



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K013

PRINCIPAL: SABRINA FLEMING EMAIL: SFLEMIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. JOYCE-STALLINGS-HARTE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ms. Sabrina Fleming	*Principal or Designee	
Ms. Yalixa Rodriguez	*UFT Chapter Leader or Designee	
Mr. Joseph Lee	*PA/PTA President or Designated Co-President	
Ms. Latonya Buckner	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Monica Archer	Member/ UFT	
Ms. Lucian Black	Member/ UFT	
Ms. Blanco Calixto	Member/ Parent	
Ms. Dionne Lee	Member/ Parent	
Ms. Yovanny Martinez	Member/ Parent	
Ms. Myriam Midence	Member/ Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.

- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- After reviewing the recommendations from our school’s JIT Review on page three (3), school leaders will establish and monitor a system of accountability that clearly delineates the roles and responsibilities of all personnel who supervise and/or provide academic and support services to the students with disabilities.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

 X 2.3 Systems and structures for school development

 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Through a clear and focused vision, by June 2013, the principal will implement a plan of action that clearly delineates the roles and responsibilities of all personnel who supervise and/or provide academic and support services to improve the progress and performance of all learners as evidenced by the results of local and state assessments.

Instructional strategies/activities

- Schedules will be created identifying each special needs provider’s role and responsibilities.
- Training will be conducted by the network and consultants to support each provider in their area of focus.
- Binder will be kept with providers and students serviced.

Budget and resource alignment

- Indicate your school’s Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy **Title IA** Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student

Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below.

- Academic Intervention position (\$75, 000)
- Teacher Teams meet per session (Title I SWP-\$12,594)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- After reviewing the recommendations from our school’s JIT Review on page two (2) we needed to “Provide the staff with a coherent, well-articulated, and standards-based curriculum to drive instructional decision-making and lesson design. To ensure the effective implementation of guides, scope and sequence documents, pacing calendars, etc., provide staff with a system of support, monitoring, and feedback. Teachers of students with disabilities should attend general education grade conferences on developing and implementing instructional goals and objectives for additional guidance and direction.”

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

- | | |
|--|--|
| <input type="checkbox"/> 3.2 Enacted curriculum | <input type="checkbox"/> 3.4 Teacher collaboration |
| <input checked="" type="checkbox"/> 3.3 Units and lesson plans | <input type="checkbox"/> 3.5 Use of data and action planning |

Annual Goal #2

- By June 2013, all teachers will be trained to implement the Teachers College Units of study using the Workshop Model for Reading as a strategy to improve the reading skills of all students in order to increase the overall student performance in ELA by at least 4 reading levels in grades K-2 and 3 reading levels in grades 3-5 as measured by the Mondo Reading Assessment.

Instructional strategies/activities

- **Instructional strategies/activities**

Professional development: PD will be given on the following topics:

Teachers College Reading Units of Study

- Implementing T.C.’s Units of study that are aligned to the Common Core Learning Standards (CCLS).
- Integrating critical thinking skills through a balanced literacy approach using Accountable Talk.
- Implementing reading workshop, students have the opportunity to become active participants in their learning. The workshop model follows a balanced literacy approach and is divided into the following sections:

Read Aloud- Teacher conduct read alouds to model reading strategies from various genres while students have the opportunity to engage in Accountable Talk sessions. Accountable Talk sessions will emphasize inferring from text and using text evidence to support arguments.

The Mini Lesson:

Connection-Teacher connects the learning for the day with previous lessons.

Teach-Direct explicit instruction of reading strategies where teacher models.

Active Involvement-Assessment opportunity where students have the opportunity to practice the reading strategy as the teacher takes notes on what the students can do, plan next steps and determine who will be in the strategy or small group.

Link- The strategy is linked to the learning and told how it can be applied in the future.

Independent Practice- Students work independently, in partnerships or small groups to practice reading strategy. The teacher confers with individual students and small groups practicing the reading strategy and set goals for next steps.

Assessment-Running Records conducted by teachers to ascertain accurate independent and instructional reading levels of students.

Guided Reading-Teacher models reading strategies with individual and small groups of students to help them move to the next reading level. Data collected can be used to help plan differentiated lessons.

Shared Reading- Teacher and students reads a selection as a strategy is being modeled.

- Fountas and Pinnell Assessment
- Teachers College Assessments
- How to use assessment data to plan instruction.

Targeted Population: Grades K through five General Education, ESL and Students with Special Needs.

Responsible Staff Members: Classroom teachers, the staff developer from Teachers College, school staff developer, administrators, ESL Teacher, AIS Teacher (Principal and Assistant Principal).

Benchmark assessment will be administered: September 2012, December 2012 and March 2013.

Implementation Timeline: September 2012 through May 2013.

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **F/P SWP**

Service and program coordination

- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below.
 - Teachers College Professional Development and Staff Developer (Tf/P SWP-\$30,000)
 - Staff Developer position in-house (\$80,000)
 - Academic Intervention position (\$75,000))
 - Teacher Teams meet per session (Title I SWP-\$12,594)
 - Professional instructional materials to support curriculum development before and after school (\$3,000)

Budget and resource alignment

- Indicate your school’s Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy **Title IA** Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below.
 - Professional instructional materials to support curriculum development before and after school (\$3,000)

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- After evaluating the school’s academic schedule, we concluded that our students lacked in the area of social and emotional education.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, we will provide all students with social and emotional support by participating in our Scholar Dollar PBIS Initiative to improve their social emotional health as measured by a decrease in student infractions by March 20th.

Instructional strategies/activities

The school has implemented a Scholar Dollar PBIS Program. All students will have the opportunity to earn Scholar Dollars for:

- Improving in academic areas (I.E., Moving to the next reading/writing level)
- Showing acts of kindness
- Modeling Good Citizenship
- Modeling Good Behavior
- Engaging in Healthy Eating Habits
- Engaging in Physical Activities
- Partnership with Community Based Organization (CBO) *Institute for Community Living (ICL)*
- Partnership with Community Based Organization (CBO) *Downstate Medical Center*
- Partnership with Community Based Organization (CBO) Department of Health (DOH) to for our Wellness Council
- Partnership with Community Based Organization (CBO) Food Bank to provide Cookshop for the students and parents
- Partnered with the Mayor’s Task Force to improve our attendance
- Participate in Wake Up New York to improve attendance
- Partnered with the Community Based Organization (CBO) *We the Kids* to organize and create college tours to help our students become college and career ready.

