



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CLEMENT C. MOORE, PS 13Q

DBN 24Q013

PRINCIPAL: DR. YVONNE ANGELASTRO

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06-24-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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
Dr. Yvonne Angelastro	*Principal or Designee	
Adam Rinn	*UFT Chapter Leader or Designee	
Gisella Catarine PA Representative	*PA/PTA President or Designated Co-President	
Irma Bencosme	DC 37 Representative, if applicable	
Deborah Dickson	Assistant Principal	
Nicole Ciorciari	Member/1 st Grade Teacher	
Janet Montero	Member/Parent	
Jeffrey D. Black	Member/Parent	
Andrea Zurita	Member/Parent	
Amy Sauer	Member/Literacy Coach	
Lauren Cardillo	Member/3 rd Grade Teacher	
Kristie Caruso	Member/Kindergarten Teacher	
Ingrid Hernandez	Member/Parent	
Susie Haskins	Member/Parent	
Tania Arania	Member/Parent	
Lan Jian Lin	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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 respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the median adjusted growth percentile for the school's lowest third in ELA as compared to peer schools, as measured by the student progress section on the Progress Report for 2011-2012, will increase to 68% on the comparison of peer schools median adjusted growth percentage for school's lowest third on the Progress Report for 2012-2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Data Source: The New York City Progress Report for 2011-12

Based on an analysis of our current NYC Progress Report, it was determined the students in the school's lowest third did not show growth in ELA earning less the 50% of the possible points that could be earned. Therefore, the SLT has determined that the progress of students in the lowest third should remain a priority to ensure growth by the students in this group.

Instructional strategies/activities

- Describe the research-based instructional 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) key personnel 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.

Activity # 1

- **Extended Day:** Provides reading instruction for most students with disabilities in grades 3 and 4 who are part of the lowest third.
- **Target Population(s):** Students with disabilities in grades 3 and 4 who did not meet the Promotional Criteria on the 2011-2012 NYS ELA Assessment.
- **Responsible Staff Members:** Classroom teachers, AIS providers, Literacy Coach, ESL teachers, Extended Day Teachers, SETSS Teachers, Special Education Teachers, Administrators
- **Resources :** Kaplan materials
- **Implementation Timeline:**
Fall and Spring ELA Benchmark Assessments

Activity 2:

- **Imagine Learning:** Imagine Learning English (computer software) provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners and struggling readers.

- **Target Population(s):** Grade 3 SWD who did not meet the promotional criteria on the 2011-2012 NYS ELA assessment.
- **Responsible Staff Members:** Classroom teachers, ESL teachers, Computer Room Teachers
- **Resources:** Imagine Learning computer software licenses
- **Implementation Timeline:** September 2012-June 2013

Activity #3:

- **Leaptrack:** Provides small group instruction in reading comprehension skills and tracks progress
- **Target Population(s):** Grade 3 and 4 ELL students (also SWD) who did not meet the promotional criteria on the 2011-2012 NYS ELA assessment.
- **Responsible Staff Members:** ESL teacher, Classroom teachers
- **Resources:** Leaptrack program kit
- **Implementation Timeline:** September 2012-June 2013, assessed formally three times per year

Activity 4:

- **Pull Out ELA Small Group Instruction**
- **Target Population(s):** Grade 3 and 4 SWD who did not meet the promotional criteria on the 2011-2012 NYS ELA assessment.
- **Responsible Staff Members:** AIS teachers, Retired DOE Teachers
- **Resources:** STARS materials, CARS materials, National Geographic Leveled Guided Reading materials
- **Implementation Timeline:** October 2012- May 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Unit progress reports with a parent comment section.

To provide parents with information about all programs.

To communicate with parents through parent-teacher conferences in November and March.

Teacher created monthly progress reports are sent to parents.

Provide opportunities for the observation of classroom activities during open school week and other times throughout the school year.

To utilize parent reciprocal conferences to facilitate discussion about student progress, strengths and needs between parents and teachers.

Copy and distribute Parent Associate newsletter, calendars, and special programs school wide.

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

Schoolwide activities such as Family Math and Literacy Game Night.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which include workshops given by Coaches, Guidance Counselor, Parent Coordinator and AIS Teachers that encourage and support parents in more fully participating in the education of their children, by:

Workshop Titles:

- Helping your children with their homework
- Understanding your child's report card Planning for success
- ESL Workshops
- How to Help your Child at Home in Reading (Fall and Spring)
- Expectations of the NYS ELA Exam
- How to find ELA Test Scores on Parent ARIS Link
- Common Core Learning Standards

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

School messenger phone calls to remind parents of special school events/activities

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

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

In order to provide our lowest third students with additional instructional activities and student support programs, we have supplemented the Mandated Extended Day Program with our Title III Afterschool Program and Title I After School Program so that our students have a greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including the programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

June 2013, 75% of students will make progress in Language Acquisition as measured by the Data Analysis and Title III AMAO Status based on the Spring 2013 NYSESLAT reflected on the Title III AMAOs 1 and 2 Status Estimator Tool.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Data Source: The New York State School Report Card - Comprehensive Information Report (CIR) 2011-12.

The SLT used the current NYSESLAT results for 2011-2012 and the NYC Progress Report for 2011- 2012 to conduct a comprehensive needs assessment. It was determined that ELLs are making progress in ELA. However, their progress did not earn the maximum amount of extra credit on the NYC Progress Report for 2011-2012.

Instructional strategies/activities

- Describe the research-based instructional 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) key personnel 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.

Listed below are some of the RTI activities that will be implemented during the 2012-13 school year.

Activity # 1

- **Extended Day:** Provides reading instruction for most ELL students in grades 2, 3, 4, and 5.
- **Target Population(s):** All ELL students in grades 2, 3, 4, and 5.
- **Responsible Staff Members:** Classroom teachers, AIS providers, Literacy Coach, ESL teachers, Extended Day Teachers, SETSS Teachers, Special Education Teachers, Administrators
- **Resources:** Kaplan materials
- **Implementation Timeline:**
 - ELL Periodic Fall/Spring
 - ELA Benchmark Assessments

Activity 2:

- **Imagine Learning:** Imagine Learning English (computer software) provides a research-based language acquisition curriculum specially designed to meet the needs of English language learners and struggling readers.
- **Target Population(s):** Grade 2, 3 and 5 ELL students performing at beginning and intermediate level on the NYSESLAT for 2011-2012. Grade 5 ELL students who performed at the beginning and intermediate level.
- **Responsible Staff Members:** Classroom teachers, ESL teachers, Computer Room Teachers
- **Resources:** Imagine Learning software licenses
- **Implementation Timeline:** September 2012-June 2013

Activity #3:

- **Title III After School Program:** Provides instruction in reading comprehension skills
- **Target Population(s):** Grade 3-5 ELL students who did not meet the promotional criteria on the 2011-2012 NYS ELA/NYSESLAT assessments.
- **Responsible Staff Members:** Classroom teachers, AIS providers, Literacy Coach, ESL teacher, Administrators
- **Resources:** Triumphs Reading by McGraw-Hill and Focus by Curriculum Associates
- **Implementation Timeline:** October 2012 – April 2013

Activity #4:

- **Leaptrack:** Provides small group instruction in reading comprehension skills
- **Target Population(s):** All Grade 3 and 5 ELL students.
- **Responsible Staff Members:** ESL teachers, Classroom teachers
- **Resources:** Leaptrack program kit
- **Implementation Timeline:** September 2012-June 2013

Activity #5:

- **Participation in the DELTA Arts Grant:** Provides small group instruction in improving ELL students vocabulary and comprehensive skills through the Dramatic Arts

- **Target Population(s):** Two classes of ELL student on grade 4 and two on grade 5.
- **Responsible Staff Members:** ESL teachers, Classroom teachers and Dramatic Arts Liasion
- **Implementation Timeline:** September 2012-March 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Strategies to increase parental involvement

Unit progress reports with a parent comment section.

To provide parents with information about all programs.

To communicate with parents through parent-teacher conferences in November and March.

Provide opportunities for the observation of classroom activities during open school week and other times throughout the school year.

To utilize parent reciprocal conferences to facilitate discussion about student progress, strengths and needs between parents and teachers.

Copy and distribute Parent Associate newsletter, calendars, and special programs school wide.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as strategies to help your ESL child in literacy, as appropriate, to foster parental involvement, by:

Schoolwide activities such as Family Math and Literacy Game Night.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which include workshops given by Parent Coordinator, AIS Teachers, and the ESL/Bilingual Specialist that encourage and support parents in more fully participating in the education of their children, by:

Workshop Titles:

Parent ESL classes 2x's per week from November through May

Helping your children with their homework

Understanding your child's report card

ESL Workshops

How to Help Your ESL Child at Home in Reading and Math

Expectations of the NYS ELA Exam

How to find ELA Test Scores on Parent ARIS Link

How to Prepare Your Child for the NYSESLAT

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

School messenger phone calls to remind parents of special school events/activities.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

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

In order to provide ELLs and at risk students with additional instructional activities and student support programs, we have supplemented the Extended Day Program with our Title III Afterschool Program so that our students have a greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including the programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In June 2011-2012, 33.3% of the Black and Hispanic Males in the Lowest Third Citywide in ELA reached the 75th growth percentile and higher. In 2012-2013, that percentage will increase to 37% on the NYC Progress Report for 2012-2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Data Source: Closing the Achievement Gap section of the NYC Progress Report for 2011-2012.

The SLT used various data sources including periodic assessments, predictive assessments and the most current NYC Progress Report to assess the school's progress in reading and found that the Black and Hispanic male students received the least amount of extra credit that our school was eligible for.

Instructional strategies/activities

- Describe the research-based instructional 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) key personnel 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.

