: twice a year, November and March as designated by NYCDOE.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Report cards will be distributed three times per year for grades 1 through 5. Kindergarten students will receive 2 report cards throughout the school year.
 - b. NYS and NYC testing results will be provided to parents in a timely fashion.
 - c. Progress reports from classroom teachers will be sent home daily for children in need.
 - d. Classroom academic test results will be forwarded home on a consistent basis.
 - e. Fitnessgram results will be provided to the parents on the scheduled distribution date.
 - f. Parents will receive updates on their child's attendance through the school messenger service and notices home for children with less than 90% attendance.
 - g. The Parent Coordinator sends updates to parents on school activities via e-mail.
 - h. Results from the Teachers College Assessments will be sent home after each assessment period.
 - i. AIPs – letter is sent to parents detailing their child's reading level
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. In addition to DOE designated Parent Teacher Conferences, staff will be available to parents upon the parent's request.
 - b. The monthly PTA newsletter will inform parents of upcoming school events and classroom activities in which they may observe or participate in.
 - c. Parents may call and leave a message at all times.
 - d. Parents have access to the parent coordinator who is in the school building to assist parents with all aspects of their child's education.
 - e. Teachers will communicate with parents through written correspondence.
 - f. Parents receive translated correspondence in their native language.
 - g. Parents have the opportunity to discuss school policy with the parent coordinator.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

In the fall, parents may observe classroom activities during Open School Week.

Throughout the year, parents may volunteer and/or participate in their child's class activities through the following ways: field trip Chaperone(s), Writers' Celebration programs, and special performances.

Parents are asked to participate in school committees to plan school celebrations and special events.

Parents are participants in the PTA Association which holds monthly meetings to update and plan for school issues.

A 5th Grade Committee of parents plans activities, such as, a barbecue, field trip, and dance for our 5th graders.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. This meeting will be provided through the PTA.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

Monitoring attendance by ensuring our child attends school each day.

Making sure that homework is completed.

Monitoring amount of television our children watch.

Participating in our child's classroom activities.

Supporting the school's discipline policy.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (Pre-Kindergarten through Grade 5)

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

Do my homework every day and ask for help when I need to.

Read for a designated time period every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

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

(Please note that signatures are not required)

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.

Results from the NYS-ELA Assessment for the 2009-2010 school year:

Third grade students who took the NYS-ELA test showed an increase in the number of Level 1 students from 2% in 2009 to 8% in 2010. The number of Level 2 students increased significantly: from 14% in 2009 to 45% in 2010. There was a substantial decrease in the number of students who scored Level 3: 96 in 2009 to 35 in 2010, with the percentage decreasing by 40%. There was also a slight increase in the

number of Level 4 students, 10% in 2009 to 15% in 2010. This indicates that a stronger focus must be placed on differentiating instruction with our Level 1 and 2 students to ensure gains in the future.

A comparison of genders in Grade 3 shows there was an increase in the number of males who scored a Level 4, while the number of females at Level 4 remained the same as last year. Strategies must be developed to increase the percentage of both males and females scoring at a Level 4 with emphasis on females.

Data show that for the 09/10 school year, Black students outperformed all other ethnicities scoring at Level 4. In addition, the percentage of whites scoring either Level 3 or Level 4 continued to decrease.

Comparison of 2009 and 2010 results for LEP students are as follows: a decrease in the percentage of Level 1 students, from 17% in 2009 to 7% in 2010; an increase in Level 2 students, from 25% in 2009 to 50% in 2010; a slight decrease in Level 3 students, from 58% in 2009 to 43% in 2010; and, no student scoring Level 4 in either 2009 or 2010.

Comparison of 2009 and 2010 results for Students with Disabilities are as follows: an increase of student scoring Level 1, from 0 in 2009 to 4 in 2010; the amount of students scoring Level 2 remained the same; a decrease in Level 3 students, from 43% in 2009 to 25% in 2010; and, only 1 student scoring Level 4 in both 2009 and 2010.

The students in grade 4 who took the NYS-ELA test showed an increase in the number of students scoring a Level 1 from 2% in 2009 to 5% in 2010. The number of Level 2 students also increased with 20% of the students scoring at this Level in 2009 and 38% in 2010. The number of Level 3 students decreased from 82 in 2009 to 69 in 2010, causing the percentage of Level 3 students to decrease from 77% in 2009 to 53% in 2010. There was an increase in the number of Level 4 students: 1% in 2009 to 4% in 2010. These results indicate that additional strategies must be placed school wide to move our Level 2 students into Levels 3 and 4, as we move our Level 3 students into Level 4. Additionally, we must target our Level 1 students in order to move them to higher levels.

Data indicate that the percentage of males who scored Level 1 slightly increased from 2% in 2009 to 5% in 2010, and the percentage of females also slightly increased – from 2% in 2009 to 4% in 2010. The percentage of students who scored Level 4 slightly increased as follows: Females – from 1% in 2009 to 6% in 10; Males – from 0% in 2009 to 2% in 2010. However, the percentage of Level 2 students significantly increased from 2009 to 2010 while the percentage of Level 3 students decreased in both subgroups.

