



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	19K013
School Name:	ROBERTO CLEMENTE
Principal:	MAXINE CAMERON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Roberto Clemente School Number (DBN): 19K013
School Level: Elementary Grades Served: Pre-K-5
School Address: 557 Pennsylvania Blvd, Brooklyn, NY 11207
Phone Number: 718 498-3717 Fax: 718 345-2396
School Contact Person: Maxine Cameron Email Address: mcameron2@schools.nyc.gov
Principal: Maxine Cameron
UFT Chapter Leader: Yalixa Rodriguez
Parents' Association President: Theresa Jenkins
School Leadership Team
Chairperson: Nellie Rosario
Student Representative(s): _____

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Blvd, Brooklyn, NY 11207
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: 718-345-2396

Cluster and Network Information

Cluster Number: 2 Cluster Leader: DESPINA ZAHARAKIS
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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 (Blue Ink)
Maxine Cameron	*Principal or Designee	
Yalixa Rodriguez	*UFT Chapter Leader or Designee	
Theresa Jenkins	*PA/PTA President or Designated Co-President	
Nelida Bruno	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nellie Rosario	Staff	
Yalixa Rodriguez	Staff	
Sharron Kennedy	Staff	
Danetta McClean	Parent	
Sabrina Nichols	Parent	
Michelle Henry	Parent	
Milagros Gonzalez	Parent	
	Member/	
	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 13K is a Pre-Kindergarten through Grade 5 Elementary School, located in East New York, Brooklyn. Our current register is 452 students. Our vision is "To prepare all children to achieve their utmost potential as pupils and caring citizens. Through collaboration amongst teachers, parents, and community members, all students will attain excellence."

We have created various partnerships with community and external organizations. Our partnership with Teachers College focuses on the Reading and Writing Project. This partnership incorporates a minimum of thirteen visits from each Teachers College Staff Developer. There is a grade specific staff developer for Kindergarten through two and another for Grades three through five. In addition to the pedagogical collaborations, PS 13 has also developed partnership to attend to the social-emotional development of our students. Since we value the holistic development of our students, we have established several relationships that will address the nutritional, emotional and physical health, as well as cultural and social needs of our students. To that end, we are extremely fortunate to have an on-site medical facility that is affiliated with Downstate Hospital, as well as the Institute for Community Living that provides counseling for our families. P.S. 13's partnership with Cookshop/Food Bank incorporates healthy eating within the home and a focus on the nutritional value for students.

The Wellness Program reiterates the need for healthy living through healthy eating habits and consistent exercise. Hope Center provides resources for our families in temporary housing. Additionally, we collaborate in reading projects to improve students' reading skills. Three of our students have the privilege of participating in Ballet Tech's 2015 program. Our partnerships with TRIAD Consulting Strategies and Youth Empowerment enhance parental engagement and support our students' social and emotional development. Other highlights at P.S. 13 include the Roberto Clemente Ensemble, Student of the Month, Safety Assemblies, Family Fridays, Breakfast with the Principal, Awards Assemblies, monthly Grade-wide trips aligned to the science and social studies curricula, Cloud 9 (social and emotional curriculum), and our Basketball Team.

Public School 13K's mission is "To continue to strengthen our commitment to student achievement by providing a safe and collaborative learning environment that will nurture and enrich the academic talents, social and emotional strengths of our students. As a result, our students will be critical thinkers, problem solvers, and productive citizens prepared to compete in an ever-evolving global economy."