Activity # 1

- **Extended Day:** Provides ELA instruction for most students with or without disabilities in grades 3, 4, and 5.
- **Target Population(s):** Teachers servicing Black and Hispanic Male students with or without disabilities in grades 3, 4, and 5 who did not meet the Promotional Criteria on the 2011-2012 NYS ELA Assessment.
- **Responsible Staff Members:** Classroom teachers, AIS providers, Literacy Coach, ESL teachers, Extended Day Teachers, SETSS Teachers, Special Education Teachers, Administrators, Retired DOE staff members
- **Resources:** Kaplan materials
- **Implementation Timeline:**
Winter - December and late February ELA Benchmark Assessments

Activity 2:

- **Pull Out Reading Small Group Instruction:** This small group instruction provides students with additional reading practice.
- **Target Population(s):** Grade 3, 4, and 5 students who did not meet the promotional criteria on the 2011-2012 NYS ELA
- **Responsible Staff Members:** AIS Teachers, Retired DOE staff members, Literacy Coach

- **Resources:** National Geographic Leveled Books, Multiple Skills Series by SRA
- **Implementation Timeline:** October 2012-May 2013

Activity #3:

- **Title III and Title I After School Programs:** Provides instruction in reading
- **Target Population(s):** Grade 3, 4, and 5 Black and Hispanic Male students with or without IEPs who did not meet the promotional criteria on the 2011-2012 NYS ELA assessment.
- **Responsible Staff Members:** Classroom teachers, AIS providers, ESL teacher, Administrators
- **Resources:** Reading Triumphs by McGraw-Hill, Focus skill materials by Curriculum Associates
- **Implementation Timeline:** October 2012 – April 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Unit progress reports with a parent comment section.

To provide parents with information about all programs.

To communicate with parents through parent-teacher conferences in November and March.

Provide opportunities for the observation of classroom activities during open school week and other times throughout the school year.

Teacher created monthly progress reports.

To utilize parent reciprocal conferences to facilitate discussions about student progress, strengths and needs between parents and teachers.

Copy and distribute Parent Associate newsletter, calendars, and special programs school wide.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as strategies for helping ELL students in literacy. To foster parental involvement, by:

Schoolwide activities such as *Family Math and Literacy Game Night* and *Dads Take Your Child to School*.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities which include workshops given by Parent Coordinator and AIS Teachers and the ESL/Bilingual Specialist that encourage and support parents in more fully participating in the education of their children by:

Workshop Titles:

- Helping your children with their homework
- Understanding your child’s report card Planning for success
- ESL Workshops
- How to Help your Child at Home in Reading (Fall and Spring)
- Expectations of the NYS ELA Exam
- How to find ELA Test Scores on Parent ARIS Link
- Common Core Learning Standards

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

School messenger phone calls to remind parents of special school events/activities.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

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

In order to provide male at risk students with additional instructional activities and student support programs we have supplemented the Extended Day Program with our Title III Afterschool Program so that our students have a greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including the programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc) are provided with services to expedite their progress towards meeting this annual goal and

state assessments.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, 100% of teachers will be engaged in administering a minimum of two common core aligned tasks. (mathematics tasks, literacy and or social studies/science) Teachers will use a protocol and collaboration in order to improve teacher practice and increase student achievement toward meeting the standards to 80% as evidenced by student work products and task rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
To improve teacher practice by engaging all students in two mathematics and two literacy performance tasks aligned to the common core standards that will show an increase toward meeting the standards.

Instructional strategies/activities

- Describe the research-based instructional 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) key personnel 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.

Activity # 1

- **Teacher Team Collaboration:** Building upon the professional development from the 2011-2012 school year teachers will incorporate the following:
 - Intervisitations
 - Analyzing Student Work
 - Developing Curriculum Maps
 - Questioning Techniques
 - Enhancing Rubrics
 - Data driven instruction
- **Target Population(s):** Classroom teachers, AIS providers, Literacy and Math Coaches, ESL teachers, SETSS Teachers, Administrators
- **Responsible Staff Members:** Math and Literacy Coaches, Administrators, CFN professional development providers
- **Implementation Timeline:** September 2012-June 2013

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

N/A

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, teacher effectiveness will improve as measured by the implementation of next steps as indicated from on-going professional development using Danielson's Framework regarding the 3 selected competencies..

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. Based upon a review of student performance on school-based and NYS assessments and student work throughout the 2011-2012 school year, we identified areas of need within or curriculum and the alignment to the CCLS.

Instructional strategies/activities

- Describe the research-based instructional 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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Activity #1:

- **Professional Development:** Participation of staff in PD on September 5th on teacher effectiveness. PD during Grade Conferences, Faculty Conferences and Staff Development Days, Network Achievement for the Literacy Coach and Math Coach monthly meetings, Principal's monthly meeting
- **Target Population(s):** All teachers.
- **Responsible Staff Members:** Coaches, Administrators, Consultants, Classroom Teachers, Instructional Rounds Team and Data Team, Lead Teachers, CFN staff
- **Implementation Timeline:** September 2012 – June 2013

Activity #2:

- **Learning Centered Initiative:** Provides instruction on 1e, 3b, and 3d of Danielson's Framework
- **Target Population(s):** All Grade K-5 Classroom Teachers.
- **Responsible Staff Members:** Outside Consultant (Dr. Giselle Martin-Kniep)
- **Resources:** Changing the Way You Teach Improving the Way Students Learn by Dr Giselle Kniep
- **Implementation Timeline:** September 2012-May 2013 (Monthly meetings)

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

N/A

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

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	<p>Students for Academic Intervention Services in Reading are identified in the following ways:</p> <p>3rd grade</p> <ul style="list-style-type: none"> - promotion in doubt in 2nd grade - current teacher recommendations - holdovers - parent input <p>4th grade</p> <ul style="list-style-type: none"> - Level 1 on the 2011/12 NYS ELA Assessment. - Level 2 on the 2011/12 NYS ELA Assessment - promotion in doubt in 3rd grade 		

	<ul style="list-style-type: none"> - recommendations from current teachers - holdovers - parent input <p>5th grade</p> <ul style="list-style-type: none"> - Level 1 on the 2011/12 NYS ELA Assessment. - Level 2 on the 2011/12 NYS ELA Assessment - promotion in doubt in 4th grade - recommendations from current teachers - holdovers - parent input <p>The AIS list is continually reviewed and revised throughout the year. At this time there is 1 full time teacher and two part-time teachers providing services in ELA. The services are provided during school hours. Tier 1 Interventions are provided by classroom teachers through conferences and strategy lessons. Tier 2 interventions are provided by pulling out a small group of students from the classroom to a separate</p>		
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	<p>location. All interventions/referrals are monitored by the Academic Intervention Team. The team is comprised of an Assistant Principal, AIS Liaison, Guidance Counselor, IEP teacher and Parent Coordinator. The team meets every Wednesday to discuss the status of students and meet with teachers and parents.</p> <p>The ELA providers are using one or more of the following programs:</p> <p>Strategies to Achieve Reading Success (STARS)</p> <p>The program provides direct instruction of 12 comprehension strategies. The CARS series is used for assessment. The program provides small group instruction at least 4x per week for 45 minute sessions. The program is used with grades 3, 4 and 5 during the school day.</p>	<p>Small Groups</p> <p>Grade 2 32</p> <p>Grade 3 5</p> <p>Grade 4 76</p> <p>Grade 5</p>	<p>During the day</p>
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	<p>Guided Reading Program</p> <p>Students are grouped by reading level and read text with the guidance of the teacher. The teacher concentrates on the characteristics appropriate for each level.</p> <p>.</p>	<p>Small group instruction, 3-4x per week for 45 minutes sessions.</p> <p>Grade 3 57 Grade 4 76 Grade 5 48</p>	<p>During the day</p>
<p>Mathematics</p>	<p>Students for Academic Intervention Services in Mathematics are identified in the following ways:</p> <p>3rd grade</p> <ul style="list-style-type: none"> - promotion in doubt in 2nd grade - current teacher recommendations - holdovers - parent input <p>4th grade</p> <ul style="list-style-type: none"> - Level 1 on the 2011/12 NYS Math Assessment. - Level 2 on the 2011/12 		

	<p>NYS Math Assessment</p> <ul style="list-style-type: none"> - promotion in doubt in 3rd grade - recommendations from current teachers - holdovers - parent input <p>5th grade</p> <ul style="list-style-type: none"> - Level 1 on the 2011/12 NYS Math Assessment. - Level 2 on the 2011/12 NYS Math Assessment - promotion in doubt in 4th grade - recommendations from current teachers - holdovers - parent input <p>At this time there is a Math cluster providing services to grades K and 1. In addition, the Math Coach provides support to classroom teachers and works with small groups of students</p> <p>Elements of Daily Math</p> <p>If the budget permits-One part time teacher provides instruction using The Elements of Daily Math which</p>	<p>The service is provided 2 xs per week for 45 minute sessions</p>	<p>During the Day</p>
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	supplements the Everyday Mathematics Program used throughout the school during the school day. Some push-in assistance is provided as well as small group pull-out groups of 10 students.		
Science	In addition to instruction by the classroom teachers, three Science cluster teachers trained in the NYS Curriculum is assigned to support grades K-5. The FOSS and DELTA program is used. Classroom teachers integrate Science vocabulary and concepts throughout the day and provide a full period of instruction at least once a week during the Literacy Block. Classroom teachers in grades 2 through 5 use the Harcourt Series. AIS providers also work in the content area 1x per week during the Literacy Block with AIS students.	<p>Whole group-</p> <p>K Students 331</p> <p>Grade 1 268</p> <p>Grade 2 224</p> <p>Grade 3 256</p> <p>Grade 4 224</p> <p>Grade 5 192</p>	<p>During the day</p>
Social Studies	In addition to instruction by the classroom teachers, two Social Studies cluster teachers, trained in the New York State Core Curriculum are assigned to support grades	<p>Whole Group-</p> <p>K Students 375</p> <p>Grade 1</p> <p>Grade 2 224</p>	<p>During the day</p> <p>During the day</p>

	K-5. Their services are provided 1x per week for 50 minutes.	Grade 3 256 Grade 4 224 Grade 5 192	During the day During the day During the day
At-risk services by the Guidance Counselor	There is a full time Guidance Counselor. The Guidance Counselor services students in small groups and individually.	K Students 10 Grade 1 5 Grade 2 3 Grade 3 4 Grade 4 10 Grade 5 15	During the day
At-risk services by the School Psychologist	There is one Bilingual Psychologist present in the school 3 days per week.	(none at this time)	
At-risk services by the School Social Worker	There is one Bilingual Social Worker present in the school 3 days per week. There are 3 mandated bilingual students receiving services.	3 students individually	During the day
Services by the OT, PT, APE, Speech, Hearing and Vision Therapists	There are 2 full time Occupational Therapists servicing 57 students. There is 1 part time Physical Therapist servicing 13 students. There is also 1 part time Adaptive Physical Education Teacher servicing 3 students.	Individual and group Individual Individual	All during the day