Targeted Population: All Students

Responsible Staff Members: All staff (School Safety, Classroom Teachers, Cluster/Support Teachers, Educational Assistants, Custodians) have Scholar Dollar Recommendation forms to distribute to students as needed.

Benchmark assessment will be administered: September 2012, January 2013 and May 2013.

Implementation Timeline: September 2012 through June 2013.

Budget and resource alignment

• Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy **Title IA** Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below.

- Professional instructional materials to support curriculum development before and after school (\$3,000)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- After reviewing previous in-house school surveys, we noticed there was limited parent involvement in our school community.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- | | |
|---|--|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- By June 2012, we will have a 5% increase in parent involvement as measured by our attendance sheets at PTA Meetings, Attendance Ceremonies and other school-wide evening events.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

P.S. 13’S SCHOOL-PARENT COMPACT

The Roberto Clemente School, P.S. 13 and the parents of 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 is compact outlines how the parents and the entire school staff 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 and the NYC’s high standards.

This School-Parent Compact is in effect during the 2012-2013 School Year.

School Responsibilities:

P.S. 13 will:

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

Each student will participate in a comprehensive literacy and math schedule as mandated by New York State Department of Education. Students will be assigned to small groups that are differentiated according to student needs and interests.

- **Hold parent-teacher conferences twice a year, during which time this compact will be discussed as it relates to the individual child’s achievement.**
- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

Student’s report cards are distributed 3 times a year and student’s promotion in doubt letters is sent home a minimum of twice a year. Interim letters explaining student performance and monthly goals, as well as reinforcement activities will be distributed to parents twice a year.

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

Teachers met with parents in the beginning of the year at a Curriculum Tea where they meet their child’s teacher and are informed about the school’s academic, social and personal expectations. Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time by appointment. Some teachers are communicating with parents via e-mails, letters and phone calls.

- **Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers organize culminating activities and celebrations that encourage parent attendance through written invitations. Parents were invited to sit in their children’s classes during the Parent Week, participate in monthly assemblies, and attend perfect attendance student and parent award assemblies quarterly.

Parent Responsibilities:

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

- Encouraging my child’s learning experiences by making education a priority in our home by:
 - Have my child arrive on time to school prepared to learn and participate.
 - Monitor my child’s attendance and notify the school when my child will be absent for a valid reason and provide the necessary documentation to the school.
 - Prompt a daily discussion with my child about his/her school activities.
 - Schedule homework time and review homework books to ensure my child has completed all of his assignments.

- Provide an environment conducive for study and encouraging my child to read with me or independently everyday.
- Monitor the amount of television my child watch and the amount of time they spend playing video games.

- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Participate in school activities on a regular basis.
- Stay informed about my child's education and communicate with the school.
- Communicate positive values and traits, such as respect, hard work, responsibility, dedication, punctuality and perseverance.
 - Respect the cultural differences of others.
 - Help my child accept the consequences for negative behavior
 - Be aware of and follow the rules and regulations of the school.
 - Support the school's discipline policy.
 - Express high expectations and offer praise and encouragement for achievement and good effort.
 - Volunteer in my child's school where ever I am needed.
 - Complete and return all surveys when asked.
 - Be a part of the school's Leadership Team.

Public School 13 will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Collaborate with parents to develop school-wide plan on the School leadership Team (SLT).
- Hold an Annual Title I 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 their right parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents.
- Provide my child with a library card and other access to a variety of books and reading materials.
- Provide parents with translation services for all documents and conversations.
- Parents are a part of the decision making process through monthly School Leadership Meetings.
- Provide information to parents in a uniform format that accommodate all of our English Language Learner Parents and Parents of with disabilities.
- Provide parents information 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.

Student Responsibilities:

Students will:

- Attend school regularly and on time.
- Come prepared to work.
- Complete all homework and assignments to the best of my ability.
- Ask questions when I do not know something.
- Show respect to my teachers, friends and others.
- Wear my uniform every day.
- Agree to disagree.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy **Title IA** Title IIA Title III Set Aside Grants Other-describe here: **F/P SWP**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below.
 - Family Engagement (\$4,883)
 - Parent Involvement (Title 1-\$4,995)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	The Academic Service Provider meets daily with small groups of students to give instruction using <i>Dibels, Acuity, Achieve 3000, TC Reading and Writing Workshop</i> . In the afterschool program, the students also receive instruction using <i>Waterford</i> and teacher made materials.	Small Group Push In-Push Out	During the school day & Afterschool
Mathematics	The Academic Service Provider meets daily with small groups of students to give instruction using <i>Dibels, Acuity, Achieve 3000, Everyday Math</i> . In the afterschool program, the students also receive instruction using <i>Waterford</i> and teacher made materials.	Small Group Push In-Push Out	During the school day & Afterschool
Science	Classroom teachers meet in small groups with students using core curriculum	Whole class, Small group & One-on-One	During the school day.

	materials, teacher made materials and <i>Core Curriculum</i> to give instruction during the school day as needed to remedy the students' deficiencies in science.		
Social Studies	Classroom teachers meet in small groups with students using core curriculum materials or teacher made materials to give instruction during the school day as needed to remedy the students' deficiencies in social studies.	Whole class, Small group & One-on-One	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Our Guidance Counselor meets daily with several grade level groups of students to give them instruction using various materials to address the social and emotional needs of our students.</p> <p>We share our social worker and we do not have any mandated students.</p> <p>We share our psychologist and we do not have any mandated students.</p>	Small group & One-on-One	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All of our teachers are highly qualified.

To assist in our recruitment process, we use the new teacher finder and attend hiring fairs to interview potential candidates.

To retain our current staff, we conduct on-going one-on-one goal setting conferences using Charlotte Danielson's Rubric to identify areas of improvement to support their professional needs. We provide additional support by observing, modeling and providing effective feedback with next steps to enhance their instructional growth. Teachers also participate in inter-visitations in-house and outside to view and share best practices. Our teachers participate in professional development sessions at Teachers College in the areas of Reading and Writing Workshop Model and have lab-sites at the school to practice implementing the strategies they have learned in the professional development workshops.

Our math Coach meets weekly with our math grade facilitators to analyze our math data, create and modify the math curricula using the city-wide expectations and create rigorous performance tasks to ensure our students receive a Common Core Learning Standards (CCLS) aligned math curriculum.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS
ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

P.S. 13'S SCHOOL-PARENT COMPACT

The Roberto Clemente School, P.S. 13 and the parents of 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 is compact outlines how the parents and the entire school staff 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 and the NYC's high standards.