Asians and Hispanic subgroups were the only ethnic subgroups to have students score at Level 4, with the Asian subgroup having a ratio of 7:1 while the Hispanic subgroup's ratio was 16:1. Moreover, no white or black student scored a Level 4 for two consecutive years. In addition, the percentage of Asian students who scored at Level 3 was also higher than all other subgroups. All subgroups showed an increase in the percentage of Level 2 students. Our Asian subgroups had no students scoring at Level 1.

Comparison of 2009 and 2010 results for LEP students are as follows: a slight increase in the percentage of students who scored Level 1; a decrease in Level 2 students, from 57% in 2009 to 45% in 2010; a decrease in Level 3 students, from 43% in 2009 to 36% in 2010; and, no student scoring Level 4 in either 2009 or 2010.

Comparison of 2009 and 2010 results for Students with Disabilities are as follows: an increase in the percentage of Level 1 students, from 20% in 2009 to 21% in 2010; a slight change in Level 2 students, from 40% in 2009 to 42% in 2010; a slight decrease in Level 3 students, from 40% in 2009 to 37% in 2010; and, no student scoring Level 4 in either 2009 or 2010.

Results from the Grade 5 NYS-ELA Test show there was a significant increase in the number of Level 1 students: from 0% in 2009 to 12% in 2010. The number of Level 2 students significantly increased from 18% in 2009 to 45% in 2010. On Level 3, the number of students significantly decreased from 104 in 2009 to 42 in 2010, with the percentage decreasing from 75% in 2009 to 37% in 2010. The number of Level 4 students also decreased from 7% in 2009 to 5% in 2010. Data indicate that measures must be taken to move almost all our students to higher levels.

Data indicate that there was an increase in the number of both male and female students who scored Level 1 (8 males, 6 females) in 2010 as compared to 0 students scoring at that level in 2009. In comparison of the genders, a larger total percentage of males scored at Levels 1 and 2 than females, while a larger total percentage of females scored at Levels 3 and 4 than males. Strategies must be implemented to increase the percentage of both males and females scoring Level 4 in all grades, with greater emphasis on our male population.

Data show that the Asian subgroup outperformed the other ethnicities in ELA. Asians had the highest percentage of students reaching Level 4 (19%) with more students scoring at that level than the other 3 ethnicities combined. The Black subgroup had a higher increase in the percentage of students scoring Level 1 while both the Latino and White subgroups decreased in percentage. However, the combined percentage of Hispanic students scoring at levels 1 and 2 was significantly higher (74%) than the other subgroups in this category. There was a significant decrease in all students in every subgroup who scored at level 3.

Comparison of 2009 and 2010 results for LEP students cannot be determined as only 5 students were tested in this category.

Comparison of 2009 and 2010 results for Students with Disabilities are as follows: 80% of our students with disabilities scored level 1 in 2010 compared to 0% in 2009; a slight increase in Level 2 students, from 48% in 2009 to 53% in 2010; a substantial decrease increase in Level 3 students, from 48% in 2009 to only 7% in 2010; and, decrease in percentage at Level 4 with 5% in 2009 and 0% in 2010.

The comparison results of the NYS-ELA test for all tested in grades 3 through 5 cumulatively showed an increase in Level 1 students (from 15 in 2007 to 28 in 2010); a significant increase in Level 2 students (114 in 2007 to 145 in 2010); a decrease in Level 3 (230 to 156); and a slight increase in Level 4 students (23 students in 2007 to 26 in 2010).

We must continue to utilize the Reading assessment binders that allow teachers to differentiate instruction, thereby meeting the needs of individual students. In addition, we have succeeded in implementing and will continue to use the workshop models throughout the school. These models have been instrumental in targeting at-risk students and allow us to develop their strengths while reducing their weaknesses. We have also increased the number of 3rd through 5th grade students involved in Extended Day. All students in grades 3 through 5 are required to attend thereby allotting an additional 37 ½ minutes of differentiated instruction 3 times per week.

Results from the NYS-Mathematics Assessment for the 2009-2010 school year:

The third grade students who took the State Mathematics test showed a minimal increase in the number of Level 1 students from 2% in 2009 to 5% in 2010. There was a significant increase in the number of students scoring Level 2 in 2010: 5 students with a percentage of 4 in 2009 to 38 students and a percentage of 37 in 2010. There was also a significant decrease in the number of students who scored at Level 3, from 99 in 2009 to 42 in 2010, with a decrease in percentages from 74% in 2009 to 41% in 2010. There was a decrease in the number of Level 4 students from 20% in 2009 to 17% in 2010.

Data show that the number of females who scored level 1 increased from 0 students in 2009 to 4 in 2010, but the number of males decreased slightly by 1 to only 1 student. The comparison of numbers in this subgroup scoring a level 2 show an insignificant difference with 18 females and 20 males. However, a larger number of females scored at level 3: 25 females to 17 males. The number of males who scored at Level 4 was significantly higher, with 12 males scoring at that level and only 6 females. Moreover, the percentage of males who scored at level 4 increased from 2009 to 2010 (from 15% to 24%) while the percentage of females who scored at that level decreased between the years (26% to 11%).