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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 cluster2 Diane Foley	District 24	Borough Queens	School Number 013
School Name Clement C. Moore School			

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

Principal Dr. Y. Angelastro	Assistant Principal Mrs. Hogan
Coach Ms. A. Sauer/ Literature	Coach Mrs. E. Slattery / Math
ESL Teacher Mrs. Horan ESL Specialist	Guidance Counselor Ms. L. Nelson
Teacher/Subject Area Mrs. Nieto/Bilingual teacher	Parent type here
Teacher/Subject Area Mrs. Rivituso / Computer	Parent Coordinator Ms. B. Ramirez
Related Service Provider Mrs. G, Kappel / Speech	Other Mrs. S. Wong / IEP Teacher
Network Leader type here	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	9	Number of certified bilingual teachers	9	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	7	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1439	Total Number of ELLs	472	ELLs as share of total student population (%)	32.80%
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Part II: ELL Identification Process

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

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

#1, ELLs are identified when parents register their children for school for the first time in the NYC School System. After a parent or guardian fills out the home language Identification Survey (HLIS), the ESL Specialist Mrs. Marina Horan (NYS ESL Certified Specialist in ESL methodology) determines if the home language is other than English. The ESL Specialist, a licensed and trained pedagogue, then conducts an interview with the child and parent with the help of a native language translator. The translators P.S. 13 uses are either ESL teachers (Spanish, Mandarin, Cantonese, Urdu, Indian, & Bengali) or school aids (Mandarin, Cantonese, and Spanish). Then if necessary, the ESL Specialist a licensed and trained pedagogue, administers the formal English proficiency test called the Language Assessment Battery- Revised (LAB-R) to the student within 10 days of admittance. Performance on this test determines the child's entitlement to English language development support services. Students who pass the test do not require ESL services. Those who score at the beginner, intermediate, or advanced levels are considered Limited English Proficient (LEP). The student is then initially placed in a bilingual education or freestanding ESL Program. The parent is then invited to a parent orientation meeting presented in the parents native language, to learn about all of NYC Schools programs. The school sends the ELL Entitlement letter on school letterhead (in the parents'/guardians' preferred language) to parents/guardians informing them of their child's entitlement to ELL services and the parents'/guardians' right to choose one of the three ELL programs offered in NYC. At the meeting, the ESL Specialist or another licensed and trained pedagogue ESL teacher, shows the parent orientation video in the parents'/guardians' preferred language and gives out parent brochures in the different languages that are available. The parent has an opportunity to ask questions (in the parent's native language), in order to make an informed decision about his or her child's final placement. The school allows parents/guardians to choose one of the three ELL programs offered in NYC (Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding ESL). The ESL Specialist or other licened and trained pedagogue, collects and reviews each Parent Survey and Program Selection Form for accuracy and signature and places students in programs based on parent choice in accordance with ASPIRA Consent Degree. The required information for newly identified ELLs is then entered onto the ELPC screen in ATS. All new entrants whose HLIS responses indicate a home language of Spanish and scores below LAB -R cut scores must be administered the Spanish LAB, only once at the time of initial enrollment, during the same testing period (within 10 days) in order to determine language dominance for instructional planning and for providing bilingual and ESL services. The Spanish LAB is administered by a Spanish speaking ESL licensed and trained pedagogue .

Every child identified as an ELL is evaluated annually to determine his or her progress in the English language by using the New York State English as a Second Language Achievement Test (NYSESLAT). New York State developed the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring to determine whether the student will continue to receive services for the next school year. The steps taken to annually evaluate ELLs using the NYSESLAT start with categorizing and listing ELLs in self-contained ESL classes, and Bilingual classes, mixed advanced/proficient classes, and those ELLs who need testing modifications. Then testing schedules are made to accommodate all groups. Finally, all ELLs are tested on the same day during the morning session of school. If an ELL is absent during the scheduled testing days but returns to school during the NYSESLAT testing window then that student takes the missing parts of the test the day they return to school.

#2. The ESL Department ensures that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) by hosting several parent orientation sessions for all new admits within the first ten days of their admission date starting in September and continuing throughout the year. Parents watch an orientation video developed by the New York City Department of Education Office of English Language Learners, in their own language, and can speak to a native language ESL teacher (Spanish, Mandarin, Cantonese, Urdu, Indian, & Bengali). The ESL teacher running the orientation informs the parents about all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents are then asked to fill out the Parent Survey Selection Form before being told what programs are currently offered at P.S.13. Parents are told about the programs available at our school and if we do not currently have an opening in a preferred program or if we do not offer a preferred program, parents are shown a directory of other schools that may have program availabilities such as Dual Language and Transitional Bilingual Classes. The ESL Specialist and the Parent Coordinator help the parent contact schools on the list to see if there are openings available. If however we have 15 or more students in two contiguous grades in K to 5 that prefer a bilingual program then P.S.13 must form a bilingual class to satisfy this demand.

Invitations for the parent orientation meetings start to go out in September after all ELLs have been identified and are LAB-R /Spanish LAB tested. Times are offered in the morning and in the afternoon for the convenience of the parent. If parents do not show up to the meetings then P.S.13's outreach includes offering different dates and times for parents' convenience, and calling home to arrange a one to one meeting at the school or over the phone. These parent orientation meetings take place all year as new ELL students are admitted to our school. It is a priority to P.S. 13 to get a parent choice letter from every parent. Parents have the opportunity to ask questions regarding placement and ESL services. The parents are informed about the state standards, assessments, and school expectations, general requirements that govern the Bilingual and ESL programs, and the importance of parental involvement in the education of their children.

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

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

#5. After reviewing the Parent Surveys and Program forms for the past few years, the trend in program choices have been overwhelmingly to select a Freestanding ESL classroom. This year 31 families or 20% of our incoming kindergartener parents chose a TBE and 108 families or 80% of kindergarten parents chose an ESL program. P.S.13 program offerings reflect these preferences. Additionally, this trend continues in grades 1-5. For example, P.S.13 had 22 students in grades 1-5 entering into the NYC school system for the first time in September/October 2011. Of the 22 newly tested students, 6 or 27% chose a TBE program and all were accommodated at P.S.13. The remaining 16 or 73% newly tested students were also placed in a parent preferred ESL program at P.S.13.

#6. The program models offered at P.S.13 are aligned with parent requests. The Transitional Bilingual and the Push-In ESL Programs were implemented to satisfy the choices that parents have selected, as well as to assist students in achieving the state designated level of achievement for their grade by raising the students' levels of English proficiency and mathematics ability.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	Total #
Transitional Bilingual Education <small>(60%;40% → 50%;50% → 75%;25%)</small>	0	2	2	0	0	1								5
Dual Language <small>(50%;50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	0	0	0	0								2
Push-In	4	2	3	3	2	1								15
Total	5	5	5	3	2	2	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	472	Newcomers (ELLs receiving service 0-3 years)	414	Special Education	66
SIFE	0	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	0

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	56	0	52	10	0	5	0	0	0	66
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	358	0	5	48	0	0	0	0	0	406
Total	414	0	57	58	0	5	0	0	0	472

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	30	21	0	0	15								66
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	0													0
Haitian	0													0
French	0													0
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Yiddish	0													0
Other	0													0
TOTAL	0	30	21	0	0	15	0	66						

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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	70	55	38	45	21	16								245
Chinese	30	27	18	16	19	13								123
Russian	1	1	1	2	0	0								5
Bengali		0	0	1	0	2								3
Urdu	1	3	4	1	2	0								11
Arabic		0												0
Haitian		0												0
French		0	1	1										2
Korean		0			1									1
Punjabi	0	0	1	1	1									3
Polish	1													1
Albanian														0
Other	3	2	2	3	1	1								12
TOTAL	106	88	65	70	45	32	0	406						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

- One Spanish Bilingual ICT 1st Grade, with 10 Special Education and 13 General Education students
- One Spanish Bilingual ICT 5th Grade, with 7 Special Education and 16 General Education students

The Spanish Special Education Transitional Bilingual Program: Each SE TBE program consists of one fully certified Special Education Teacher with a bilingual extension certification and a full time bilingual para.

- One Spanish Special Education Bilingual 1st Grade class with 12 students
- Two Spanish Special Education Bilingual 2nd Grade classes with 12 students each

In addition, we have one self contained Kindergarten ICT, with 10 Special Education and 15 General Education ELLs who are serviced by our ESL Push-In teachers. We have 14 other ESL Push-In classes, 13 of which are comprised of a heterogenous mixture of advanced, intermediate, and beginners. We also have 1 fourth grade ESL classroom which is comprised of advanced and newly proficient students. Finally, P.S. 13 also has 2 self contained heterogeneously mixed ESL classes, each with a fully certified ESL teacher.

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

A. Programming and Scheduling Information

language libraries and content area libraries are used in the classrooms. The bilingual students are heterogeneously grouped in their classes based on their LAB-R and NYSESLAT scores.

The Free Standing ESL Program consists of five licensed, certified ESL teachers plus the ESL Specialist who provide ESL instruction to 15 classes of ELL students using the Push-In ESL Model. The ESL teachers service 4 general education Kindergarten, 2 First Grade, 2 Second Grade, 2 Third Grade, 2 Fourth Grade and 1 Fifth Grade class. They also push into 1 ICT Kindergarten, and 1 Special Education 3rd/4th grade split class.

Two units a week (360 minutes) of ESL instruction are provided to Beginners/Intermediates, and 1 unit (180 minutes) of ESL and 1 unit (180 minutes) of ELA instruction are provided each week to the Advanced students. ESL students receive instruction in English in all subject areas with native language supports. One First grade class and one Kindergarten class has a certified ESL teacher as the classroom teacher and so both of these classes are self contained. The ESL students are heterogeneously grouped in their classes based on their LAB-R and NYSESLAT scores.