19K013 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.3%	% Attendance Rate			88.6%
% Free Lunch	89.3%	% Reduced Lunch			3.2%
% Limited English Proficient	10.3%	% Students with Disabilities			16.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.2%	% Black or African American			64.8%
% Hispanic or Latino	27.3%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	4.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.3	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.2
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4			17.7%
Science Performance at levels 3 & 4 (4th Grade)	68.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

19K013 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.3%	% Attendance Rate		88.6%	
% Free Lunch	89.3%	% Reduced Lunch		3.2%	
% Limited English Proficient	10.3%	% Students with Disabilities		16.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.2%	% Black or African American		64.8%	
% Hispanic or Latino	27.3%	% Asian or Native Hawaiian/Pacific Islander		1.4%	
% White	4.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.3	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.2	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4		17.7%	
Science Performance at levels 3 & 4 (4th Grade)	68.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

19K013 School Information Sheet Key

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Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.3%	% Attendance Rate		88.6%	
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% Limited English Proficient	10.3%	% Students with Disabilities		16.6%	
Racial/Ethnic Origin (2013-14)					
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% Hispanic or Latino	27.3%	% Asian or Native Hawaiian/Pacific Islander		1.4%	
% White	4.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.3	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.2	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4		17.7%	
Science Performance at levels 3 & 4 (4th Grade)	68.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

1. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- The school wide literacy curriculum is Teachers College Reading and Writing Project (TCRWP). The Staff Developers work with teachers in lab sites to improve teacher instruction and students learning. They are used for grades K-2 and 3-5. The Staff Developers also debrief with administration to implement an action plan for the teachers and classrooms that are observed during their visits.
- The school wide mathematics curriculum is GoMath for mathematics instruction. The Staff Developers support work with teachers to support best practices to improve teacher instruction and student learning.
- The school wide curriculum for Social Studies is Harcourt. The Curriculum Team collaborates to create curriculum maps that incorporate Universal Design for Learning (UDL) to allow all students access to the curriculum.
- The school wide curriculum for Science is Harcourt. Consultants work with the Science Cluster teacher to support best practices to improve teacher instruction and student learning.
- School Wide Curriculum Maps are developed by the Curriculum Team to guide instruction in all subjects. UDL is incorporated to ensure that all students gain access to the curriculum. TCRWP “Units of Study” for reading and writing are used to guide the curriculum team.
- TCRWP Running Records are utilized as data to drive instruction and to support student learning using the “Units of Study” for reading and writing.
- Students participate in monthly grade wide field trips by incorporating the Harcourt Social Studies or Science curriculum unit of the month.

- The Art Residency consists of the incorporation of the Roberto Clemente Ensemble. Students perform during the Holiday Concert and PTA meetings for various audiences.
- Benchmark assessments are conducted. First, Teachers College Running Records are administered and data is entered into Assessment Pro. This data is used to drive instruction and support grouping of students in the classroom. For GoMath the “Beginning of the Year Inventory”, “Pre-Requisite” assessment, chapter pre assessments, mid chapter assessment, end of unit assessment and performance task are also conducted school wide. This data is compiled using Google Doc’s and is used to drive instruction.
- English Language Arts (ELA) and Math post assessments are conducted. Data from the various assessments are entered into Schoolnet to drive instruction.

Needs:

- A school wide phonics program for grades K-2 is needed to support all students and to increase their ability to fluently read and decode fiction and non-fiction text.
- A school wide word study program is needed for grade 3-5 to support vocabulary development for all students to gain access to text on various lexile levels.
- Mastery of Curriculum Mapping to incorporate UDL for all students to gain access to the curriculum
- Incorporation of yearly pacing calendars to drive instruction
- K-5 Arts program is needed to support the creativity of the our students
- Using formal and informal assessment data to form small groups and provide instruction based on student need
- Analysis of data and use of findings to drive instruction in the classroom
- Incorporate art and technology across grades and subjects and cluster classes
- Incorporate a Google Doc Database to capture assessments to conduct data analysis and create action plans that will inform instruction to improve student outcome
- Instructional Coaches in Math and ELA are utilized for demonstration of modeling lessons to support teacher’s effectiveness.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will align assessments to curricula, analyze assessment data, and adjust instruction to improve student outcomes as measured by a 5% increase of levels 3 and 4 in end of year English Language Arts and Mathematics performance task assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • At PS 13 we utilize GoMath for math implementation and supplement with UMathX program to support student learning and increase student outcomes. • Professional development is provided on an ongoing basis from educational consultants from GoMath, UMathX to support 	ALL Teachers	September 2014- June 2015	Administrators Consultants Coaches