Data show that the Asian subgroup outperformed the other ethnicities with 87% of those students scoring at a level 3 or 4. In addition, further inquiry is needed to assess why more than 50% of our black students scored below level 3. Three of the four ethnic groups showed a significant decrease in the percentage of students who scored at level 3 while there was a significant increase in the number of students who scored at level 2 in the same 3 ethnicities.

Results of LEP students are as follows: a decrease in the percentage of Level 1 students, from 13% in 2009 to 0% in 2010; a significant increase in Level 2 students, from 0% in 2009 to 46% in 2010; a significant decrease in Level 3 students, from 80% in 2009 to 46% in 2010. However, there was no change in the number of students who scored a Level 4: 1 student each year.

Comparison of 2009 and 2010 results for Students with Disabilities are as follows: a slight increase in the percentage of students who scored level 1, from 0% in 2009 to 12% in 2010; a significant increase in Level 2 students, from 14% in 2009 to 50% in 2010; a significant decrease in Level 3 students, from 79% in 2009 to 31% in 2010; and, no change in the number of students who scored at Level 4.

The number of fourth grade students who scored a Level 1 in 2010 in the NYS Mathematics Assessment increased from the number of students who scored at that level in 2009: 1% in 2009 to 4% in 2010. The number of Level 2 students significantly increased from 5% in 2009 to 27% in 2010. The percentage of Level 3 students also decreased from 50% in 2009 to 41% in 2010. Moreover, the number of Level 4 students also decreased: 44% in 2009 to 28% in 2010.

Data indicate that the number females who scored a Level 1 in 2010 increased to 3, while 2 males scored at Level 1. The percentage of students who scored at Level 2 increased for both subgroups: females increased from 8% in 2009 to 29% in 2010, while males increased from 4% in 2009 to 25% in 2010. There was a decrease for the third year in a row in the percentage of female and male students who scored Level 3: females - 54% in 2009 to 36% in 2010; males - 45% in 2009 to 47% in 2010. In addition, both subgroups showed losses in Level 4; females – 38% in 2009 to 31% in 2010; males – 49% in 2009 to 25% in 2010.

Data show that Asian students outperformed the other ethnicities in Math. Asians had the highest percentage of students reaching Level 4, 67%, with 24% scoring Level 3. All other subgroups showed a significant decrease in the percentage of students who attained Level 4 with

the White subgroup showing the most loss. All subgroups, with the exception of the Asian subgroup, showed a decrease in the percentage of Level 3 students with increases in Level 2 students.

Comparison of 2009 and 2010 results for LEP students are as follows: 1 student at Level 1 in 2009, 2 students in 2010; an increase in Level 2 students, from 0 in 2009 to 6 in 2010; a decrease in percentages of Level 3 students, from 38% in 2009 to 25% in 2010; and, a decrease in Level 4 students, from 50% in 2009 to only 8% in 2010.

Comparison of 2009 and 2010 results for Students with Disabilities are as follows: 0 students scored Level 1 in 2009 with 2 students scoring at that level in 2010; an increase in Level 2 students, from 0% in 2009 to 37% in 2010; a decrease in Level 3 students, from 55% in 2009 to 32% in 2010; and, a decrease in Level 4 students, from 45% in 2009 to 21% in 2010.

The 5th grade students showed an increase in the percentage of students scoring Level 1 from 0% in 2009 to 5% in 2010. The Level 2 students showed a significant increase in the number and percentage of students at this level from 7 or 5% to 45 or 39%. There was a significant decrease in the number of Level 3 students: from 64% in 2009 to 30% in 2010. Level 4 students also showed a decrease in the numbers: from 31% in 2009 to 25% in 2010. In reviewing data for all grades, it is imperative that we move our students from Level 2 into Levels 3 and 4 through differentiated instruction.

Data indicate that the number of males and females that scored a Level 1 in 2010 increased with both genders having 3 students score at that level. The percentage of both female and male students who scored at Level 2 in 2010 increased significantly. The percentage of female and male students who scored at Level 3 decreased in 2010: 67% in 2009 to 31% in 2010 for females and 60% in 2009 to 30% in 2010 for males. There was a decrease in the percentage of female and male students who scored a level 2 with a 9% decrease for females and a 4% decrease for males.

Data show that Asian students perform better than the other ethnicities in Math. Asians had the highest percentage of students reaching Level 4, with 82% of these students scoring above level 2. The Black and Latino students scored relatively the same in all levels, moderately lower than White students but significantly lower than Asian students. The only ethnicity grouping with no students scoring at Level 1 was the white students.

Comparison of 2009 and 2010 results for LEP students cannot be ascertained due to the low number of students in this subgroup.