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

The Push In ESL teachers have the LAB-R results and the most recent NYSESLAT scores which indicate each student proficiency level. Beginners receive 360 minutes of instruction per week, intermediates receive 360 minutes of instruction a week and advanced ELL's receive 180 minutes per week of instruction. Teachers also receive ELL Periodic assessments to create an appropriate individualized plan of instruction for their students. The ESL teachers conference with the classroom teachers on a weekly basis to coordinate instruction and provide scaffoldings for learning. The ESL teachers have a mixture of beginners, intermediates and advanced students in all but one 4th grade classroom that is made up of advanced and newly proficient students. ESL teachers are prepared to give the mandated number of instruction minutes to all students. In fact, advanced students tend to get more instructional minutes than required because the ESL teacher is there for the beginners and intermediates for extra sessions. ESL teachers use native language and other supports to make information comprehensible to ELLs.

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

#3. In the TBE model content is delivered by the content area teachers in English and by the classroom teachers in both native language and English. Communication and collaboration between classroom teacher and content area teacher is a constant. Teachers collaborate before units are started so that the bilingual classroom teacher can preview the lesson using native language according to the CR Part 154 mandate. Throughout the unit the bilingual classroom teachers give native language supports and then reviews the unit at the end to see if vocabulary and content has been learned. Additionally, in the kindergarten and 5th grade ICT classes the push-in Special Education Teacher Support Services (SETSS) teacher, provides small group native language support to Spanish speakers 5 days a week for all content area teachers (Math, Social Studies & Science). The SETSS teacher comes in during the classroom teachers' prep-periods. The SETSS teacher also provides Special Education Support Service coverage in the third/fourth grade bridge class. The SETSS teacher gives support services 2 times a week for one period, in the bridge class during math and science instruction. It is the content area teacher's responsibility to make content comprehensible to the ELLs. Strategies that our content area teachers use are theme teaching, graphic organizers, picture cues, songs/drama, realia, bilingual libraries/dictionaries/glossaries, and cognate lists.

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

A. Programming and Scheduling Information

libraries/dictionaries/glossaries, and cognate lists.

4. P.S. 13 ensures that ELLs are appropriately evaluated in their native language. In early childhood (K-2nd grade) ELLs take the EL SOL assessment in the Fall. This assessment determines what level of fluency in phonemic awareness and vocabulary development the students have achieved in their native language. In grades 3-5 the ELLs take the ELE assessment at the end of the school year to determine their level of native language fluency.

#5. a. P.S. 13 currently has no SIFE students. However, when students with a background of interrupted schooling enters P.S. 13 the classroom teacher is alerted to the SIFE student by the ESL Specialist and then helped by the ESL teacher and cluster teachers to immediately identify their areas of academic weakness while simultaneously providing support for development of second language acquisition skills. Our school is balanced literacy based and uses a thematic approach to content vocabulary and related skills. Our concentration is focused on intensive development of social and academic language and development of literacy skills. The following interventions would be made available to SIFE students:

Triad grouping - grouping of students allowing the SIFE student to get native language support from peers.

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

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

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

Foundations and Sadler Phonics Programs – phonics programs based on the Orton-Gillingham and Sadler methods

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

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

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

d. P.S. 13 does not have any long-term ELLs (completed 6 years). If we had long-term ELLs they would receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Long -Term ELLs would be invited to our 37 minute Extended Day Program which meets 3 days a week. These students would also attend our Title III ELL After School Program - The ELL After School Program provides intensive after school instruction in English language development ,primarily in reading and writing using scaffolds to make information more comprehensible. Some of the scaffolds that are used are graphic organizers and story maps. Teachers use the Macmillan/McGraw-Hill Reading Triumphs Series .

#6. In order to provide access to academic content areas and to accelerate English language development , ESL and content area teachers

A. Programming and Scheduling Information

of ELLs and SWDs use the following instructional strategies and grade level materials:

- Pre-Teach key vocabulary and incorporate language objectives into content area lessons
- Provide graphic organizers
- Lead discussions with students about what they are learning with their peers
- Activate prior knowledge (discussion, pictures,& realia) to help students with their critical thinking
- Math Options is a program designed to bring students up to grade level with guided instruction of prerequisite math skills.
- Comprehensive Assessment of Mathematics Strategies (CAMS) is a program which diagnoses students' performance in mathematics skills. It assists teachers in differentiating their instruction, and encourages students to use higher-order thinking skills.
- Native language Support - In all ELL classrooms, Science, Social Studies and Math content area teachers use native language instructional materials, as needed, such as glossaries of content area words. Bilingual libraries with fiction and nonfiction topics are available to content area teachers, classroom teachers, and ESL teachers to help make new vocabulary more comprehensible to ELL students.
- Resource Room –Special Education ELLs are provided with one- to- one and small group instruction with a Special Education Teacher Support Services (SETSS) Teacher. The SETSS teacher reteaches and reinforces similar strategy lessons as the classroom teacher with more scaffolding for support such as, extended book introductions, vocabulary development, manipulative, and additional graphic organizers. Technology supports the SETSS teacher uses includes A+ Math, Star Fall and others.

7. P.S.13 uses curricular, instructional and scheduling flexibility to meet the needs of our ELLs and SWDs. Last year we created a bridge class for our 2nd and 3rd grade SWDs. The 2/3 class transitioned this year into our 3/4 bridge class. These students benefit from a sheltered environment while still being challenged with grade level academic curriculum. Many of our SWDs are native Spanish speakers so we use a Spanish speaking SETSS teacher in the Kindergarden, 1st grade, and 5th grade ICT Spanish classes. The SETSS teachers push-in to and provides small group native language support for literacy and content area subjects such as Social Studies and Science. The SETSS teacher comes in during the classroom teachers' prep-periods 7 times a week to scaffold the content subject prep teachers' lessons. Scaffolding that the SETSS teachers use are lesson introductions and summaries, direct translations, graphic organizers, picture cues, realia,bilingual libraries/dictionaries/glosseries, and cognate lists. ELLs identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Push-in ESL instruction is the preferred model used to support their academic needs in reading and writing to maximize the flow of instruction within their normal class setting. Within their class, they receive one to one and small group instruction. Early childhood Special Education students receive Foundations Phonics instruction supplimented by Sadlier Phonics. Students in grades 2-5 attend our 37 minute Extended Day Program and our Title III ELL After School Program. In addition, for our students who have special needs we provide related services as per their I.E.P (the IEP Teacher pushes in to provide literacy and math instruction to Special Education ELL students in the 3-4 bridge class and in the 5th grade ICT class.

Courses Taught in Languages Other than English ⓘ

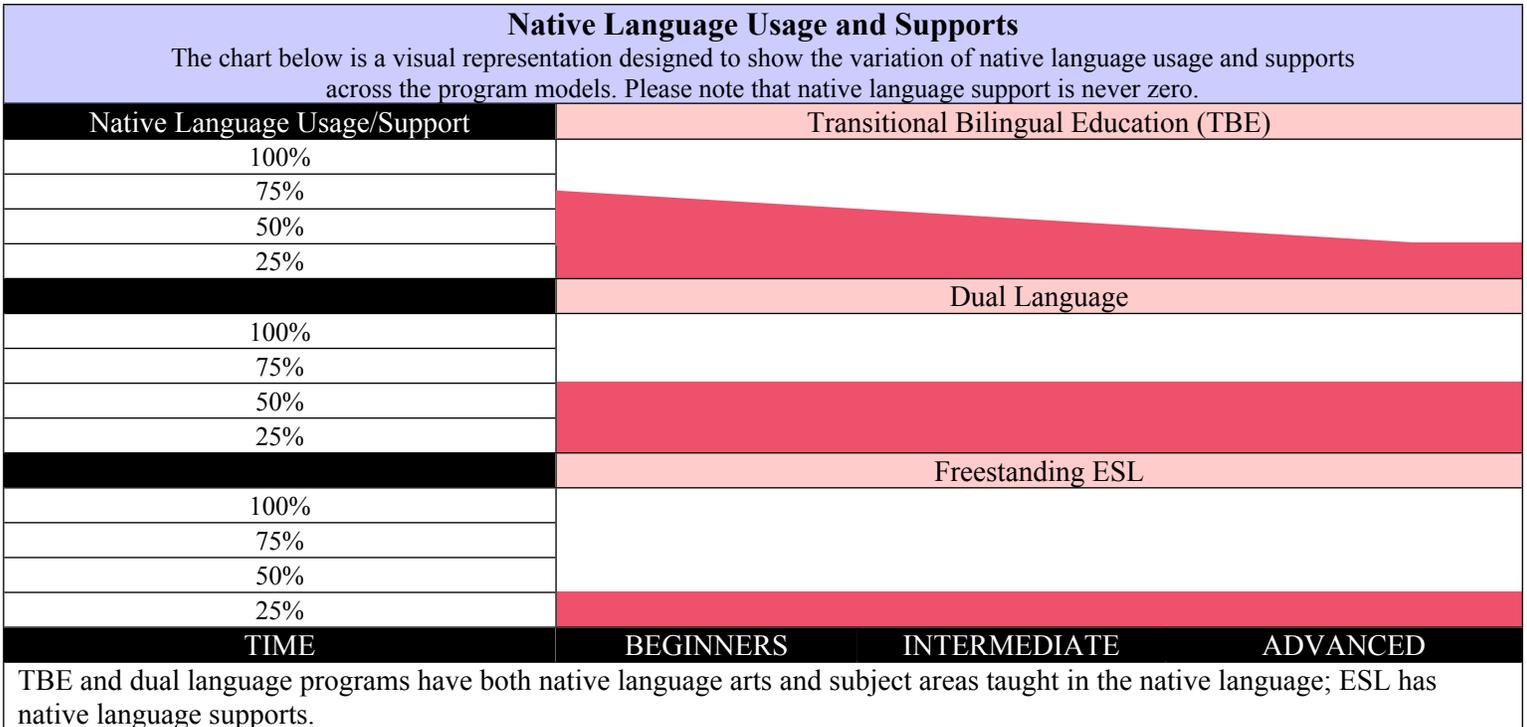
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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. AIS (Academic Intervention Services) targets instruction for many of our ELLs in the 4th, and 5th grades (also 3rd grade teacher recommended) that scored a level 1 or low 2 on the ELA or State Math test. These students receive targeted instruction 3 times a week in small groups. The AIS teachers determine the nature of a student's particular reading problem by using IRI (Informal Reading Inventories). At risk students also take an on line test, "Edperformance.com" which determines the level of knowledge students have in reading, math and science. AIS additionally uses the Comprehensive Assessment of Reading Strategies (CARS) program, a program which diagnoses students' performance in reading and comprehension skills. It identifies gaps and drives instruction where each student needs it most and the Students Achieving Reading Success (STARS) program, an educational intervention program for academically failing students which focuses on visual perceptual skills and learning.