This School-Parent Compact is in effect during the 2012-2013 School Year.

School Responsibilities:

P.S. 13 will:

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

Each student will participate in a comprehensive literacy and math schedule as mandated by New York State Department of Education. Students will be assigned to small groups that are differentiated according to student needs and interests.

- **Hold parent-teacher conferences twice a year, during which time this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student's report cards are distributed 3 times a year and student's promotion in doubt letters is sent home a minimum of twice a year. Interim letters explaining student performance and monthly goals, as well as reinforcement activities will be distributed to parents twice a year.

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

Teachers met with parents in the beginning of the year at a Curriculum Tea where they meet their child's teacher and are informed about the school's academic, social and personal expectations. Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time by appointment. Some teachers are communicating with parents via e-mails, letters and phone calls.

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

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities. Classroom teachers organize culminating activities and celebrations that encourage parent attendance through written invitations. Parents were invited to sit in their children's classes during the Parent Week, participate in monthly assemblies, and attend perfect attendance student and parent award assemblies quarterly.

Parent Responsibilities:

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

- Encouraging my child's learning experiences by making education a priority in our home by:
 - Have my child arrive on time to school prepared to learn and participate.
 - Monitor my child's attendance and notify the school when my child will be absent for a valid reason and provide the necessary documentation to the school.
 - Prompt a daily discussion with my child about his/her school activities.
 - Schedule homework time and review homework books to ensure my child has completed all of his assignments.
 - Provide an environment conducive for study and encouraging my child to read with me or independently every day.
 - Monitor the amount of television my child watch and the amount of time they spend playing video games.
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Participate in school activities on a regular basis.
- Stay informed about my child's education and communicate with the school.
- Communicate positive values and traits, such as respect, hard work, responsibility, dedication, punctuality and perseverance.
- Respect the cultural differences of others.
- Help my child accept the consequences for negative behavior
- Be aware of and follow the rules and regulations of the school.
- Support the school's discipline policy.
- Express high expectations and offer praise and encouragement for achievement and good effort.

- Volunteer in my child's school where ever I am needed.
- Complete and return all surveys when asked.
- Be a part of the school's Leadership Team.

Public School 13 will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Collaborate with parents to develop school-wide plan on the School leadership Team (SLT).
- Hold an Annual Title I 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 their right parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents.
- Provide my child with a library card and other access to a variety of books and reading materials.
- Provide parents with translation services for all documents and conversations.
- Parents are a part of the decision making process through monthly School Leadership Meetings.
- Provide information to parents in a uniform format that accommodate all of our English Language Learner Parents and Parents of with disabilities.
- Provide parents information 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.

Student Responsibilities:

Students will:

- Attend school regularly and on time.
- Come prepared to work.
- Complete all homework and assignments to the best of my ability.
- Ask questions when I do not know something.
- Show respect to my teachers, friends and others.
- Wear my uniform every day.
- Agree to disagree.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Maldonado/Fong	District 19	Borough Brooklyn	School Number 013
School Name Roberto Clemente			

B. Language Allocation Policy Team Composition [?](#)

Principal Mr. A. Baskin	Assistant Principal Mrs. M. Mancini
Coach Mrs. M. Archer	Coach type here
ESL Teacher Ms. N. Morris	Guidance Counselor
Teacher/Subject Area Mrs. J. Williams-Graves	Parent
Teacher/Subject Area type here	Parent Coordinator Mrs. L. Castillo
Related Service Provider type here	Other Mr. P. Raymond / A.P.
Network Leader Mae Q. Fong	Other type here

C. 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	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	516	Total Number of ELLs	41	ELLs as share of total student population (%)	7.95%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), including the informal oral interview in English and the Native Language. This survey lets school staff know what language is used in the student's home. Upon registration, a trained pedagogue administers the HLIS. If the survey indicates that the student speaks a language other than English, then Ms. Morris, the certified ESL teacher, will interview the student and the parent separately. The student is assessed using the Language Assessment Battery-Revised, LAB-R examination in English to determine English language proficiency. The LAB-R is administered only once in a student's lifetime. If the student's home language is Spanish and he/she did not score "proficient" on the LAB-R, then, that student will take the Spanish LAB. The certified pedagogue will use the results of the Spanish LAB to evaluate the student's literacy in his/her native language. The identification and examination process happens within ten days of the student's enrollment.

The English Language Learners are evaluated annually using the New York State English as Second Language Achievement Test (NYSESLAT). This exam, aligned with the New York State English as a Second Language Standards, is administered to all of the identified ELLs in grades K-5 by the certified ESL teacher, Ms. Morris. The NYSESLAT determines entitlement of English as a Second Language services in addition to analyze students' English Language proficiency. Ms. Lella, the pupil accounting secretary or Ms. Morris, the certified ESL teacher will print the RLER report. The RLER report, Revised LAB/NYSESLAT Eligibility Roster shows the students who will be tested. Ms. Morris will test all eligible students on the four modalities of the exam; listening, speaking, reading and writing. If a student is absent for one of the modality components of the NYSESLAT, Ms. Morris ensures that the student is tested within the testing window.

2. At Roberto Clemente Public School 13, there are many structures in place to ensure that parents understand all three program choices: Transitional Bilingual, Dual Language, and Freestanding ESL. Within ten days of enrollment, parents receive a letter in their native language inviting them to come to the school for a parent orientation. Parents are also contacted via phone or in person if they have not attended the scheduled orientation. During this orientation, parents view a video located on the Department of Education's website in their native language explaining the three programs available throughout New York City. Parents watch the video on the computer using headphones. After the video segment, parents are provided with literature in their native language regarding the three choices. They are required to complete the Parent Survey and Program Selection form in their native language. Based on parent program choice students are placed in the appropriate classroom setting. If the parents have any additional questions, in a language other than Spanish, then, Ms. Morris will contact staff members proficient in the appropriate language. The Assistant Principal, Mr. Raymond speaks Haitian Creole; Ms. Sligh, the guidance counselor speaks French; and Ms. Li, the art teacher, speaks Chinese. If the parents' native language is not available in house, then Ms. Morris will contact the Department of Education's Translation and Interpretation Unit for an interpretator. In the event that a parent does not attend orientation, then a second invitation is sent out. If there is no response within five days, then the student is placed in the default program.