Comparison of 2009 and 2010 results for Students with Disabilities are as follows: a significant increase in the percentage of Level 1 students, from 0% in 2009 to 20% in 2010; a significant increase in Level 2 students, from 10% in 2009 to 53% in 2010; a substantial decrease in percentage of Level 3 students with 86% in 2009 and 20% in 2010; and, a slight increase in percentage of students at Level 4, 5% in 2009 to 7% in 2010.

The comparison results of the NYS-Math test for all tested in grades 3 through 5 cumulatively showed a slight increase in the number of Level 1 students (from 10 in 2007 to 16 in 2010); a significant increase in Level 2 students (52 in 2007 to 118 in 2010); a large decrease in Level 3 (219 to 130); and a decrease in Level 4 students (105 to 84). However a comparison of levels between the years 2007 and 2010 show an insignificant increase in the percentage of level 1 students in all grades, and an insignificant difference in the percentage of level 4 students in

grades 4 and 5. However, the major difference is the significant increase in the percentage of level 2 students from 2007 to 2010 in each grade.

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

Results from the NYS-Science Assessment for the 2009-2010 school year:

The students in grade 4 who took the Science Assessment showed a decrease in the number of students scoring at Level, from 2 in 2009 to 0 in 2010. The percentage of Level 2 students remained the same with 4% of the students scoring at this Level in 2009 and 2010. The number of Level 3 students increased from 27% in 2009 to 36% in 2010. Although the number of students who scored a Level 4 increased by one, from 73 in 2009 to 74 in 2010, the percentage of students scoring at that level decreased, from 68% in 2009 to 60% in 2010.

Data show that no male or female student scored at a Level 1 in 2010. Although the number of females who scored Level 2 decreased by 1, the number of males scoring at that level increased by 2. There was an overall increase in the percentage of both female and male students scoring at a Level 3 from 27% in 2009 to 40% in 2010 and 27% in 2009 to 32% in 2010 respectively. There was a decrease in the percentages of females and males scoring at a Level 4: females – 65% in 2009 to 57% in 2010; males – 70% in 2009 to 63% in 2010.

Data show that the Black and White subgroups slightly outperformed the other ethnicities in Science. Whites had the highest percentage of students reaching Level 4. When comparing the percentages of students in all subgroups that scored either a Level 3 or Level 4, the results are as follows: Asian – 95%; Black – 96%; Latino – 94%; and White – 100%. In addition, when comparing the percentages of students in all subgroups that scored either Level 1 or Level 2, the results are as follows: Asian – 5%; Black – 4%; Latino – 6%; and White – 0%.

Comparison of 2009 and 2010 results for LEP students are as follows: 0% scored a Level 1 in both 2009 and 2010; a decrease in Level 2 students, from 25% in 2009 to 11% in 2010; a considerable increase in Level 3 students, from 12% in 2009 to 78% in 2010; and a significant decrease in Level 4 students from 50% either 2009 to 11% in 2010.

Comparison of 2009 and 2010 results for Students with Disabilities are as follows: 0% scored Level 1 in both 2009 and 2010; an increase in Level 2 students, from 9% in 2009 to 18% in 2010; a significant increase in Level 3 students, from 18% in 2009 to 47% in 2010; and a substantial decrease in Level 4 students, from 64% in 2009 to 35% in 2010.

Results from the NYS-Social Studies Assessment for the 2009-2010 school year:

The students in grade 5 who took the Social Studies Assessment showed a slight increase in the number of students scoring a Level 1 from 4% in 2009 to 6% in 2010. Although the number of Level 2 students slightly decreased with 10 in 2009 and 8 in 2010, the percentages for Level 2 remained the same for both years, 7%. The number of Level 3 students decreased: from 66% in 2009 to 50% in 2010. There was an increase in the number of Level 4 students: 22% in 2009 to 37% in 2010. Although there have been improvements in Social Studies over the past 3 years, it is necessary to continue to increase our higher leveled learners from Level 3 to Level 4.

Data indicate that the female students outperformed males in Social Studies. The percentage of Level 3 and 4 students in each subgroup are as follows: females – 94%, males – 79%. There was an increase in the percentage of boys who scored at Level 2: 8% in 2009 to 14% in 2010. Although 3 female students scored at Level 1, no female scored at Level 2.

Data show that the Asian and Black subgroups had at least 90% scoring at Level 3 or higher. The White and Hispanic subgroups had less than 90% scoring at those two combined levels. When comparing the percentages of students in all subgroups that scored either a Level 3 or Level 4, the results are as follows: Asian – 90%; Black – 94%; Latino – 76%; and White – 85%. The black subgroup made significant gains to attain more students in Level 4 while our Latino students decreased in the percentage of Level 1 students. In addition, when comparing the percentages of students in all subgroups that scored either Level 1 or Level 2, the results are as follows: Asian – 10%; Black – 6%; Latino –24%; and White – 15%.

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

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

2. Schoolwide reform strategies that:

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

Refer to Appendix 4, Part B - **The School-Parent Compact: School Responsibilities**

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.

Refer to Appendix 4, Part B - **The School-Parent Compact: School Responsibilities**

o Help provide an enriched and accelerated curriculum.