The Academic Intervention Team consists of 1 Assistant Principal, the AIS Liaison, the Guidance Counselor, the Parent Coordinator and an IEP Teacher. The purpose of the team is to follow the interventions/referrals of at risk students.

* Tier 1 Interventions are provided by the classroom teachers through conferences, strategy lessons and small group instruction.

* Tier 2 Interventions are as follows:

At this time there are 3 full time AIS reading providers servicing students from grades 1 through 5. One full time AIS Math provider services grade K and 1. A part time AIS reading provider services grades 3, 4 and 5 (2x per week) and a part time AIS math provider services grades 3, 4 and 5 (2x per week).

The students are selected as follows:

Grade 3 – Hold Over, PID in grade 2, Teacher Recommendation

Grade 4 – Level 1 (including students who attend summer school), Low Level 2 or PID in 3rd grade, Teacher Recommendation

Grade 5 – Level 1 (including students who attend summer school), Low Level 2 or PID in 4th grade, Teacher Recommendation

* Tier 3 Interventions are acquired through the referral process.

The ESL Specialist pulls out newcomers from the 5th and 3rd grade twice a week which allows the classroom teacher to work on reading comprehension skills with the remaining students. This instruction time is in addition to the mandated instructional minutes that the ESL department provides to each ELL.

ESL, Bilingual and SWD-ELLs are also invited to the 37 and a half minute Extended Day Program and to the Title III ELL After School Program. Extended Day Teachers receive assessment data and analysis compiled by our Data Team. Extended Day Teachers use the Kaplan Advantage Reading and Math Program a research-based program 3 days a week. Comprehension skills are built up through modeling the following strategies: monitoring comprehension, asking questions, inferring meaning, determining importance, summarizing, and synthesizing. The ELL After School Program provides intensive after school instruction in English language development and math skills. The program prepares students for standardized tests. There are 2 each of 3rd, 4th, and 5th grade ELL Title III After School classes and in addition, one Beginners Class which has some 3rd, 4th, and 5th graders. The participants in the other 6 classes consist of ELL students in the beginning, intermediate, advanced and newly proficient NYSESLAT levels. Three ESL certified teachers push-in to those after school classes that are not staffed by certified ESL teachers.

Resource Room –Special Education ELLs are provided with one-to-one and small group instruction with a Special Education Teacher Support Services (SETSS) Teacher. The SETSS teacher reteaches and reinforces similar strategy lessons as the classroom teacher with more scaffolding for support such as, extended book introductions, vocabulary development, manipulatives, and additional graphic

organizers. Technology supports the SETSS teacher uses includes A+ Math, Star Fall and research based intervention Leap Track programs.

In the Kindergarden, 1st grade, and 5th grade ICT classes, the push-in Special Education Teacher Support Services (SETSS) teacher, provides small group native language support 2 days a week for content area subjects, Social Studies and Science. In addition, the SETSS teacher provides the 1st grade ICT and 2nd grade 12:1 Spanish classroom teacher support during Writers Workshop 5 days a week for one period. The SETSS teacher comes in during the classroom teachers' prep-periods 5 days a week for one period to scaffold the content subject prep teachers' lessons. Scaffolding that the SETSS teachers use are lesson introductions and summaries, direct translations, graphic organizers, picture cues, realia, bilingual libraries/dictionaries/glossaries, and cognate lists.

Imagine Learning –A research-based interactive computer program which teaches students English while providing primary language support as needed. Special Education ELL students from the ICT 1st and 5th grades and the 3rd/4th grade bridge class use this program in the computer lab twice a week for one period from September to June.

Computer Programs- Classroom teachers in grades 3-5 use the computer programs (Acuity, Starfall.net, StoryLineonline.net and EarlyExplorers.net). These research based programs are used by the classroom teacher 3-5 days a week for 20min. Another “on-line” resource the ELL classroom teachers in grades 3-5 take advantage of is Google Translate. Students can type a word or sentence in their native language and then can read and hear the English translation. This resource is available 5 days a week in every class as needed. Students know they can get up and get a direct translation if they need it.

Content Area Language Support - In all ELL classrooms, Science, Social Studies and Math content area teachers use native language instructional materials, as needed, such as glossaries of content area words. Bilingual libraries with fiction and nonfiction topics are available to content area teachers, classroom teachers, and students. These titles are read in English by the content area teacher and then in native language by the bilingual classroom teachers. Content area teachers also develop content vocabulary and add to content area word walls. Content area teachers use pictures, realia and cognates to help with vocabulary comprehension. Content area teachers also use instructional materials in the ESL programs. ESL classrooms have content area wordwalls , bilingual libraries, and native language glossaries that all help the content area teachers to make new vocabulary more comprehensible to ELL students.

LeapTrack Reading– LeapTrack is a research-based, interactive, electronic program that reinforces basic skills in listening, reading and math with online assessments for teachers. This program is serviced by an ESL teacher, (oversees testing) and implemented daily, Monday – Friday by classroom teachers, for ELLs in grades 3, 4, and 5 (3 – 5 times a week for 20 min.), who are designated as Promotion in Doubt (PID) or have received a 2 or less on ELA or Math standardized tests.

#9. Newly proficient students have transitional support for two years after passing the NYSESLAT. These students continue to have additional time allotments on the NYS ELA and all other standardized tests. The ELL Title III After School Program teachers use the Macmillan/McGraw-Hill Reading Triumphs Series which includes textbooks, workbooks and intervention strategies. In addition to this series, the ELL Title III After School Program uses the Curriculum Associates Focus series, which includes the titles "Drawing Conclusions", "Main Idea", and Making Inferences. Newly proficient students are also invited to attend our Extended Day Program. Small groups of students work on literacy skills based on reading and math assessments. Extended Day Teachers receive assessment data and analysis compiled by our Data Team. Comprehension skills are built up through modeling the following strategies: monitoring comprehension, asking questions, inferring meaning, determining importance, summarizing, and synthesizing.

#10. P.S.13 has many new programs instituted for this school year. The use of the Common Core State Standards is new this year to P.S. 13. Teachers have picked one Literacy Performance Task and one Math Performance Task to use in all of our classrooms and across grade levels. Teachers will also be using DOK (Depth of Knowledge) in homework and task assignments to see trends in rigor. Inquiry Teams will look at students work and compare the tasks and work of the students to the CCLS. Results will inform changes. Fountas and Pinnell Assessments will be used this year in grades K-2. Our Literacy and Math Coaches are teaming up to present many new workshops to our parents in order to empower them to become strong advocates to their children and community. This year we have already had the following Parent Workshops, "Literacy at Home" ,"Math Manipulatives at Home: How to do it with Your Child", and "CCLS New Test Examples (ELA & MATH)". The Parent Coordinator is planning workshops entitled "Reducing the Over Representation of ELLs in Special Education" and "Suicide Prevention". Most exciting of all this year, P.S. 13 is starting a three year professional development program with Arts Connection. The purpose of this program is to help 4th and 5th grade students increase English language acquisition and cultural understanding through dance and theater residencies with Arts Connection teaching artists. Additionally, it will develop ESL and classroom teachers' and visual arts specialists' ability to incorporate language objectives into lessons to effectively instruct ELLs.

#11 There are no programs being discontinued this year.

#12. ELL students enjoy equal access to all school programs. Parent memos with translations, are given to all classes. Chorus and band participation tryouts are offered to every class in grades 3, 4,& 5. Infact, there are many additional programs that only ELLs or newly proficient ELLs are eligible to attend. For example, ELL students and newly proficient students attend the Title III ELL After School Program which prepares students for standardized tests through intensive after school instruction in English language development and Math processes & proficiencies. The Title III ELL After School Program enables ELL students to meet and exceed the standards set by the New York City and New York State Departments of Education.

#13. P.S. 13 uses a variety of instructional materials in it's programs. In the ESL and bilingual programs, PS 13's Science, Social Studies and Math content area teachers use native language instructional materials such as glossaries of content area words. Bilingual libraries with fiction and nonfiction topics are available to content area teachers, classroom teachers, and students. These titles are read in English by the content area teacher and then in native language by the classroom teachers. Content area teachers also develop content vocabulary and add to content area word walls. Content area teachers use pictures, realia and cognates to help with vocabulary comprehension. Content area teachers also use instructional materials in the ESL programs. ESL classrooms have content area wordwalls, bilingual libraries, and native language glossaries that all help the content area teachers to make new vocabulary more comprehensible to ELL students.

P.S. 13 uses many instructional materials and language supports in our ESL and bilingual programs. The Imagine Learning Computer Program is used in the ICT K, 1st and 5th grade classrooms twice a week. This program uses the students home language to make English comprehensible and progresses at the student's individualized reading level and pace. Listening Centers are in all ESL and bilingual classrooms which include English and bilingual books on tape and CD. Additionally, more fiction and non-fiction student and big books are available to borrow from the ESL Resource Room. Classroom teachers in both ESL and bilingual programs use word walls, native language glosseries, cognate lists, along with graphic organizers and story maps to scaffold the work the children are doing in reading and writing workshops.

At risk ELLs in the 4th, and 5th grades that received a level 1 or low 2 on the ELA or State Math test and 3rd graders who were PID/teacher recommended, receive targeted instruction 3 times a week for 45 minutes in small groups by AIS (Academic Intervention Services) teachers. The AIS teachers determine the nature of a student's particular reading problem by using IRI (Informal Reading Inventories). At risk students also take an on line test, "Edperformance.com" which determines the level of knowledge students have in reading, math and science. AIS additionally uses two more resources, CARS and STARS. The Comprehensive Assessment of Reading Strategies (CARS) program diagnoses students' performance in reading and comprehension skills. CARS identifies gaps and drives instruction where each student needs it most. The second resource is, Students Achieving Reading Success (STARS) program. This is a research-based educational intervention program for academically failing students which focuses on visual perceptual skills and learning.

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

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

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

classrooms to make English more comprehensible such as theme teaching, graphic organizers, picture cues, songs/drama, bilingual libraries/dictionaries/glossaries, and cognates.