3. The school ensures that entitlement letters are distributed to all students receiving services. The letters are sent home with the students in the upper grades. The letters are given to the classroom teachers of the students in the lower grades. During the morning line up or during dismissal, the teachers in grades K-3 give the letters to the parents. Ms. Morris also greets parents at the entrance to inform them about these documents. All correspondence is copied and placed in the students' Cumulative Record Folder and in files kept by the

English as a Second Language Teacher, Ms. Morris. Parents who did not complete the Parent Survey and the Program Selection form during the orientation are contacted by phone to return the forms. If the parent does not respond within ten days, then the school sends a new form in their native language certified mail returned receipt. If there is no response within ten days, then the student is placed in our default program, at this time, Freestanding ESL.

4. Once newly enrolled students have been identified as an English Language Learner in need of services, the school will provide the appropriate instructional program within ten school days. The only program currently available at Public School 13K is Freestanding English as a Second Language. As per the Aspira Consent Decree, if 15 or more parents within the same home language group and whose children are on one or two contiguous grades request a TBE program we are obligated to create such a program. We keep records of parents' choices on an ongoing basis using a data spreadsheet. This way we will know when we have the mandated numbers to create a TBE class and contact parents. The parents, who chose ESL will receive a letter informing them of their child's score on the LAB-R exam and of their child's placement in the ESL program. The number of hours the student will receive in ESL depends on his/her English Language proficiency level as per his/her score on the LAB-R. As per CR Part 154, beginning and intermediate ELLs receive 360 minutes per week (8 periods, 45 minutes each) of ESL instruction. Advanced students receive 180 minutes per week, or 4 periods, of ESL instruction. The classroom teachers are informed of their ELL students and are provided with the schedule of when those students will receive services. Letters are sent home to parents in their native languages explaining that their child will receive instruction in English. Parents are encouraged to contact Ms. Morris with any questions or concerns about the program. They receive additional literature in their language about the program and are given the Department of Education's website to access more information. The ESL teacher, Ms. Morris, will make copies of all letters sent home to parents. One copy is placed in the student's cumulative records and the other one is kept in the ESL binder.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend at Public School 13 in program choices have been Dual Language (2009-2010 was 51% and 2010- 2011 was 40%). In previous years, the overwhelming Spanish speaking parent population have been interested in their children learning English while becoming fluent and literate in their first language. However, in this school year, the parents have been mainly from Francophone Africa and the Middle East. 100% of these parents wanted their children enrolled in an English only program. The parents stress the importance of learning English so that their children would be able to get a job when they grow up.

6. The program model offered at the school is aligned with parental requests. The parents want their children to learn English and are excited about the Freestanding English as a Second Language program available at the school.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	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	31	0	0	10	0	3				41
Total	31	0	0	10	0	3	0	0	0	41

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														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
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	4	6	6	7								27

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
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1	2	1	2								9
Haitian														0
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	2	6	6	9	7	10	0	40						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction for the English Language Learners is differentiated according to the needs of the students and their proficiency with the English Language.

a) The Freestanding English as a Second Language certified teacher, Ms. Morris, pulls out a small group of students in grades K-5 to service them in a separate classroom. The beginning and intermediate students receive 360 minutes per week and the advanced students receive 180 minutes of instruction.

b) Ms. Morris pushes in to co-teach and collaboratively instruct with a third, a fourth, and a fifth grade teacher to provide services for the

A. Programming and Scheduling Information

ELLs. Ms. Morris coteaches with Ms. Best-Hamblin in Class 301, Ms. Millocca in Class 404 and Ms. Williams-Graves in Class 503.

2) The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in ESL. The Freestanding English as Second Language teacher, Ms. Morris, pushes into classes with the intermediate and advanced ELLs and pulls out the newcomers and beginning ELLs. Each group receives the mandated amount of instructional minutes.

a) As per CR Part 154, ESL and ELA instructional minutes are explicitly delivered to the school's English Language Learners. The advanced students receive 180 minutes of ESL with Ms. Morris and 180 minutes of English Language Arts instruction with their classroom teachers. Beginning and intermediate students receive 360 minutes of English as a Second Language instruction with Ms. Morris. ELA instructional minutes are delivered using the school's Story Town literacy program. The ESL instruction is delivered using the ELL component of the Story Town program and the Achieve 3000 computer program by Ms. Morris. The ESL and ELA minutes are delivered using technology like laptops, desktops, and smartboards. The 180 minutes of ELA instruction for the advanced students can be incorporated in the content area subjects, like Art, Science, Math and Social Studies. In these subject areas, the ELL students focus on vocabulary skills, following directions, comprehension, problem solving, and verbal expressions. The goal of the ESL program is to provide students with sufficient English skills to grasp Common Core Learning Standards which prepares them for college and a career. The program uses the current identified literacy approach in the building which offers developmental sequence of English instruction in the four language skills: listening, speaking, reading and writing.

3) In the Freestanding English as a Second Language program, instruction is delivered in content areas such as Computer, Art, Science, Social Studies Math, and Library. Ms. Morris meets with classroom and cluster teachers to plan differentiated lessons with language content foci. The ESL teacher co-teaches with the classroom and/or cluster teacher during the lesson to assist the English Language Learners. The teachers will employ best techniques to teach English Language Learners, such QTEL, TPR, manipulatives in math, bilingual glossaries, picture dictionaries, charts, graphs, visual aids, demos, pictures, and hands-on activities in the Science Lab. Students will receive support in their native language with the assistance of bilingual glossaries and dictionaries, native language libraries, and a buddy system.

4) The English Language Learners in this school are enrolled in a Freestanding English as a Second Language. They are evaluated in English only. No instruction occurs in the children's native language.