Refer to Appendix 4, Part B - **The School-Parent Compact: School Responsibilities**

o Meet the educational needs of historically underserved populations.

Refer to Appendix 4, Part B - **The School-Parent Compact: School Responsibilities**

- 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.

Refer to Appendix 4, Part B - **The School-Parent Compact: School Responsibilities**

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

Refer to Appendix 4, Part B - **The School-Parent Compact: School Responsibilities**

3. Instruction by highly qualified staff.

In the 2009-2010 school year, fifty-one full-time teachers were assigned to our staff. One hundred percent of our teachers are fully licensed and permanently assigned to PS 13. Of the 51 teachers, over 80% have more than 2 years teaching experience in this school and over 65% have more than 5 years teaching experience overall. Our staff also consists of 2 administrators, 7 other professionals (psychologist, nurse, 2 coaches, 1 F status teacher, and 2 Guidance Counselors), and 5 educational paraprofessionals. One hundred percent of our core classes are taught by “highly qualified” teachers as defined by NCLB/SED. We also utilize the services of CSI scholars and student teachers throughout the school year.

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

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

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



Not applicable

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



Refer to Appendix 4, Part B: **Description of How School Will Implement Required Parental Involvement Policy Components**

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



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

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



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

We have had several positive accomplishments in the 2009-2010 school year. We continued to use the Teacher's College model to drive our writing instruction with Writers' Celebrations which are attended by the entire PS 13 school community at the end of a unit of study. We have initiated the "Additional Team Meetings" so that every teacher on each grade can share their thoughts and best practices with their colleagues. Through professional development and common planning sessions, teachers have a common math language and each student has a section of recorded conference notes and grade level acquisitions.

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

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

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



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

- Classroom teachers record anecdotal records for children in need

- Running records are kept up-to-date

- Parents are notified

- Pupil Intervention Program Services forms are completed and submitted to the PPT team by the classroom teacher

- PPT team reviews all forms monthly and offers suggestions

- Teachers identify those students through standardized tests and teacher assessment

- After completing initial assessment and identifying students, the appropriate Academic Intervention Plan is designed to match each of those students. Periodic assessments are conducted to monitor progress.

- The AIP is forwarded to the next teacher to record services and progress

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



PS 13's priority for improvement of the delivery of student support services for the 2010-2011 school year is to continue to allocate funds in order to staff a full time guidance counselor to address the social and emotional needs of the student population. The guidance counselor will provide individual and/or small group counseling to students identified by staff or parents. The counselor will also facilitate class discussions on conflict mediation and student health topics.

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

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

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA.

The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 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.)

3 students

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

We will also provide Small Group Instruction within the school day in order to meet the needs of these students. All children participate in our Positive Discipline program.

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).

Not Applicable

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R013_102610-104430.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 DSSI Cluster 06	District 31	School Number 013	School Name M. L. Lindemeyer
Principal Paul Martuccio		Assistant Principal Janet Ndzibah; Brigitte McCue	
Coach Danielle Nola		Coach	
Teacher/Subject Area Gina Carbonella/ESL		Guidance Counselor Annie Callender	
Teacher/Subject Area Danielle Pellatt/ESL		Parent	
Teacher/Subject Area		Parent Coordinator Alice DeJesus	
Related Service Provider		Other Joann Toto, Data Specialist	
Network Leader Gregory Jaenicke		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	2	Number of Certified Bilingual Teachers	0	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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	799	Total Number of ELLs	101	ELLs as Share of Total Student Population (%)	12.64%
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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. An HLIS form is provided for each new admit at our school in English or their native language at the parents' request. The ELL teachers, Ms. Carbonella and Ms. Pellatt, conduct an informal oral interview with the parent and student. Both of our ESL teachers are TESOL certified. They are responsible for conducting the initial screening and administering the HLIS and the LAB-R. A staff member or upper grade student who speaks in the same native language assists in the oral interview if necessary. If the student qualifies, they are given the LAB-R exam by either of the ELL teachers. If the student is deemed an ELL the parent's are notified in their native language using the provided letters from the EPIC kit. A parent orientation is scheduled utilizing the bilingual staff and our parents are given the opportunity to learn about the choices and make informed decisions. In order to annually assess our ELL students the NYSESLAT results are utilized. We use this data to differentiate instruction based on the reading, writing, listening, and speaking subgroups.

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

3. Our school ensures that entitlement letters are distributed by having the ESL service providers distribute letters to all entitled children. If parents do not attend the parent workshop a second letter is sent or a call to the house is made to schedule a make-up session. Our school ensures that parent surveys and program selection forms are returned by collecting the majority of the forms at the initial parent orientation. If parents don't attend the orientation, the ELL teachers hold a meeting with the parent to discuss their options and collect the form. A checklist is kept in the HLIS Compliance binder to keep an accurate record of received forms.