15. P.S.13's services support ELL's ages and grade levels. ELL students in the ESL Program Model receive the mandated number of minutes per week of native language support which is 25% across proficiency levels and in accordance with NYS CR Part 154. In the TBE Program Model native language ELL students receive the mandated number of minutes per week of native language support based on their proficiency level and in accordance with NYS CR Part 154. ESL and bilingual teachers scaffold their lessons according to age, grade and proficiency level. The age and grade appropriate resources that ELL teachers use include: leveled libraries, visual and auditory aids like pictures, realia and stories on tape with comprehension questions, computer programs and web sites.

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

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

C. Schools with Dual Language Programs

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

none

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. P.S.13 has ongoing professional development which supports our school plan of moving ELL students along towards English language proficiency. We especially target for remedial instruction those students who have been stalled for two or more years on one proficiency level and those that may have dropped a level.

Our first professional Development session was held on September 6th, 2011. The entire staff reviewed state testing data (ELA, Math, NYSESLAT) which became available over the summer. We also discussed the findings and changes in teaching practice that were examined during teacher teams in 2010-2011. The staff in addition, saw a video on Danielson's Framework and was asked to select a goal from the Domain on which he or she would like to work this year.

The ESL Department plans at least three one hour Professional Development sessions for those teachers in the Title III After School Program. The first of these took place in October 2011 and focused on assessment analysis. The ESL Specialist and Title III teachers analyzed the 2011 NYSESLAT, identifying those students who have been stalled at the beginner, intermediate or advanced level for two or more years. Strategies were discussed to academically intervene.

The next Title III after School Professional Development will take place in January 2012. We will examine the results of the 2012 ELL Periodic Assessment. The ESL Specialist and Title III teachers will identify the 3 areas of greatest weakness, group students based on areas of weakness, and then identify strategies to differentiate instruction. The last Title III After School professional development will take place in March 2012 and will be titled, "Native Language Scaffolds Which Help Reading Comprehension".

In addition, the entire staff including teachers of ELLs went to an ESL workshop on November 8, 2011. The workshop was titled "Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs". During the workshop participants received a packet of information about ELLs and strategies for integrating language objectives into their math lessons.

Finally, P.S.13 is participating in PD DELTA (Developing English Language Literacy through the Arts), a three year professional development program for 4 teams of ESL and classroom teachers in grades 4 and 5, and a visual arts teacher who works with students in these grades. The first professional development session was held on November 3rd and was titled, "What is the nature of teaching and learning in dance and theater: and in what ways do they influence second language acquisition in English language learners?"

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

- To provide ongoing professional development to staff in an effort to lift their levels of instruction and to build self-efficacy.
- NYSESLAT – analyzing Spring 2011 data, give teachers who work with ELLs an overview of format and components of NYSESLAT
- To use teacher surveys to provide professional development
- To provide professional development in the use of technology to enhance classroom instruction and students' research opportunities
- Accessing and analyzing ELL Periodic Assessment data/results
- Native Language supports in the classroom

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

#3. A minimum of 7.5 hours of ELL training is provided to all teachers at P.S.13 with an emphasis on strategies to improve instruction of academic language for English Language Learners and newly proficient learners. P.S.13 takes this responsibility very seriously because many of our Non-ELL students were at one time ELLs themselves and so all of our teachers will at one time or another be teaching this population. The ESL Specialist keeps a log that gets added to each year to make sure that the 7.5 hours of training is provided to all staff members over their careers.

In September the Literacy Coach provided a PD on "Putting ELL Strategies into Curriculum Maps." All classroom teachers from K-5th grade attended. After the strategies were identified and inserted into the instructional plans, there were copies made and given to all the

classroom and out of classroom teachers . Teachers were also given instruction at that time on how to put language objectives into their curriculum maps. During Teacher Team time on Thursdays at 2:30-3:05 teachers are working on updating their curriculum maps include language objectives.

During P.S. 13's PD day on November 8th, the ESL Specialist lead a workshop entitled "Common Core Learning Standards: Developing Standards for Mathematical Practices for ELLs" for the entire school. The Nov. 8th PD was 1 of 6 sessions that will focus on the CCLS for Math in future workshops.

Additionally, on November 8th the Literacy Coach provided the staff with an afternoon PD entitled "How to Write Our Own UDLs". Since our school has a large population of ELL students, the Literacy Coach added scaffoldings that can help support our ELL students.

E. Parental Involvement

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

Parent and Community Involvement

#1. Parent and community involvement continues to be a major component of our school plan. Parents can see as they walk into P.S.13 a large Parent Information Bulletin Board which includes information about the curriculum calendar, school calendar, monthly activities, Elmhurst Community Library programs/ hours, along with Dial-a Teacher tutoring services. The Parent Coordinator teams up with the ESL Specialist as well as the Guidance Counselor, Literacy Coach and the Math Coach to provide workshops, at least once a week, on topics related to parents and education. Workshop titles presented in September and October this year include "Planning for Success: Learning about things you can do to have a successful year", "How to Help Your Child at Home in Reading and Math", and "Aris Parent Link". Future topics are as varied as, "Suicide Prevention", and "Looking for the Right Middle School". The weekly workshops include information on standardized tests, a family night of Math and Literacy games, health related topics, immigration, report cards, discipline code, parent- teacher conferences, and summer activities for parents and children. All parents are invited into school to share in their students successes. Parents are invited to monthly writer's celebrations that take place in the classroom. In March the parents are invited to see a display in the old gym of non-fiction books that were created by the students with the help of the computer department and in June they are invited again to a "Gallery Walk" which consists of student art work displayed throughout the hallways of the school.

Additionally, the ESL and AIS Departments held a "Reciprocal Meeting" on October 6th. Teachers met with parents of struggling students and shared student work, reading levels, and teacher observations. Parents shared their child's study habits at home and parent concerns with the teachers. The next Reciprocal Meeting is planned for January 2012.

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

#2. P.S.13 partners with Ming Yuan Chinese School, a Community Based Organization, which provides afterschool services to Chinese and non-Chinese speaking students. Ming Yuan's bilingual teachers provide tutoring, enrichment and homework help. Their students are grouped by grade level and focuses on homework help, enrichment/remediation, improving work habits, building stamina, giving individual attention, helping new immigrant students learn English, and teaching Chinese to all students.

#3. P.S. 13 evaluates the needs of the parents by sending out school wide parent surveys, reviewing chancellor city-wide survey results, and by getting feedback direct from parents during Parent Association Meetings and Parent Orientation meetings. All Parent workshops and Parent Orientations end with an opportunity to fill out a Parent Feedback Form. The Parent Coordinator and ESL Specialist review these to get ideas for future workshops and presentations.

#4 P.S. 13 addressess the needs of its parents by closely attending to parent requests and comments stated in the Learning Environment Survey. Workshop requests are collected and are used for future workshop topics. Based on the results of these school and city-wide surveys along with feedback from parents directly, P.S.13 conducts various workshops to address the needs of the parents. Some of these workshops include "English Classes for Parents", "How to Understand Your Child's Report Card" and "Strategies for Preparing Your Child for Standardized Testing". Their will be a workshop titled "CCLS -How to prepare for the Math State Test" in November 2011 and another "CCLS -Strategies for Preparing Your Child for the NYS ELA Assessment" will be held in February 2012. A NYSESLAT and NYS Science Test preparation workshop will also be held in March 2012.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	49	14	5	5	13	4								90
Intermediate(I)	53	14	35	14	10	10								136
Advanced (A)	22	54	21	29	26	24								176
Total	124	82	61	48	49	38	0	0	0	0	0	0	0	402

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	10	4	1	2	11	2							
	I	33	11	2	6	4	4							
	A	52	65	23	13	13	23							
	P	46	43	48	39	40	36							
READING/ WRITING	B	50	16	5	5	11	3							
	I	48	14	35	8	10	10							
	A	18	33	21	27	24	16							
	P	25	60	13	20	23	36							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	23	10	0	53

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
4	8	17	16	0	41
5	15	31	7	1	54
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	3	4			7

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	3	21	5	25	4	2	1	65
4	3	1	17	8	19	4	6	3	61
5	4	0	17	8	25	4	4	2	64
6									0
7									0
8									0
NYSAA Bilingual Spe Ed		2	2	2	1				7

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	2	6	4	29	11	8	3	63
8									0
NYSAA Bilingual Spe Ed			1	1	2	1			5

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	9	6	3	4				
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. Data from various assessments is compared throughout the year in order to immediately revise plans when necessary so that the school's goals are continuously being met. Data is routinely gathered, analyzed and discussed to track all ELL students' academic progress and needs. To assess the early literacy skills of our ELL's we use:

- * Fountas and Pinnell (new this Year k-2) 2011 - 2012
- New York State English as a Second Language Achievement Test (NYSESLAT)
- * ELL Periodic
- Rigby Running Records
- Internal Writing Assessment(Formally referred to as AussieWriting Assessment Rubrics)
- MCLAS/ ECLAS 2 2010 - 2011
- Conference notes / Checklists

- Teacher observations
- Students' portfolios
- * ELL Smart Goals Pre and Post Assessments
- El Sistema de Observacion de la Lecto-escritura (EL SOL) – A diagnostic assessment measuring student progress in Spanish literacy for ELLs in the Spanish Bilingual Program.

For school year 2010 - 2011, MCLAS/ECLAS-2 was used in grades K - 2. P.S. 13's early childhood classes continues to show progress in the foundations of literacy. At the end of October 2010, our kindergarten students were overwhelmingly emergent readers (93%), with all of our bilingual special education students included in this category. At that time, we set a goal to move a majority of our emergent readers to level A or above after the children began to work more intensively in leveled library books in December and January. By February 2011, only 21% of our kindergarten students remained emergent readers and, by year-end, this figure was further reduced to 6%. As is generally the case in kindergarten at the beginning of the year, when the children are just beginning to label their pieces and learn basic sight words, students are particularly weak in Language Features and Conventions. Our year-end ECLAS data shows that our kindergarten students have progressed considerably in these areas, with improvements of over 30% in each.

On the October 2010 ECLAS assessment, a majority of our first grade students, approximately 69%, were reading below grade level. All but three of our English Language Learners were reading below level and all of our self-contained Bilingual Special Education children were reading below level.