5) The school will differentiate instruction for each English Language Learner based on his/her category: SIFE, newcomer, 4-6 year ELL and long term ELL.

a) While we currently do not have any SIFE students in the school, in the event that students arrive under this category, the school has an educational and instructional plan to address their needs. Students will receive a variety of academic intervention services. The ESL teacher will create an individualized student needs assessment plan in collaboration with the AIS Team to focus on Literacy and Math skills. Students will be provided with the corresponding English language proficiency materials to help him/her succeed in the classroom. Additionally, the Parent Coordinator, the Guidance counselor and ICL (Institute for Community Living, a school based community organization) will help the student and his/her parent with this transition back into a formal school setting.

b) ELLs who have been in the country for less than three years and those who have recently arrived to the United States of America will receive instruction tailored to fit their academic and social needs. All teachers servicing ELLs will differentiate instruction according to the results of NYS standardized exams, LAB-R, NYSESLAT, and informal teacher observations and assessments. Using a buddy system, the teacher will identify a similar student in his/her class to assist them during the day. Students are encouraged to participate in the Saturday Academy and SES afterschool program. An informal assessment is given to identify possible Academic Intervention programs. Each ELL will complete assignments in English at their own pace using computer programs such as Destination Reading, Achieve 3000, and Ticket to Read. All instruction focuses on the four modalities; listening, speaking, reading and writing.

c) Ms. Morris and the AIS team will collect and analyze data concerning the ELLs receiving four to six years of ESL services. The group will scrutinize the results of the NYSESLAT, ELA, Science, and Math assessments to highlight academic strengths and weaknesses. The team will create an action plan for each student delineating and tabulating the standards, concepts and skills that have not been grasped. Instruction and assignments in English will focus on the action plan. Students will be reevaluated every six weeks to track progress in these areas.

d) While we do not currently have any long-term ELLs, in case the school receives such students during the academic year, these students will participate in a targeted specific afterschool program. The afterschool program will focus on reading and writing through drama, computer, art, and science. Additionally, the school will employ the Wilson Reading Program, Foundation, Ticket to Read, Destination Math, Destination Reading, Achieve 3000, and the Intervention Station for Story Town.

6. Some of the research-based and standards-based instructional methods for English Language Learners are helpful when working with Students with Disabilities. Teachers of ELLs with disabilities have a variety of programs to help their students access academic content areas and accelerate English Language development. The school's literacy curriculum, Story Town, has a component for students below

A. Programming and Scheduling Information

grade level and a component for English Language Learners. These students are exposed to the content and concept many times using a myriad of instructional methods. The teacher uses visual aids, graphic organizers, repetition, simplified language, scaffolded vocabulary and the audio concept of the literacy program.

7. The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The ELL-SWD student is mainstreamed into a General Education fourth grade class for the mandated 360 minutes of ESL instruction per week. Ms. Morris pushes into Class 404 and a para brings the ELL-SWD to the class room for 8 periods a week. During Computer class, the student listens to stories using headphones to help him learn English as a Second Language and English Language Arts.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

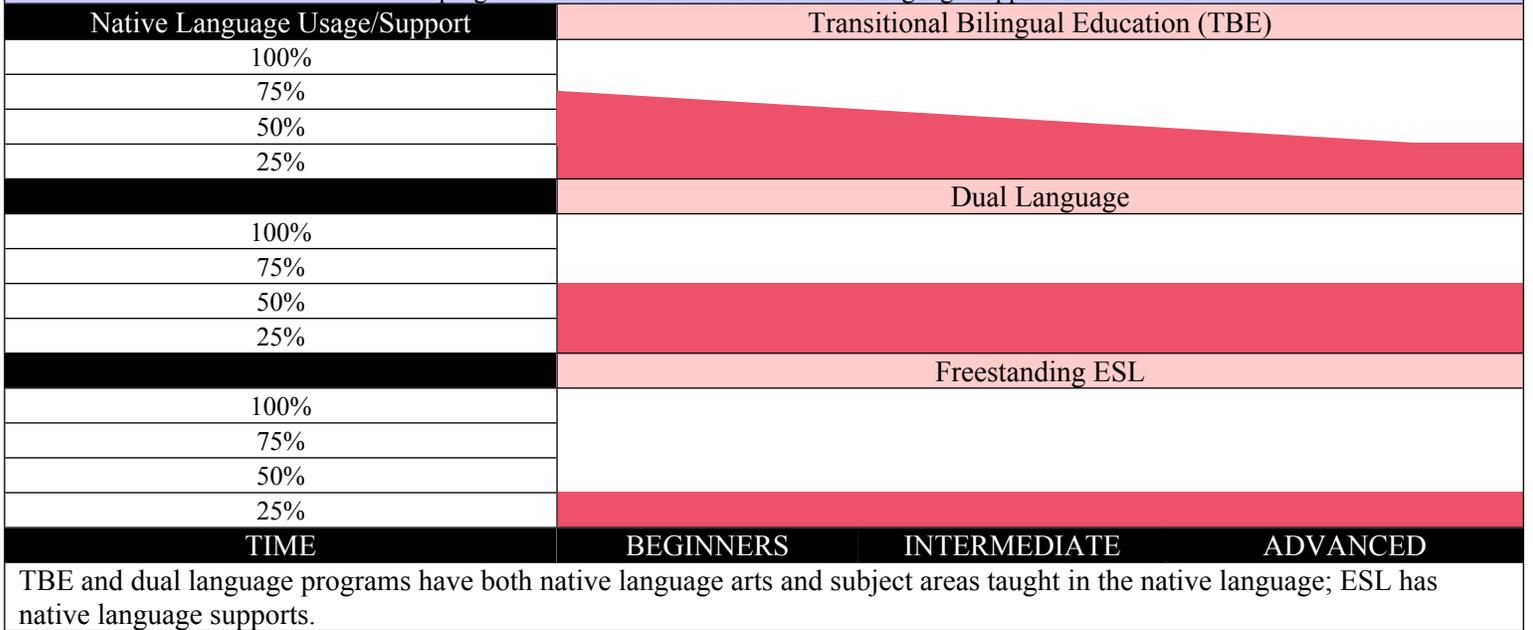
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8) The targeted intervention programs for newcomer ELLs and ELLs receiving 4 to 6 years of service in ELA, math, and other content areas involve a menu of support options and instructional approaches. The AIS teachers, classroom teachers, cluster teachers and the ESL teacher will plan collaboratively to ensure that the content is being delivered to the ELLs using the most effective techniques. An individualized plan will be created to target the specific needs of the students. The programs available to support these students include Destination Math, Destination Reading, Voyager Passport, Orchard Math, Foundation, Waterford, Wilson and Story Town Intervention station. Academic Intervention services will be evaluated by on-going student assessment, work folders for students, students' performance on benchmark exams, monthly teacher AIS logs and monthly progress reports to parents in the appropriate language.

9) ELLs reaching proficiency on the NYSESLAT are entitled to continuing transitional support for two years. These students participate in the afterschool SES program to focus on their strengths and weaknesses. Students will attend the Saturday Academy and receive additional academic support. They have access to glossaries, picture dictionaries, pronunciation guides, thesaurus and a variety of genres, particularly non-fiction articles and books. The ESL teacher and the AIS teachers will analyze data from the Periodic Assessments and the standardized exams to determine skills that the students need to practice.