<p>teachers' instruction and implementation of the curriculum to support student learning.</p> <ul style="list-style-type: none"> • We utilize the Teachers College Reading and Writing Program. Teachers College Staff Developers provide professional learning opportunities to plan units of study in reading and writing and use lab sites to conduct demonstration lessons. This supports teachers' instruction and implementation of the curriculum. • Professional Learning is offered from Network 210 Educational Consultants to support teachers' implementation of the curriculum, as well as offer support for best practices to increase student outcomes and learning. • Test Specification for all students in ELA and Math. • Utilization of the Creative Curriculum for all Pre-Kindergarten classes for rigorous instruction. • In collaboration with the DOE Speech Office the Foundations phonics program is implemented by the Speech Therapist with all first grade classes to develop the foundational phonetic skills of students. • The Teachers College Reading Rescue program is implemented through the utilization of the paraprofessionals to support reading for students identified by teachers. • The Writing Matters program through the technology grant is offered to support teachers and students incorporate technology within the classrooms. 			
<ul style="list-style-type: none"> • Teachers will receive professional development on Universal Design for Learning strategies and specific strategies to meet the needs of Students with Disabilities (SWD). • The Special Education Teaching Support Services (SETSS) teacher uses the "push-in" model to offer support to SWD' to offer them access to the curriculum. Instruction given using various strategies to support learning in all subjects. • The English as a Second Language (ESL) teacher uses both the "push-in" and "pull-out" model to support student learning by instructing students to use various strategies to support learning in all subject for English Language Learners (ELL). • Test Specification in ELA and Math for English Language Learners. • Response to Intervention is offered to students by utilizing the instructional coaches, RTI instructor and IEP Coordinator using the Common Core curriculum from the EngageNY website during the school day. • Implement an after school program focusing on ELL students using "Moving into English", "Teachers College", and "Imagine Fantasy Island" curriculum. 	All Teachers	September 2014- June 2015	Administrators
<ul style="list-style-type: none"> • Teachers utilize the "Parent Contact Log" to communicate with parents weekly on Tuesday afternoons. • Parents receive monthly newsletters are constructed by grade Notifying them of upcoming units in all subjects and events. • Grade teams conduct monthly parent workshops to help build their understanding of the Common Core Curriculum. • "Family Friday" is incorporated once a month allowing parents to visit their children's classroom to engage in a lesson activity with 	Parents	September 2014- June 2015	Administrators Parent Coordinator

their youngster.			
<ul style="list-style-type: none"> • Instructional Coaches will model lessons to support areas of need based on the “Log of Assistance” from observations conducted by administrators. • Teachers will attend workshops and turnkey information to colleagues. • School will provide substitute teachers and Absent Teacher Reserve’s (ATR) to cover classes to accommodate inter-visitations • A Curriculum Team will ensure the construction of monthly curriculum maps. • Teachers will communicate with parents weekly on Tuesday afternoons using a “Parent Contact Log”. • Monthly newsletters are constructed by grade teams to alert parents of upcoming units in all subjects and events. • Monthly parent workshops are conducted by grade teams to support parents understanding of the Common Core Curriculum. Various strategies are offered for parents to incorporate at home to increase their child’s learning. 	School Community	September 2014- June 2015	Administrators Teachers Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Resources needed to implement this action plan are:

- Scheduling Professional Learning opportunities from consultants for the Reading and Writing Project and GoMath is offered to teachers
- To obtain substitute teachers to cover Teachers who are attending Professional Learning opportunities given by Teachers College and UXMath consultants.
- Scheduling Instructional Coaches and Lead Teachers to plan and model lessons
- Use of teacher teams, peers, Instructional Coaches and Lead Teachers for developing norms and common language among teachers and students in the implementation of curriculum, development of assessments, and analysis of data for the subject/grade.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)	x	Title IIA	x	Title III	x	P/F Set-aside	x	Learning Technology Grant Project
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Learning Technology Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

• By February 2015, there will be a 5% increase in students reading at Level 2 and Level 3 as measured by the January Running Record Mid-Year assessment.