By the end of the year, only 20% of our first grade students were reading below level, an improvement of 49 basis points from the beginning of the year. Much of this student population can be attributed to holdovers, new English Language Learners and Special Education Students. A majority of the ELL first grade students are reading on grade level.

In first grade, the major areas of concern evident in the data resulting from the October writing assessment were in Language Features and Revision, with 56% and 51% of the students performing on level 1 respectively. The final ECLAS assessment for the year in June 2011 indicated that our first grade students have made significant improvements in each area, with 11% and 15% performing on level 1, respectively.

Regarding the Internal Writing Assessments (formally referred to as AUSSIE Writing Assessment) in kindergarten at the beginning of the year, when the children are just beginning to label their pieces and learn basic sight words, students are particularly weak in Language Features and Conventions. Language Features includes the use of simple sentences and the appropriate use of high frequency words. Conventions includes leaving spaces between words, writing left to right and top to bottom, and beginning to use dominant sounds to represent whole words. As indicated by our year-end data, our kindergarten students have progressed considerably in these areas, with improvements of over 30% in each.

In first grade, the major areas of concern evident in the data resulting from the October writing assessment were in Language Features and Revision, with 56% and 51% of the students performing on level 1 respectively. The final assessment for the year indicates that our first grade students have made significant improvement in each area, with 11% and 15% performing on level 1, respectively. When compared with results from the Fall 2009 administration of ECLAS to last year's first grade students, data from the Spring administration indicate an improvement of 34% in vocabulary word identification, a category in the Reading and Oral Expression strand. Another weak area identified early last year was Segmenting, a category in the Phonemic Awareness strand. In the fall, 61% of our first grade students were underperforming. May 2010 data, in contrast, show an improvement of 38% at year end.

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

Teachers assessed the bulk of their grade 2 students to be on levels 1 and 2 in all six writing strands in Fall 2010. Students in Grade 2 need particular support in language features, revision, ideas and voice, and conventions. ELL students needed more support in language features. This is noted in the weak revision abilities.

AUSSIE Internal Writing Assessment #1 Grade 2 May/June 2011

Level	HABITS CONVENTIONS	IDEAS & VOICE	ORGANIZATION	LANGUAGE FEATURES	REVISION
1	12%	10%	12%	11%	13%
2	42%	36%	48%	54%	53%
3	42%	44%	39%	36%	35%

Based on these results there are a few areas that the classroom teachers and ESL teachers will be targeting for additional support

and instruction. While only 12% of our 2nd graders are performing at level 1 in "Habits", this is only a 1% decline from Jan/February and 4% from November. Revision instruction will also be targeted because 13% of our 2nd graders are still at level 1, however, this shows a decrease of 13% since November. Additionally we will push better use of Language Features since there are no students at level 4 in this category, though there was a notable increase in students performing at level 3 by May/June. We are anticipating progress in the area of revision in the current school year with the added Sadlier phonics and grammar programs.

ECLAS-2 Results Grade 2 Fall 2010/Spring 2011:

Grade 2 students however made great gains in Vocabulary with a decrease from 77% below grade level in Fall 2010 to 33% in Spring 2011. In the Sight Word category, there was a minimal decrease in the percentage of students below grade level, from 33% in Fall 2010 to 32% in Spring 2011. Other gains are : Reading Accuracy- a decrease from 37% in Fall 2010 to 33% in Spring 2011, Reading Comprehension - a decrease from 45% in Fall 2010 to 38% in Spring 2011, and Oral Expression - had a decrease from 43% in Fall 2010 to 34% in Spring 2011. Unfortunately, 53% of 2nd grade students scored below grade level in listening skills. 47% scored below grade level in written expression. This data correlates with October 2010's AUSSIE Internal Writing Assessments in the ideas and voice strand: less than 10% of grade 2 students were assessed as being on grade level.

Implications for instruction are to increase read alouds with accountable talk to monitor the development and improvement of students' listening skills. Read alouds are used frequently during the day in early childhood classes to model reading with expression and comprehension through "think-alouds". Teachers received PD on "RTI - Looking at Student Work" in 2010/11 . Teachers continue to need to look closely at student work in order to determine the next steps for teaching. We anticipate progress in the area of writing development in 2011/12 with the added Sadlier grammar and phonics programs.

#2. All ELL students in grades K - 5 take the NYSESLAT. It is important to note when analyzing the overall NYSESLAT and LAB-R proficiency results, that P.S. 13 has a large influx each year of students new to the country . Of this year's kindergarten class, 40% were found to be beginners, 42% intermediates and only 18% advanced. Although newcomers arrive in all grades, the amount of ELL students remaining as beginners trends downward each year to less than 10% of 5th graders. This positive trend is also reflected in our number of advanced students increasing from 15 % of first graders to 63% of our 5th graders.

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

#3. Examining the NYSESLAT Modality Table reveals that K, 2nd, 3rd, and 5th grades have made adequate progress in the Listening/Speaking modality. In fact, we have increased the number of proficient students from 2010/11 4% in kindergarten, 33% in 2nd grade, 6% in 3rd grade, while staying the same in fifth grade. However, in 1st grade(-5%) and 4th grade(-6%) we had less proficient students than the 2010/2011 school year. This data tell us that we must continue to support listening and speaking activities in all grades. The ESL push-in teachers and the classroom teachers have been made aware of this data and are using the following interventions to address it's weakness:

– LeapTrack is a research-base interactive, electronic program that reinforces basic skills in listening, reading and math with online assessment for teachers..

-Listening centers are utilized in all ESL classrooms. Students listen to books on tape while the teacher assesses listening comprehension of students by written and oral responses.

-Imagine Learning - is used in ELL classes. It is a research-based interactive computer program which teaches the students English while providing primary language support as needed. Selected ELL students use this program in the computer lab once a week for the entire school year.

- Reader's Theater—one classroom teacher of 2nd grade ELLs is using Reader's Theater to supplement their reading program. Small groups of students work on oral and literacy skills. Reader's Theater is a research-based program that uses scripts based on various themes that students read and act out. ELLs learn fluency and gain better comprehension by practicing scripts, poems, chants, and songs.

In the Reading and Writing Modality grades K-5 have all made adequate progress moving towards proficient. Each grade has improved its numbers of proficient students over 2009/10; K(+9%), 1st(+6%), 2nd (+14%), and 4th (+20%). This improvement can be attributed to our focus on developing writing skills. ESL teachers in grades K-5 engaged in collaborative inquiry during teacher teams in 2010-2011 and through an examination of student work determined that ESL students would benefit from using a RECIPÉE Format (a graphic organizer that helps ELL students focus on a topic and write a well organized essay).

Unfortunately, we do still have some students stalled at one proficiency level since 2010/11; 2nd (20%), 3rd (30%), 4th (19%) and 5th (36%). The ESL teachers and classroom teachers have identified these stalled students and have are using interventions based on each student's individual weakness to move them ahead.

#4. a. After reviewing and analyzing the assessment data on the ELA, some uneven results have emerged. Our data shows that only 18% of 2010/11, 3rd grade ELL's achieved a level 3 or 4, a 21point drop from 2009/10 of 39%. Fourth grade however, improved its percentage of level 3 & 4's from 6% to 25% an increase of 19points. Then looking at 5th grade we see another decrease from 24% of 3 & 4 scores in 2009/10 to 17% in 2010/11 a 7point decline. Conversely, the amount of level 1's and 2's have risen. The level 1's and 2's are now targeted with additional interventions to bring up their English language skills. These students were the first to be invited to the Title III After School Program and Extended Day Program. The Title III program teachers use ESL and native language strategies to increase reading and writing skills through, vocabulary development, reading comprehension, and fluency instruction. AIS has also targeted many of these students to be pulled out 5 times a week to work on focused ELA and math skills.

After reviewing and analyzing the assessment data on the NYS Math and Science tests a clear pattern has emerged. Students who took the English language math test scored better than the ELLs taking the Native Language Math test. Of our 3rd grade ELLs who took the test in English, 52% earned a 3 or 4 score. In 4th grade, ELLs who took the math test in English saw 55% of them score a 3 or 4 and 58% of our 5th grade ELLs who took the test in English, scored a 3 or a 4 on the same test. Only 38% of ELLs in the 3rd grade, 44% of 4th grade ELLs, and 43% of 5th graders who took the test in their native language scored a 3 or 4. This trend continues on the 4th grade Science test. Our data shows that 86% of ELLs taking the English language Science test achieved a score of 3 or 4. However, only 70% of the ELL students taking the Native Language test earned a 3 or 4 on this test. Students who took the English content area test did better but we must be mindful that it is still a challenge for native language speakers to understand and be able to think critically think about topics taught at least partially in English. It is P.S.13s policy to use native language supports in all content areas to help make the content areas comprehensible to our ELLs.

In order to improve the achievement of the ELL students who take the ELA, Math and other content area state tests in English or a native language, the Data Team collects data on all state tests and then creates charts showing the areas of weaknesses with instructional Implications (strategies and scaffolds to use with ELLs). ESL and bilingual teachers also do test prep lessons with native language practice tests and native language glossaries. Parents are asked at the start of the year if they would like to have their child take the state content area tests in a native language and it is discussed at the December Parent Association Meeting. In this way the ESL Specialist can make copies of the native language glossaries for students to take home and leave in the the classroom so that the teacher and family can help to familiarize their student with the format and use of the glossaries. The ESL Specialist also makes multiple copies of past NYS tests that can be used as practice at home and at school. On the day of the NYS test, the ELL students who have chosen the native language test receives a new copy of the glossary to be used that day.

b. The ESL Specialist at P.S.13 downloads the results of the ELL Periodic and distributes the data with an analysis highlighting the performance areas of concern. The ESL specialist also gathers resource materials (worksheets, graphic organizers, ect.) and makes copies for the classroom teachers. ESL and classroom teachers can access for themselves the questions their students struggled with at [Http://schools.nyc.gov/accountability/resourcesforeducators/periodicassessments](http://schools.nyc.gov/accountability/resourcesforeducators/periodicassessments) and use the resource materials as needed. Teachers plan instruction based on the data and goals set by the administration. The results of the ELL Periodic will be discussed at the next PD for teachers of the Title III After School and goals will be set for student's future progress toward proficiency.

c. After analyzing the results of the Grade 3-4 2011 Fall ELL Periodic some weaknesses become apparent. Our reading score declined 1% from the previous Fall. This is in part because of our students who struggle with "making predictions based on inferences and

deductions". The 3rd and 4th grades also had difficulty "making inferences from features in the text". The writing section however, gave the 3rd & 4th graders the most difficulty. The writing score declined 3% from the previous Fall. Our ELLs have the most difficulty "using established criteria to effectively present information clearly". The listening section scores stayed the same on average with "showing familiarity with cultural and language patterns" presenting the greatest challenge.