10) The instructional cabinet at Public School 13 meets weekly to evaluate and discuss the instructional needs of the school. The administrative team, coaches, and the grade leaders focus on incorporating Danielson's Framework and Common Core Learning Standards into teaching and learning. Teachers receive intensive targeted differentiated professional development to address the gaps in instruction. The team evaluates student work to determine how to infuse more rigor in the classroom. Special attention will be paid to English Language Learners who have been receiving ESL services for more than three years.

11) At this point in time, the school has no intention of discontinuing programs or services for the English Language Learners.

12) All students are invited to participate in the school's afterschool program, Saturday Academy and activities run by Americorp City Year. The ELLs actively participate in the school's Chess Club and lunch clubs focused on students' interests. The English Language Learners are invited to the Cook Shop program where they learn how to prepare healthy meals. The information regarding programs are sent home in English for the students and in the parent's native language. The afterschool program will offer targeted instruction to Level 1 and Level 2 students in Literacy and Math. The program will implement support skill acquisition for low performing students. Students will work in small groups and receive individualized instruction to develop and strengthen identified literacy skills. The afterschool tutoring program is also available in the form of home tutoring, which is the option that the parents of the ELLs usually choose. Using the grant for the English Language Learners, certified ESL teachers will implement a Saturday Academy to prepare students for the standardized tests. The students learn Math and Literacy using technology and visual aids.

13) The Story Town reading program offers an ELL resource kit to teach the skills needed by students acquiring English as a Second Language. Students have access to Google Translator, Smartboards, laptops, Achieve 3000, Pearson Ellis, and other computer programs targeted to help students acquire reading skills. Students have access to bilingual glossaries, picture dictionaries, native language dictionaries, writing resources guides, visual aids and graphic organizers.

14) Native language support is not delivered in the school because Public School 13 only has Freestanding English as a Second Language. All instruction happens in English. However, students have access to bilingual dictionaries and glossaries, native language libraries, google translations, and a buddy system.

15) ELLs are grouped according to age/grade level. Students are placed in age appropriate grades but receive English level proficiency instruction according to their NYSESLAT score or their LAB-R score. The intermediate and advanced students in grades three through five receive support in their classrooms according to the objectives and standards addressed in the corresponding lesson. Instruction delivered

to the intermediate and advanced students in the push-in model are aligned to the instructional needs of students determined by analyzing the data from the NYSESLAT and the standardized exams.

16) Before the beginning of the school year, letters were sent home in English and the native languages of parents inviting them to come to the school for Back to School Day. The Parent Teacher Association and the Parent Coordinator greeted parents over the summer informally to discuss the mission of the school. The majority of the adults in attendance for the Back to School Day were the parents of the ELLs.

17) At this point in time, there are no language electives offered to English Language Learners.

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)?

Public School 13 does not have a Dual Language Program at this time.

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 Network provides professional development for certified ESL teachers and for teachers servicing ELLs. The Network also provides professional development to the content area teachers on integrating curriculum. Staff in all content areas will receive professional development in coteaching; differentiating instruction; using bilingual dictionaries/glossaries; preparing for the NYSESLAT; and using visual aids, manipulatives and listening centers. Teachers meet during monthly meetings, common planning periods, and collaborative inquiry team meetings to discuss effective strategies for instructing English Language Learners.

2) Staff at the school assist ELLs as they transition from elementary school to middle school. By implementing the Common Core Learning Standards and infusing the curriculum with rigor, the teachers are preparing the English Language Learners for college and career readiness. The Guidance Counselor and Parent Coordinator assist the students with the student interview process, the parent interview, student portfolio for the middle school application and the acceptance process.

3) As per Jose P. non-ELL teachers and ELL teachers receive 7.5 hours of ELL training. Teachers will receive professional development by the network's ELL liaison and from the certified ESL teacher. Teachers will discuss research-based and standards-based techniques and methodologies and then design lessons to effectively instruct English Language Learners. These teachers will meet twice a week for differentiated professional development. The school will keep copies of the agendas, attendance sheets and handouts. Copies will be given to the teachers and a copy will be kept in the ESL binder.

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) Public School 13 has an active PTA and a Bilingual Parent Coordinator. All information is sent home to parents in English and the parents' home language. When parents come in for a meeting there will be an interpreter available. The Bilingual Parent Coordinator promotes parent engagement and addresses parents' questions and concerns. The Parent Library will stock a lending library with parenting and intervention materials, learning aids, and other resources of interest to parents. Workshops will be conducted to increase parents' understanding of standards, assessments, and the school's curriculum. We provide parents with a monthly newsletter in English and home languages about upcoming activities to increase parental involvement. A Back to School workshop is held before the start of the school year to encourage parents to get involved in their children's education. Open House is held at the end of September to introduce parents to the staff and give them an opportunity to meet the different SES providers. Parents participate in Computer classes, ESL adult classes, Cooking, Parenting, holiday potlucks and dinners, raffles, Bring your son to school Day, ARIS training, Math Night, Multicultural Night, and other bonding activities.

2) The school's SES, supplemental educational service, offers home tutoring and afterschool instruction in the school. The parents of the ELLs prefer the home tutoring aspect of the program. Additionally, the school houses a Community Based Organization called Institute for Community Living (ICL). ICL provides programs regarding arts and craft, child awareness, health and nutrition, and family support. Parents are provided with opportunities to share common experiences, gain emotional support, and problem-solve issues. Parents can also become certified in CPR.

3) The Parent Coordinator and the Parent Teacher Association conduct need assessments for parents via parent surveys. The parents' survey will provide a comprehensive list of workshop topics to be addressed throughout the year. Parents address concerns and issues to the parent coordinator and to the ESL teacher, Ms. Morris.