Part 6b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes/ELA	x	No/Math
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- All mathematical concepts have not yet been taught
- More integration of pedagogical practices

Changes to the action plan to accelerate progress:

- Incorporation of more professional learning opportunities by way of collaboration with the National Teachers Network
- Monitored and revised the pacing calendar
- Infusion of more common planning time

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS

- Implementation of School wide Behavior Modification Plan
Currently participating in a School wide social and emotional curriculum called Cloud 9. All students in grades PreK-5 participate in Cloud 9 World program. This is a social-emotional learning program was designed as an intervention for teaching social –emotional and character education skills. Cloud 9World is an evidenced- based, practical program that provides instruction in a variety of character strengths, such as an extensive collection of character books, accompanied by interactive lessons and assessments at the end of each unit. The goal is to improve student behavior, attendance, and ultimately student achievement. As a result of this implementation our students are becoming more aware of their actions, and they are exhibiting respectful behaviors. This is our second year of implementation.

NEEDS

- Maintain a safe and supportive learning environment
- Improve students’ social and emotional health
- Support positive communication
- Maintain a culture of trust and positive attitudes within the school community

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have a 3% decrease in student infractions as evidenced in OORs, by implementing Cloud 9, a social and emotional curriculum.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Implement the Respect For All Committee. The Respect for All Committee will consist of a team of individuals who will meet bi-monthly to examine OORS reports to decipher the recidivist, the types of infractions are committed, and where and when are they committed. Based on the information gathered, the team will create activities to address the issues to decrease the incidents. 	All staff members and students	September 2014- June 2015	Administrator All Staff
<ul style="list-style-type: none"> • Implement a school wide “Traffic Light System”. The “Traffic Light” is a behavior modification system where students have the opportunity to monitor their behaviors. In this system, the levels of behavior correspond to different colors on the “traffic light” – green, yellow, and red. Green is the highest level (when the child is behaving appropriately), yellow is the next level (when the child is engaging in inconsistent behaviors), and red is the level on which the child is engaging in severe inappropriate behaviors. The child moves to different levels in the system depending on his or her behavior throughout the day. The goal of the system is to motivate the child to control his or her own behavior in order to maintain a green status to reinforce positive behaviors. 	All students Male students – Grades 3-5	September 2014- June 2015 January 2015 –June 2015	Administrators All Staff Administrators
<ul style="list-style-type: none"> • Guidance Counselor will conduct various parent workshop for all parents (General Education, English Language Learners, Students with Disabilities) pertaining to crisis intervention. • Parent Coordinator and Administrators consistently conduct parent meetings concerning safety. • TRIAD will provide parent workshops for all parents including English Language Learners, Students with Disabilities) on how to support their child’s social, emotional, and academic development, develop skills to help them more effectively advocate for their child, strengthen their connections to other families and connections with the school especially for our new families. 	All students	September 2014- June 2015	Administration All Staff
<ul style="list-style-type: none"> • Implementation of School wide student affirmations. One way to encourage students to behave positively and to motivate students to learn is by implementing positive affirmations that will inspire 	All students	September 2014- June 2015	Administration All Staff