The 5th grade results of the ELL Periodic are also disappointing. The 5th grade's overall reading score was an adequate 75% but still down 9 points from last year's Fall results. Our 5th graders also struggle to make inferences about information and ideas referenced to in text. In writing, our 5th grade ELLs scored a 63% 7 points lower than the previous year. The 5th grade ELLs found using appropriate vocabulary and expressions to be the most challenging writing skill. Listening skill proficiency remained the same at 62%.

Implications for instruction indicate that ESL and classroom teachers need to increase the use of graphic organizers during read alouds to practice listening skills. To bolster reading comprehension teachers need to use graphic organizers while reading to keep track of main ideas and supporting sentences. Teachers also need to focus on vocabulary development while using native language supports. To foster writing clarity ELLs need more modeling with shared writing and small group instruction/conferencing.

In order for classroom, ESL and content area teachers to make the English language comprehensible to our ELLs, native language supports are necessary.

- Native language books are available in the school library (Chinese & Spanish) and in the classrooms. ESL and Bilingual classes in grades k-5 go to library once a week.

- Classrooms in 3rd- 5th grades use National Reading Styles Institute (NRSI) short stories in their listening centers. The NRSI program includes stories on tape read in English or Spanish. The students follow along with a written copy of the story. They can then take a test or do a writing activity.

- Other Materials - ESL teachers also use graphic organizers, picture cues, songs/drama, realia, bilingual libraries/dictionaries/glossaries, and cognate lists to support their students' native language while learning English.

- Content Area Language Support - In all ELL classrooms, Science, Social Studies and Math content area teachers use native language instructional materials, as needed, such as glossaries of content area words. Bilingual libraries with fiction and nonfiction topics are available to content area teachers, classroom teachers, and students. These titles are read in English by the content area teacher and then in native language by the Bilingual classroom teachers. Content area teachers also develop content vocabulary and add to content area word walls. Content area teachers use pictures, realia and cognates to help with vocabulary comprehension. Content area teachers also use instructional materials in the ESL programs. ESL classrooms have content area wordwalls , bilingual libraries, and native language glossaries that all help the content area teachers to make new vocabulary more comprehensible to ELL students.

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

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.

School Name: <u>The Clement C. Moore School</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Y. Angelastro	Principal		11/18/11
Mrs. A. Hogan	Assistant Principal		11/18/11
Ms. B. Ramirez	Parent Coordinator		11/18/11
Mrs. M. Horan	ESL Teacher		11/18/11
	Parent		
Mrs. A. Nieto/bilingual	Teacher/Subject Area		11/18/11
Mrs. Rivituso/computer	Teacher/Subject Area		11/18/11
Ms. A. Sauer/ELA	Coach		1/1/01
Mrs. E. Slattery/math	Coach		11/18/11
Ms. L. Nelson	Guidance Counselor		11/18/11
	Network Leader		
Ms. D. Dickson	Other <u>Assistant Principal</u>		11/18/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q013 **School Name:** P.S. 13 Q Clement C. Moore

Cluster: _____ **Network:** Diane Foley

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Part B: Strategies and Activities

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

The findings show that our largest ethnic groups are communicating in Spanish, Chinese, and Bengali. The results were reported at P.A. meetings through verbal translations. The school uses the DOE Translation Unit (sending notices that need translation at least three to four weeks in advance in order to receive them in time) as well as staff members to translate various notices.

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

PS 13 will continue to provide the interpretation of school issues to ensure that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. This is done through school staff fluent in the community languages of our school. These staff members assist during registration procedures, when parents come to the school with concerns, and translate all oral information at Parent Workshops and P.A. meetings. If staff members are not available then the translation unit is called.

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>.

- a. Banners announcing changes in school hours are posted on the main entrance doors and rear doors of our buildings in the 3 major community languages.
- b. Parent workshop flyers are posted on the hallways of the main floor and on the outside doors of the school in three community languages.
- c. Notification indicating plans for school closings are sent home in 6 languages and posted at main entrances in three community languages.
- d. Notification of school activities such as: concerts, book fairs, PA meetings are posted as well as sent home in the three community languages.
- e. School Messenger Service provides telephone communication with parents in multiple languages regarding attendance, special events,

student lateness, Parent Association meetings, and Parent Teacher Conferences.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: PS13 Clement C. Moore School	DBN: 24Q013
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: 76	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 4	
# of certified ESL/Bilingual teachers: 4	
# of content area teachers: 0	

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: Our Title III ELL After School Program meets 2 days a week from 3:15 to 5:00pm. The program will run from October 16th, 2012 to April 10th, 2013. ELL and former ELL students who received 2s on the ELA or Math State tests, work in small groups on reading, writing, and math comprehension activities. Some newcomers are also included in the program. This program services 76 students, of the 76 students in the Title III program 3 of them are former ELLs. These former ELL students became Proficient as of June 2012. Each class services 19-21 students. These students were given base-line tests in both ELA and Math to identify skill weaknesses and strengths. There will be post tests given at the end of each unit to assess skill mastery.

The ELL Title III After School Program provides intensive after school instruction in English language development on reading, writing, and math skills using scaffolds to make information more comprehensible. Some of the scaffolds that are used are graphic organizers and story maps and native language materials. Comprehension skills are built up through monitoring comprehension, asking questions, inferring meaning, determining importance, summarizing, and synthesizing.

The ELL Title III After School Program teachers use the Macmillan/McGraw-Hill Reading Triumphs Series which includes textbooks, workbooks and intervention strategies. The math component uses the Houghton/Mifflin Series, "Go Math". In addition to this series, the ELL Title III After School Program uses the Curriculum Associates Focus Series, which includes the titles "Drawing Conclusions", "Main Idea", and Making Inferences".

Part C: Professional Development

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 ESL Supervisor and Specialist plan three one hour Professional Development sessions for those teachers in the Title III After School Program. The first of these took place on October 10th, 2012 and focused on assessment analysis, future assessment, materials and

Part C: Professional Development

general information.

The next Title III after School Professional Development will take place in January 2013. We will examine the results of the October 2012 ELL Periodic Assessment and look at on going assessments for ELA and Math . The ESL Supervisor and Title III teachers will identify the areas of greatest weakness, group students based on areas of weakness, and then identify strategies to differentiate instruction. The last Title III After School Professional Development will take place in March 2013 and will be titled, "Native Language Scaffolds Which Help Reading Comprehension".

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:

Parent and community involvement continues to be a major component of our school plan. Parents can see as they walk into P.S.13 a large Parent Information Bulletin Board which includes information about the curriculum calendar, school calendar, monthly activities, Elmhurst Community Library programs & hours, along with Dial-a Teacher tutoring services. The Parent Coordinator teams up with the ESL Specialist as well as the Guidance Counselor, Literacy Coach and the Math Coach to provide monthly workshops on topics related to parents and education. Workshop titles presented in September and October this year include, "Title I", "Planning for Success: Learning About Things You Can Do to Have a Successful Year", "How to Help Your Child at Home in Reading and Math", and " Aris Parent Link". Future topics are as varied as, "Looking for the Right Middle School" and "Respect for All/Dignity Act". The monthly workshops include information on standardized tests, a family night of Math and Literacy games, health related topics, immigration, report cards, discipline code, parent-teacher conferences, and summer activities for parents and children. A new activity that is scheduled for December 4th, 2012 is, "Take Your Dad to School Day". All students are encouraged to bring their fathers to this exciting event. The mayor's office will be providing P.S.13 with a special speaker for this occasion. Additionally, all parents are invited to school to share in their students' successes such as our monthly writer's celebrations that take place in the classroom. In March, coinciding with Parent/Teacher Conferences, the parents will be invited to see a display of non-fiction books that were created by the students with the help of the computer department. In June they will be invited to a "Gallery Walk" which consists of student art work displayed either throughout the hallways of the school or in the gym.

Part D: Parental Engagement Activities

Additionally, the AIS Department will hold a " Reciprocal Meeting" on October 29th. Our Response To Intervention (RTI) will be explained. Teachers meet with parents of struggling students and share student work, reading levels, and teacher observations. Parents share their child's study habits at home and parent concerns with the teachers. The next Reciprocal Meeting is planned for March 2013.

The ESL Specialist and Parent Coordinator teach ESL classes to parents twice a week for 60 minutes from November 2012 to May 2013.

All workshops will be translated into Spanish by the Parent Coordinator and into Chinese by one of our Para-professionals. Parents will be kept informed of school issues and activities with letters translated in all community languages. The DOE Translation Unit assists in translating memos to parents in many different languages as well as providing translations over the phone. School Messenger (with translations in Spanish and Chinese) is also used to remind parents of important meetings and upcoming events.

P.S. 13 evaluates the needs of the parents by sending out school wide parent surveys, reviewing chancellor city-wide survey results, and by getting feedback directly from parents during Parent Association Meetings and Parent Orientation meetings. Parent workshops and Parent Orientations end with an opportunity to fill out a Parent Feedback Form. The Parent Coordinator and ESL Specialist review these to get ideas for future workshops and presentations.

P.S. 13 addresses the needs of its parents by closely attending to parent requests and comments stated in the Learning Environment Survey. Workshop requests are collected and are used for future workshop topics. Based on the results of these school and city-wide surveys along with feedback from parents directly, P.S.13 conducts various workshops to address the needs of the parents. Some of these workshops include "English Classes for Parents", "How to Understand Your Child's Report Card" and "Strategies for Preparing Your Child for Standardized Testing". There will be a workshop titled "CCLS - How to Prepare for the Math State Test" in December 2012 and another "CCLS -Strategies for Preparing Your Child for the NYS ELA Assessment" will be held in January 2013. A NYSESLAT preparation workshop will also be held in March 2013.

Part E: Budget

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

Allocation Amount: \$0

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 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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		
TOTAL		