4) Based on the needs of the parents, the Parent Coordinator implements workshops, classes, and translation services for parents. The school provides ESL classes for the parents once a week from 9 a.m. to 11 a.m. based on the needs of the parents. Additionally after parents expressed interest in taking computer classes, the school offered computer classes for parents after school while their children were attending afterschool. The parents receive training in ARIS to examine the test scores of their children.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	6	2	4	2	3								19
Intermediate(I)	0	0	3	3	3	6								15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	0	1	2	2	2								7
Total	2	6	6	9	7	11	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	2	0	5
4	2	5	3	0	10
5	5	5	2	0	12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	2	1	0	2	0	0	0	7
4	2	0	3	0	4	0	1	0	10
5	2	0	5	0	4	0	1	0	12
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	0	0	7	0	1	0	10
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	5	4	0	2					
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 assessment tools used at the school include DIBELS, Fountas and Pinnell, TRC and Hartcourt weekly assignments to assess the literacy skills of the ELLs. The teachers gain information about the reading levels, comprehension levels and writing abilities of the students. This data is used to inform instruct and revamp teaching methodologies. This data also informs our instructional plan by allowing teachers to understand students' strengths and areas in need of support in order to differentiate instruction and plan collaboratively across subject areas for the English Language Learners. The RNMR is used in many different ways for this purpose including using one modality set to improve the other. 2) Based on the data from the LAB-R and the current NYSESLAT scores, we find that across the grades we have a greater proficiency in Listening/Speaking than in Reading/Writing. In our testing grades 3-5, our Reading/Writing proficiency levels average intermediate/proficient and proficient in Listening/Speaking. English Language Learners who are proficient based on their LAB-R scores and/or the NYSESLAT scores are on grade level in their classrooms. Students who are not proficient based on those assessments need extra support in their General Education classes.

3) The patterns from the ESL assessments, LAB-R and NYSESLAT inform instruction by indicating a need to include deeper depth in our reading and writing activities across the curriculum for our ELLs. The certified ESL teacher, classroom teachers and cluster teachers use the four modalities - reading/writing and listening/speaking- measured by the NYSESLAT to make instructional decisions. After analyzing the data, teachers can create activities and assignments to help each ELL address an area of concern. For example, if the data indicates that four students did not score well on the Listening section, then the teacher will set up listening centers for the students to improve that skill.

4a) After examining the test results of the English Language Learners enrolled in the school's Freestanding English as a Second Language program the school noticed that the proficient students scored a 3 or a 4 on the standardized exams. Students who tested out of the NYSESLAT scored well on the NYS ELA and Math exams. The data shows that ELLs who scored beginning and intermediate on the Reading/Writing modalities of the NYSESLAT underperformed on the state assessments. ELLs performing as advanced and/or proficient in the Reading/Writing modality scored a 2, suggesting that he/she would benefit from test sophistication lessons.

b) Members of the School Leadership Team, Inquiry Team and Instructional Cabinet have formed a committee to conduct a comprehensive needs assessment for the ELLs based on the results of the Periodic Assessment. The team will analyze the item-analysis report for each student, identify specific skills/areas of content knowledge and revisit the skill. Teachers will receive information concerning the skills to create differentiated assignment for those students. Additionally, the results of the ELL Periodic Assessment serves as a vehicle for determining which concepts should be taught again in the classroom or retaught through computer programs.

c) Based on the data from the Periodic Assessment, teachers can determine literacy deficiencies, concept gains, academic strengths, and the student's potential score on the New York State assessments. The Native Language is not used in instruction at Public School 13. Newly admitted students take the Spanish LAB-R if they do not perform well on the English version. The exam is given to determine the child's literacy skills in their native Spanish language.

5) At this point in time, the school does not have Dual Language programs.

6) The success of the ELL program is evaluated based on the academic and social success of the English Language Learners. Students gain confidence in their ability to communicate in English in formal and informal settings. The program is successful if the students have passed the NYSESLAT and/or showed significant gains on the exam. Additionally, success of the ELL program is determined by the standardized test scores of the students. The success of the ELLs is evident at the graduation ceremony when the honor student makes a speech about his/her first day in a new country. The goal of the school is to ensure that all students, including the ELLs, are college and career ready.

Additional Information

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

Part VI: LAP Assurances

School Name: Roberto Clemente

School DBN: 19K013

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adam Baskin	Principal		10/25/11
Martha Mancini	Assistant Principal		10/25/11
Leonilda Castillo	Parent Coordinator		10/25/11
Nathifa Morris	ESL Teacher		10/25/11
	Parent		10/25/11
Jondrea Williams-Graves	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		10/25/11
Monica Archer	Coach		10/25/11
	Coach		10/25/11

School Name: Roberto Clemente

School DBN: 19K013

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Guidance Counselor		10/25/11
	Network Leader		10/25/11
Pierre Raymond	Other <u>Assistant Principal</u>		10/25/11
	Other		10/25/11
	Other		10/25/11
	Other		10/25/11

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **19K013** School Name: **PS13**

Cluster: **05** Network: **CEI-PEA**

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.

A Home Language survey is distributed to parents at admissions. If the home language is a language other than English all documents are translated in their home language by staff members, Parent Association Members and the D.O.E's translation unit.

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.

We have a few parents that speak Spanish, Arabic and Creole. Upon admission to the school, teachers are made aware of the staff member or resource person who can translate messages. Staff members are also made aware of the D.O.E's translation hotline.

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 Parent Coordinator, Parent Association, other staff members, google translate and the D.O.E's Translation Unit in Long Island City are utilized to translate any correspondence to parents.

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.

Parents will receive oral correspondence by staff, Parent Association members or the D.O.E.'s Translation Unit.

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 provides the home language survey to students at admission. Teachers are notified of any students who has been identified as speaking a language other than English. Then the teacher receives information about a contact person or translator in-house who can provide translation services. If no one is available to translate the information, teachers will contact the Translation Hotline. If written correspondence is necessary, a staff member will translate or we will submit the document to the translation unit for translation.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>Roberto Clemente</u>	DBN: <u>19K013</u>
Cluster Leader:	Network Leader: <u>Ellen Padva</u>
This school is (check one): <input checked="" type="checkbox"/> Conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>41</u>
Grades to be served by this program (check all that apply): <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
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: **Forty-one ELL students in P.S. 13K will participate in the afterschool ESL Program, which will be instructed by our Certified ESL Teacher Ms. Snyder and Ms. Colon a certified Bilingual Teacher. There will be two classes approximately 20 to 21 students in each class. One class will consist of the lower grades K, 1 and 2. The second class will consist of the upper grades 3, 4 and 5. The program will begin on January 17, 2013 thru April 26, 2013. Thursdays and Fridays for two hours from 2:50p.m.-4:50p.m. The Title III program will consist of 25 Sessions.**

We will use various forms of assessments to effectively group and increase the English Language proficiency of our ELL students. We will use Standardize test, teacher-made test, NYSESLAT results, Teachers College reading levels, Teachers College On Demand Writing and Dibbles (test- reading fluency).