<p>them. An effective way to provide a little inspiration each day is to repeat positive affirmations daily. At P.S. 13, we created our own affirmations. Every day two students are chosen to recite the P.S. 13's Students' Affirmations over the Public Announcement System.</p> <ul style="list-style-type: none"> Implement monthly safety assemblies where the students will present the virtue for the month. 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The Parent Coordinator and several teachers were provided with training to implement the Cloud 9 World program Curriculum. This information was then turnkeyed to all staff members. We are currently in our second year of implementing Cloud 9 World program.
- Teachers are provided with lessons around the monthly traits. "Books of The Month", posters and pins are distributed with the monthly character trait displayed. This will remind students of the character trait of the month.
- Teacher and class schedule adjustment to allow time for special assemblies where students are recognized for exhibiting the school-wide monthly character traits.
- Guidance Counselor works with small groups of students to incorporate "Life Space Crisis" curriculum. Prior to implementation, the Guidance Counselor received training to become a Crisis Intervention specialist.
- Guidance Counselor will conduct various professional learning workshops to support the teachers in implementing crisis intervention strategies in their classrooms.
- TRIAD Consulting Strategies will support the collective aim of PS13 to promote a positive youth development and resiliency – build school culture to intentionally create an academic identity, foster a student centered-centered climate, maintain the current trajectory of low suspensions, produce a lasting reduction, and promote a sustainable academic environment. Furthermore, TRIAD will contribute in creating a school culture and climate that is conducive to College and Career Readiness.
- TRAIID will provide four session of professional learning sessions to staff and families educators in the area of positive youth development and resiliency.
- A Youth Empowerment Consultant will conduct sessions with our students and families where they will explore and discuss consequential thinking focusing on emotions such as anger and sadness, in order to develop a mental process of analyzing and anticipating the results.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)	x	Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 2015, there will be a 1.5% decrease in student infractions as evidenced by OORS
- By January 2015, teachers will have administered a middle of the year test where the virtues already presented to the school will be assessed.
- By January 2015, 100% of the students will be able to explain at least 2 of the virtues presented that year.

- Bi- Monthly the members of the Respect for All Team and Safety Team will review school data in OORS to examine the infractions and our plan will be revised if necessary.
- Cloud 9World Pre assessments will be administered to the students before implementation and post assessments will be administered.
- All Cloud9World participants must take a survey to gauge their prior knowledge for each character trait.

Part 6b. Complete in February 2015.

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/>	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

11. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

12. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Curriculum Maps and lessons plans are developed for Social Studies and Science utilizing the Harcourt curriculum.
- Teacher teams analyze student work to improve teacher practice.

Needs:

- The Curriculum Team will construct Curriculum Maps using the GoMath, Teachers College Reading and Writing Project "Units of Study", and the Harcourt curriculum for Science and Social Studies.
- Mastery of Curriculum Mapping including UDL to allow access for English Language Learners and Student with Disabilities.
- Inquiry Team will analyze data and teachers will use this data to drive instruction in the classroom
- Teacher teams will analyze student work using protocols to improve teacher practice.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teacher teams will participate in professional learning opportunities, to improve student engagement as measured by a 5% increase of effective and highly effective teachers in component 3c in Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Provision for Professional Learning for teachers during the 80 minute extended time for teacher teams to analyze data based on the previous year’s ELA and Math state exams. The teams determine areas of focus for instruction based on the areas of deficiency identified from the data using the Teachers College Reading and Writing Project and GoMath curricula. • Professional Learning for teachers during the 80 minute extended time for grade wide teacher teams to learn new strategies of instruction for Math from an Educational Mathematics Consultant. • Vertical and Horizontal Curriculum Teams meet weekly to plan units of study, analyze student work products to plan next steps using particular protocols. • Every grade has an Inquiry Team. Each Inquiry Team is charged with becoming an expert in using data to identify a change in instructional practice that will accelerate learning for a specific group of underperforming students. Based on what is learned from that experience, teams work with school staff to implement and monitor system-level change to benefit all students. Teacher inquiry teams meet once a month during the professional learning time. • The RTI team consist of the RTI coordinator, Literacy and Math coaches, Individualize Educational Plan (IEP) Coordinator and the school administrators. The RTI Team meets once a week to use problem-solving strategies to analyze data from school-wide perspective. The RTI team analyzes data to determine which students need intervention. 	<p>All teachers, administration, students</p>	<p>September 2014-June 2015</p>	<p>Administrators</p>
<ul style="list-style-type: none"> • Professional Learning is conducted by Network 210 for grade teams on incorporating effective strategies in math instruction using the GoMath curriculum. • Professional Learning for teachers during the 80 minute extend time for teacher teams to learn how to integrate technology during math instruction from an Educational Consultant using the UX Math program as a supplement to support English Language Learners and Students with Disabilities. 	<p>All teachers, administration, SWD and ELL students</p>	<p>September 2014- June 2015</p>	<p>Administrators Instructional Coaches</p>
<ul style="list-style-type: none"> • Grade teacher teams conduct Parent Workshops to support parents understanding of the Common Core Curriculum, GoMath and Teachers College Reading and Writing units. 	<p>Parents</p>	<p>September 2014— June 2015</p>	<p>Administrators, Teachers, Parent Coordinator</p>