4. We ensure that the students are placed in the correct program by parent choice. Parents are given program selection surveys at the parent orientation. They fill out the form with the help of the ELL teachers and bilingual staff members. The parent coordinator and other translators work closely with the parents who are filling out the appendix D forms to ensure that the parents accurately understand their choices. We compile the information into a chart to view the data and decide if it is necessary to open a bilingual class.

5. After reviewing the parent survey and program selection forms for the past few years the main trend for parents remains Freestanding English as a Second Language. In 2010-2011 100% of our parents chose Freestanding English as a Second Language. In 2009-2010, 86% chose Freestanding English as a Second Language, 7% of the parents chose dual language, and 7% of the parents chose Transitional bilingual. A checklist to track the information is kept in the HLIS Compliance binder.

6. The program models offered at our school are aligned with the parent requests. At our school we go by parent choice, which is predominantly Freestanding ESL.

Part III: ELL Demographics

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	2	2	1	2								13
Total	3	3	2	2	1	2	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	74		7	26		2	1		1	101
Total	74	0	7	26	0	2	1	0	1	101

Number of ELLs in a TBE program who are in alternate placement: 0

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														!Und
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	!Und	0								

**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	
	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																			

**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	10	22	8	5	7	3								55
Chinese	2	5	1	2	2	2								14
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	1	1	0	0	0								2
Arabic	1	0	0	0	0	1								2
Haitian	0	0	2	0	0	0								2
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	2	2	0	0	0	0								4
Albanian	2	1	4	0	2	2								11
Other	1	3	3	2	0	2								11
TOTAL	18	34	19	9	11	10	0	101						

Part IV: ELL Programming

A. Programming and Scheduling Information

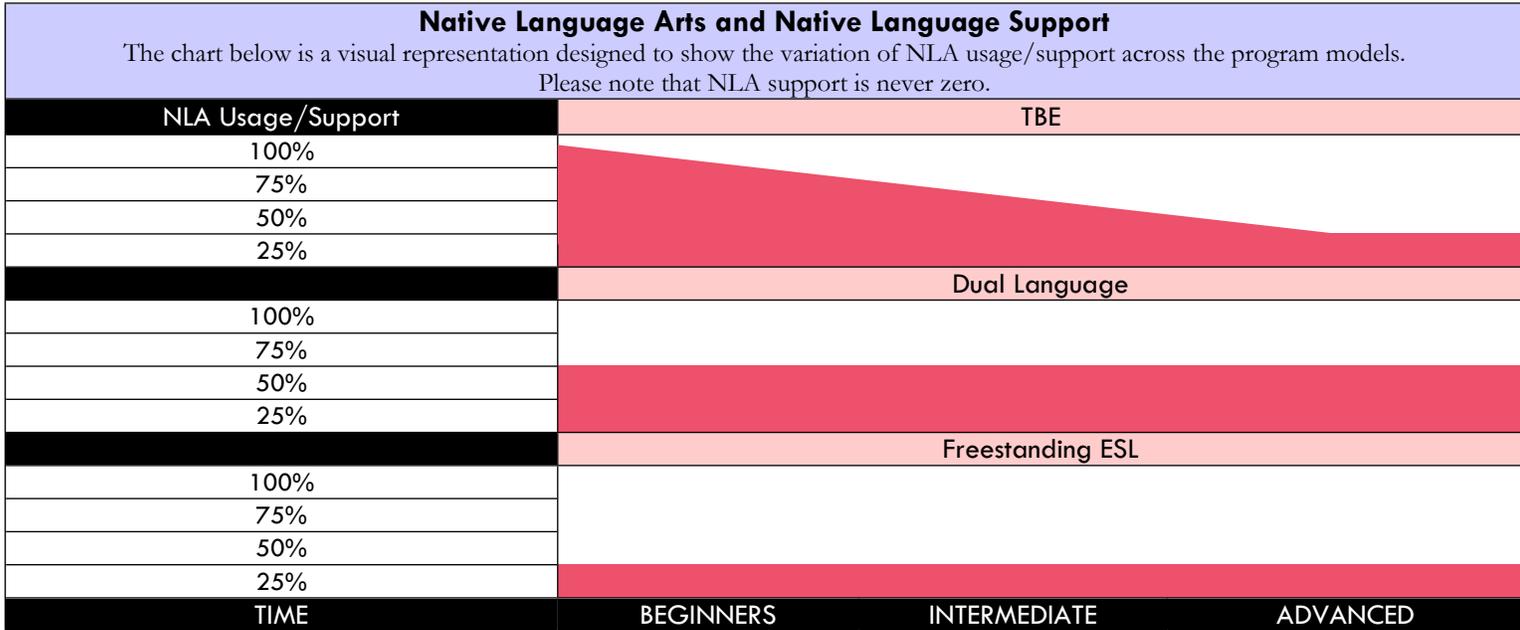
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1.
 - a. The organizational model primarily utilized in our school is Push-In, or co-teaching. However, when necessary our program includes some pull-out periods. The Push-In program is being used in grades k-5. The ELL teacher and classroom teacher work collaboratively to plan and implement engaging lessons that meet the needs of all learners. Pull-out periods are used to meet the mandated minutes for ELLs with IEPs who are in CTT, 12:1, or SETSS classes.