The rationale of the instructional program is to enhance the proficiency in academic and social English. The programs will address the needs of beginners, intermediate and advanced ELLs in grades k through five. All students will be exposed to academic rigor and all lessons will be aligned with the Common Core Learning Standards. Students will be instructed in the English Language and taught social skills through the use of a Multicultural Project Based Unit. The unit will integrate Social Studies, Math, Reading, Writing, Technology and Art. The unit will help students to understand how America began as a melting pot and has evolved into a beautiful multicultural mosaic. The students will gain exposure to world culture, customs and traditions represented in our city community. The program will include arts and crafts, journals, smart boards (to investigate history through videos), old photographs, artifacts and trips (to tenement museums, Statue of Liberty). The teachers will use story books/picture books, literacy materials that are content area based and media devices to improve their speaking skills. From the readings and discussions, students will be able to practice Listening and Speaking Skills as they discuss different cultural values, learn which countries their ancestors originally came from and locate them on a world map, read various expository texts to research and take notes on a country from their heritage. Then write at least three interview questions that will help them gain important information about their family background and interview a family member about their heritage. At the end of the unit they will create a display that will showcase all they have learned and present it to their families during Diversity Day. Diversity Day will be the culminating event where the families will share a dish from each other's country and celebrate what all Americans have in common and their differences. Students will also receive instruction to prepare them for the NYSESLAT. The NYSESLAT instruction will be differentiated according to each student's individual score. Certified ESL teacher Ms. Snyder and Ms. Colon certified bilingual teacher will create

Part B: Direct Instruction Supplemental Program Information

differentiated lessons that include the four modalities of English Language Learners and the various learning styles of all students. A supervisor will be on site but will not need to receive per session from the Title III funds. The school will use the allocated funds to pay for both of the teachers, purchase art supplies, journal notebooks and books (Coming to America: The story of Immigration, Everybody Eats Rice and Family Pictures), NYSESLAT Test Prep and class trips.

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: **The Certified ESL teacher, Ms. Snyder or Mrs. Mancini, AP, will provide onsite professional development to classroom teachers on best methodologies for instructing ELL students. Alice Cohen Director of ESL Student Services for CEI-PEA CFN 535 our CFN corresponds via email, phone conferences and meetings to share information about upcoming workshops given by our network or the Office of English Language Learners. The information is emailed to Mrs. Mancini A.P, Ms. Fleming Principal and Ms. Snyder certified ESL teacher. Ms. Mancini shares the workshop information with the teachers who have ELL students in their classrooms.**

One workshop our teachers registered for this fall was the ELL Literacy Conference "Meeting the Challenges with Success: Strengthening Instructions for ELLS. Teachers will differentiate instruction in the classroom, improve engagement levels of ELLs and practice research-based techniques to drive instruction." Ms. Snyder our certified ESL teacher has attended several workshops this fall. On November 27, 2012 she attended Co- Teaching: How to have a successful push in ESL model. On October 1, 2012 she met with all of her teachers during their common preps and regular preps to turn-key and share materials from the workshop. She discussed the seven teaching strategies for classroom teachers of Ell students. She also attended a workshop on November 28, 2012: Enacting CCLS Practices to support Achievement for ELLS in Math, November 29, 2012- Reading and Writing non-fiction: Instructional Implications for ELLS.

On December 20, 2012 Ms. Snyder and Ms. Mancini AP will attend a workshop facilitated by Alice Cohen on Aligning NYS ESL Standards & CCLS; SIOP and CALLA Approaches. Ms. Snyder, Mrs. Mancini and the teachers who participate in these workshops will turn-key information to parents and staff once a month. Some of the topics to be discussed are differentiated instruction, ELLs and CCLS, Learning About the NYSESLAT, and Co-Teaching.

Ms. Snyder and Ms. Mancini will turn-key the information to the teachers on January 16, 2013, February 20, 2013, March 20, 2013 and April 17, 2013 from 2:50 to 4:50. The follow-up will be a discussion and reflection sheet for next steps. After every meeting the teachers will share strategies they have implemented that are working and next steps. The administration will observe the

teachers to ensure they are using the strategies presented to them in workshops to increase the English Language proficiency of our ELL students. All Title III Professional development will be provided will be part of the teacher team meetings held on Wednesdays.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The parent coordinator, Ms. Castillo, works intensively and diligently with parents of English Language Learners. Research shows that involved parents equal engaged students. ESL classes will be provided to our non-English speaking parents by our certified ESL teacher. The classes will begin January 31, 2013 through April 4, 2013 from 2:40-4:40. Ms. Snyder will be paid from title 1 parent involvement funds. We will also offer a series of 10 computer classes on basic programming and navigation the Department of Education website to better assist their children given by our Technology/ Data specialist Mrs. Zwerling. All classes will be translated by Ms. Castillo (Spanish) and Ms. Sly (French). The PTA and Parent Coordinator will also help facilitate involvement in these workshops.

Staff involved in delivering instruction to the ELLs enrolled in the title III program will collaborate with the parents coordinator, Institute for Community Living (ICL) housed in our building to spearhead beneficial parent workshops. Such workshops include homework strategies and Parent Healthy Living Workshop. November 15, 2012 5:00-6:00 Ms. Rosemarie Sultana-Cordero clinical coordinator for ICL facilitated the Healthy Living Workshop for all of our parents. Ms. Castillo interpreted for our non-English speaking parents. Topics for the workshops will be updated based on constant feedback and surveys received from parents. The school will send home notices, flyers and invitations in the native language of the parents about upcoming monthly workshops.

In addition, parents of ELLs involve in the After-School ESL program will be invited to attend Parent Workshops that address the specific needs of the children involved in the Title III program. There will be 2 workshops held throughout the 2012-2013 school year. Each workshop will be translated by Ms. Castillo (Spanish) and Ms. Sly (French). The PTA and Parent Coordinator will also help facilitate involvement in these workshops.

The tentative schedule and topics to be addressed in these Parent workshops are as followed:

Feb 15: Reading Strategies – This workshop aims to emphasize the importance of reading outside the classroom. The Title III ESL teacher will discuss with parents the strategies they can use while reading with their children. The ESL teacher will show clips of reading lessons as to let parents know how

Part D: Parental Engagement Activities

conversations are carried when ELLs read. The ESL teacher and parents will uncover useful questioning skills in reading.

Mar 22: Getting Ready for NYSESLAT – This workshop aims to enhance the awareness of the upcoming NYSESLAT. The Title III ESL teacher will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can do with their children at home. The ESL teacher will also provide materials and list resources for parents to use at home.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		