<ul style="list-style-type: none"> Grade wide teacher teams create monthly newsletters to provide parents with information for the upcoming units and activities for the month. “Family Fridays” are conducted monthly school wide. Parents are invited to visit their children’s classrooms to engage in learning activities. Grade teams determine the topic of focus to provide consistency across the classes. 			
<ul style="list-style-type: none"> Professional Team will collaborate to utilize data to inform curriculum maps for varied content areas. Grade wide teacher teams conduct Parent Workshops to support parents understanding of the Common Core Curriculum, GoMath and Teachers College reading and writing units. “Family Fridays” are conducted monthly school wide. Parents are allowed to visit their child’s classroom and engage in a lesson . Grade teams determine the topic they will cover as a grade to provide consistency across the classes “Breakfast with the Principal” is held monthly to share pertinent information and to hear the concerns of the parents and community. PTA monthly meetings are conducted to inform parents of upcoming events as well as issues that concern the community. CookShop is offered to support parent involvement and student awareness in learning how to incorporate nutritious cooking in the home and in their daily lives. 	Administrators Instructional Coaches Teachers ESL Teachers, Special Education Teachers, General Education Teachers, Parents	September 2014-June 2015	Administrators, Parent Teacher Association (PTA)

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- TCRWP Staff Developers provide coaching thirteen times per year to support the reading and writing curricula. The staff developers are differentiated based on grade bands - Grades K-2 and Grades 3-5.
- Field Trips to supplement learning in the classroom and to offer a hands on approach.
- Schedule debriefing with administration and offer feedback to teachers.
- Educational Consultants provide additional coaching and professional development to staff.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)	x	Title IIA	x	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By March 2015, there will be a 5% increase in ELA and Math Score as measured by the Spring Benchmark Periodic Assessment.

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | x | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength:

- School leaders ensure an articulated vision is shared across the community.
- School Leaders ensure that all teachers are trained to implement the Teachers College Reading and Writing and the Go Math curricula.

Needs:

- Increase social-emotional support for teachers and students.
- School leaders will work on providing timely, specific and actionable feedback to teachers.
- Create mediums for open communication between administrators and teachers.
- Increase community-home connection and communication.
- Increase the infusion of the arts in school-wide curricula.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will be observed formally and /or informally using the Danielson Framework for Teaching and provide timely, specific and actionable feedback that will result in 80% of teachers rated at the effective level in component 3B-Questioning and Discussion techniques as evidenced in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Utilization of Observation Cycles with aligning Post Observation Conferences in which timely, specific, and actionable feedback is provided. • Educational Consultant will provide professional opportunities to increase school connectedness and foster resiliency for a cohort of high need and at-risk students. Promote the social and emotional growth of at-promise and high need students. Decrease the number of suspensions and reduce recidivism. Decrease the severity and number of behavioral incidents. • Provide differentiated Professional Learning opportunities during the extended time on Mondays, Tuesdays; Lunch & Learns, and inter-visitations. • Establish a Professional Development Committee • Establish a school-wide instructional focus and monitor implementation. 	All staff	Sept 2014- June 2015	Administrators Instructional Coaches Teachers
<ul style="list-style-type: none"> • Teachers College Staff Developers provide training for all staff. • Network 210 training for administrators, reading and writing coaches and teachers. • Usage of U Math X Consultant. • Principal is provided with a Coach to support with administrative tasks. Differentiated Professional Learning for teachers of English Language Learners and teachers of Special Needs Students • Create schedules to enable all teachers to participate in vertical and/or horizontal teams. 	Teachers	Sept 2014- June 2015	Administrators Coaches Consultants
<ul style="list-style-type: none"> • “Breakfast with the Principal” to share information and retrieve ideas and concerns from the parents. • “Family Friends” are conducted once a month to invite parents to engage in activities with their children. • Monthly family evening activities such as Literacy Costume Night, Thanksgiving Dinner , Student of the Month Celebration, and Holiday Dinner. • Monthly Assembly Programs where students infuse the arts to share social studies information and practices related to the Cloud 9 character trait of focus. 	All staff	Sept 2014- June 2015	Administrators Network 210 Instructional Coaches Consultants

<ul style="list-style-type: none"> • Grade wide monthly parent workshops provided by teachers. • Creation of school website. Parents/Guardians will be privy to curriculum, homework, assessments, student data and school wide activities. • Monthly calendars to inform the community of pertinent school wide events. • Use of school messenger to communicate upcoming school wide events. • Letters to parents will be backpacked home to ensure that all letters are sent home. • A Parent Survey will be completed by parents. 			
<ul style="list-style-type: none"> • Principal will facilitate regular data discussions with teachers to hone in on the effective usage of data in their classes to drive instruction, formulate various groups, differentiate instruction and assessment, as well as assess student performance. • Modify teachers' schedules to incorporate monthly Grade Leader Meetings to discuss data, innovative ideas and concerns. • Ensure that all teachers participate in internal and external professional learning. Thereafter, teachers will turnkey the information to their colleagues. • The Professional Team created a Professional Development Needs Survey to determine the areas of need for teachers. • Collaborate with TRIAD and Youth Empower to conduct a retreat for the teachers, where they will have a full day of staff development. 	Coaches Teachers	Sept 2014- June 2015	Administrators, Consultants Instructional Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Use of Instructional Coaches for demonstration lessons and intervisitations. • Danielson Framework and Advance for teacher evaluations. • Scheduling for Inter-visitations. • Use of NYCDOE resources such as Teachers College Unit of Study and Go Math. • Use of Assessment Pro and Google Docs. • PS13's website

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy	x	Title I Basic	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.

By the end of January 2015, the Advance system will be reviewed for individual teachers to monitor growth in observation data obtained in component 3b of Danielson's Framework for Teaching.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

- Based on Advance observations, teachers fell mainly within the developing range of the Danielson rubric.

Changes to the action plan to accelerate progress:

- A log of assistance was incorporated to assist the ELA and Math coaches to track teachers support.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

19. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

20. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength:

- Staff is warm and friendly as evidenced by an increase of positive responses on the school survey to the question: How do parents feel about the school learning environment re: responsiveness to parent feedback, making parents feel welcomed and keeping them informed about what their children are learning.
- School ensures consistent communication via monthly school calendar, grade-wide newsletters and School Messenger (a telephonic tool that relays messages to parents and guardians).