Sample Student Schedule: 2nd Grade Beginner/Intermediate ELL

Extended Day AIS Period 1 Period 2 Period 3 Period 4 Period 5 Period 6 Period 7

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. Intervention programs are provided for all ELL students in math and ELA. An after school test prep program is in place for all ELL students in grades 3-5. These students also benefit from the use of Acuity. Acuity is used provide students with extra practice in areas where they are deficient. In addition, students in the lower grades have the opportunity to receive additional after school support that correlates with the NYSESLAT. ELL students also receive AIS services in a small group environment. The language of instruction is English. The new ELL students are encouraged to use their native language as a tool for learning. Materials are used to help transfer their native skills into English such as picture dictionaries and various learning centers.

6. Support is provided for the ELL students reaching proficiency on the NYSESLAT by monitoring their progress within the classroom through conferencing and small group instruction. The ELL teacher meets with the classroom teacher during their common prep to discuss and monitor the proficient ELL students progress, and provide interventions if need be. Additionally, the ELLs reaching proficiency are invited to the ELL after school programs.

7. We plan on continuing our current programs for the upcoming school year. One improvement we will be implementing in our school is the Foundations program for all students in grades K-2. The consistency of this program will greatly improve the reading and writing skills of our ELLs.

8. We will continue to make improvements on the programs already being implemented for our ELLs. Last year we began our push-in ELL program but still maintained a pull-out program. This year most of our ESL instruction is done in the push-in model where collaborative team teaching takes place.

9. Our title III funding will be used to run 3 after-school programs: one for math enrichment, one for ELA support, and one for NYSESLAT test prep. ELL students are invited to participate in a Project Art program (CREATE!) to foster their creativity and artistic skills.

10. Web based subscriptions are used to supplement the curriculum for our ELL students. Starfall.com, Razkids.com, Brainpop.com, and United Streaming.com have been purchased and utilized. These programs are used independently on classroom laptops or used during small group and whole class instruction with the use of Smartboards. Our school website also offers support as it has a translation tool. All correspondence sent home to parents can be viewed on the website in their native languages. We have developed a mobile library of supplementary ELL self correcting materials for teachers to utilize in the classroom with their ELL students. We also have a lending library of picture dictionaries and bilingual dictionaries to offer to our ELLs in their native languages.

11. We currently have a Freestanding ESL program and due to the parent choice forms a Bilingual or Dual Language program has not been necessary. Native language is encouraged for students who are very new to this country. Since we have a large amount of students that are proficient, those students work with newly enrolled students to translate information. The emergent ELL students are encouraged to write in their native language and translate it into English through the translators, a translation web site, or a bilingual dictionary. We have a half day pre kindergarten that accepts new students on a "needs" basis. The class is made up predominately of ELL students. They remain in that class for one year, before officially being tested into an ELL program.

12. All required services support the ELLs' ages and grade levels. Additionally, resources correspond to ELLs' ages and grade levels.

13. Newly enrolled ELL students are introduced to the ELL teachers before beginning their school year. The ELL teachers find a classmate of the newly enrolled ELL who can assist in translating if necessary.

14. Currently there are no language electives offered.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. The ELL teachers have numerous opportunities for professional development. They attend meetings at the district office led by the ELL compliance specialist and/or an instructional specialist. In addition, the teachers attend workshops sponsored by BETAC and the United Federation of Teachers. The ELL teachers turnkey the professional development to school staff during a series of teacher workshops held after school and on student non-attendance days.

Some of this year's workshops include:

- Academic Literacy for ELLs Aligned to the Common Core State Standards: Introduction to CCSS
- Academic Literacy for ELLs Aligned to the Common Core State Standards: Reading and Writing Informational Text
- Academic Literacy for ELLs Aligned to the Common Core State Standards: Looking at Student Work
- Academic Literacy for ELLs Aligned to the Common Core State Standards: Curriculum Mapping
- Team Teaching in the ESL Program
- Meaningful Literacy Development for ELLs

2. Parents, staff, and students are invited to the receiving junior high school to meet the new staff and learn about the programs offered in the junior high school. The parent coordinator informs the parents when and where the meetings are being offered. In addition, we provide translation services to families who need it. Also, some junior high schools host meeting at our school to inform the parents and students about their school and educational programs.

3. The aforementioned after school workshops are offered to teachers who need to receive 7.5 hours of ELL training. The training sessions assist teachers throughout the building in scaffolding and differentiating grade level work for their ELLs.

E. Parental Involvement

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

1. Our school has a large, active Parent Teacher Association. Our parent coordinator is very effective with involving the parents of our ELL students. She serves as a translator during P.T.A. meetings and conferences. Various agencies come to our school to provide information to our parents to help their children in terms of health and academics. Adult English classes are also offered after school. Curriculum conferences are held to inform parents of what their child is learning in school and parent meetings are held throughout the year to inform them of their student's progress. Translators are provided at these meetings to ensure that the parents understand the information. In addition, parents are invited to visit the school and go into their child's classroom during reading, writing, and math celebrations. Parents are also invited to our numerous school-wide family nights and special assemblies showcasing our chorus and band. All invitations for our celebrations and family nights are sent home in numerous translated versions and can be found on the school website in the parents' native languages. This helps to ensure that all parents are involved.

2. The school partners with many agencies to provide workshops to our ELL parents. The parent coordinator works with the Jewish Community Center to provide an adult English class after school. Health Plus comes to our school once a month and provides workshops to our parents on various health topics. Additionally, Sylvan Learning Center hosts parent workshops at our school to teach parents ways to

help their children academically.

3. The parents' needs are evaluated through the parent coordinator, the teachers, and the administration. Parents are asked to come to members of the school community for support or with their concerns.

4. Our parental involvement activities address the needs of the parents by helping them to be involved in their child's well being and academics. Additionally, the translation services assist in their understanding of this information. Many parents are interested in learning how to help their child at home. During curriculum conferences and parent meetings strategies are given to the parents to help their ELLs in their learning. Many workshops coordinated by the school are based on the needs of our parents.

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)	11	13	3	0	0	3								30
Intermediate(I)	0	20	11	3	2	2								38
Advanced (A)	7	1	5	6	9	5								33
Total	18	34	19	9	11	10	0	0	0	0	0	0	0	101

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	1	0	0	0							
	I	0	10	0	0	0	0							
	A	0	15	11	0	2	4							
	P	0	6	9	11	12	9							
READING/ WRITING	B	0	11	2	0	0	2							
	I	0	18	12	3	2	2							
	A	0	0	5	5	9	5							
	P	0	2	7	3	3	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	7	6	0	14
4	2	6	4	0	12
5	4	1	0	0	5
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		5	1	6		1		13
4	2		5	1	2	1	1		12
5	1	2	1	1	0		2		7
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	0		1	1	9	1	2		14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	2	1		1		0		5
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The early literacy skills of our ELLs are assessed using the Teacher's College Reading and Writing Project assessment tools, namely T-Clas and the Narrative Continuum. T-Clas assesses the students letter and word recognition, reading fluency, retelling, and comprehension. The narrative continuum assesses the students writing based on structure, grammar, and mechanics. Using this data, children are placed into small

4.

a. After analyzing the results of the New York State Math, Science and Social Studies Exam, the majority of students fell into the category of level 2 and 3. Some children receiving native language exams did score well. However, there were students who took native language exams and still scored poorly. This data shows that those students are having difficulty in math and that language is not necessarily the reason for their low performance.

b. School leadership and teachers are using their data from all standardized exams and practice exams to drive instruction. The data enables teachers to provide their students with rigorous and need based small group instruction.

c. From the assessments it is apparent that our ELLs struggle in reading and writing. They develop proficiency in listening and understanding spoken English at a quicker rate.

5. N/A

6.

We currently assess our ELL students using T-Class Assessments, Running Records and State Test Results. Practice exams are used to form small group instruction. We also use ELL specific exams such as the NYSESLAT to differentiate instruction in the areas of listening, speaking, reading, and writing.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 013 M. L. Lindemeyer					
District:	31	DBN:	31R013	School		353100010013

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		94.1	95.3	94.8
Kindergarten	121	125	121				
Grade 1	110	136	136	Student Stability - % of Enrollment:			
Grade 2	108	110	146	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	129	103	107		90.9	92.8	92.8
Grade 4	106	134	107				
Grade 5	137	115	130	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		69.3	80.5	80.5
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		3	15	26
Grade 12	0	0	0				
Ungraded	1	3	1	Recent Immigrants - Total Number:			
Total	748	762	784	(As of October 31)	2007-08	2008-09	2009-10
					11	8	7

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	12	8	19	Principal Suspensions	16	7	57
# in Collaborative Team Teaching (CTT) Classes	14	27	30	Superintendent Suspensions	4	1	6
Number all others	47	50	54				

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	0	0	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:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	89	92	TBD
# ELLs with IEPs	0	10	TBD
These students are included in the General and Special Education enrollment information above.			
Number of Teachers	49	54	52
Number of Administrators and Other Professionals	9	9	6
Number of Educational Paraprofessionals	5	5	8

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	98.0	98.1	100.0
				% more than 2 years teaching in this school	61.2	68.5	88.5
				% more than 5 years teaching anywhere	57.1	63.0	69.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	90.4
American Indian or Alaska Native	0.3	0.5	0.1	% core classes taught by "highly qualified" teachers	96.2	98.1	100.0
Black or African American	23.4	20.9	19.4				
Hispanic or Latino	33.8	34.9	36.9				
Asian or Native Hawaiian/Other Pacific	13.9	14.3	14.0				
White	27.9	26.6	28.1				
Male	50.3	51.2	48.3				
Female	49.7	48.8	51.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category			
	In Good		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	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
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:	C	Overall Evaluation:					WD
Overall Score:	40.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	6.1	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	23.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

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