Need:

- The need to enhance the entire school community partners with families and community agencies to promote and provide professional development across all areas – academic, social and emotional development health to support student success.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in order to increase community awareness of academics, talents, health and wellness, we will have a 5% increase in parents/guardians and community involvement activities as evidenced by attendance rosters, workshop agendas and P.T.A. Meetings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Provide targeted professional development workshops for parent/guardians and community in alignment with the Common Core Learning Standards and Instructional Focus. Additional workshops will focus on teaching skills to help parents build stronger, more collaborative and supportive relationships. Parents/guardians will learn how to support their children’s social, emotional, and academic development. Development of skills to help parents to advocate for their children. Parents will be taught how to foster resiliency-building and character developing skills. • Utilize School Wellness Grant to increase awareness of health and wellness through partnership with Wellness Program. • Initiation of semi-annual Awards Ceremonies to recognize student achievements in varied content area of study. 	<p>Parents/Community Members</p> <p>All students</p> <p>Students</p>	<p>September 2014- June 2015</p> <p>December 2014-June 2015</p> <p>December 2015 & June 2015</p>	<p>Administrators Teachers Parent Coordinator P.T.A.</p> <p>Administrators Parent Coordinator Physical Education Teacher School aides</p> <p>Administrators Teachers Secretaries School Aides</p>
<ul style="list-style-type: none"> • Implementation of monthly Family Fridays where parents/guardians have opportunity to participate in their children’s learning activities. • Monthly Breakfast with the Principal, where parents/guardians have opportunities to share their ideas and/or concerns with the administrative team. 	<p>All Parents</p> <p>All Parents Community Members</p>	<p>October 2014-June 2015</p> <p>October 2014-June 2015</p>	<p>Administrators Teachers</p> <p>Administrators</p>
<ul style="list-style-type: none"> • Student of the Month Celebrations during monthly P.T.A. meetings 	<p>Students Parents</p>	<p>October 2014-June 2015</p>	<p>Administrators Family Workers</p>

<ul style="list-style-type: none"> Implementation of community food drives to provide healthy food to families in temporary housing. 	All Parents/Community Members	Fall 2014 and Spring 2015	Administrators
<ul style="list-style-type: none"> Partnership with Hope Center 	Students Parents	September 2014-June 2015	Administrators P.T.A.
<ul style="list-style-type: none"> Coordination of grade-wide assembly programs where students participate in showcasing their talents by way of dancing, singing, acting, and poetry in alignment with social studies and social and emotional program – Cloud 9 virtues. 	Students	October 2014-June 2015	Administrators Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Adjust schedules of instructional coaches and lead teachers so that they can facilitate professional learning for parents.
- NYC DOE resources such as the Common Core Library, OTPS for student consumables and workshop materials.
- Adjust schedules to ensure parental engagement during Family Fridays.
- Unpacking of the Common Core Learning Standards and our Instructional Focus for all stakeholders.
- Use of Institute for Community Living Inc. personnel to assist families.
- School Nurse (affiliated with Down State Hospital) to attend to families’ health needs.
- School Nurse to facilitate workshops for parents.
- Schedule times to facilitate safety meetings to enlighten stakeholders about our school environment and safety.
- Schedule administrators and teachers to provide workshops for parents/guardians of English Language Learners and Students with Disabilities.
- Educational Consultant will provide parent workshops to strengthen their relationships with their children and to foster resiliency.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 3% increase in community awareness of academics, health and wellness as measured by the sign-in sheets.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. 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 Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
English Language Arts (ELA)	Students who scored Level 1 or Level 2 based on the 2014 NYS English Language Arts Examination	RTI Close Reading Shared Reading and writing activities Test sophistication Text dependent and high level questioning Writing in response to literature Phonics and vocabulary support	Whole class Small group Tutoring	During the school day After School During lunch
Mathematics	Students who scored Level 1 or Level 2 based on the 2014 NYS Mathematics Examination	RTI Problem solving strategies Real world connections Mathematics writing U Math X Go Math	Whole class Small group Tutoring	During the school day After School During lunch
Science	Students' scores based on unit examinations	Wellnes Program Hands-on science activities Reading and writing in the content area Educational trips during the school day	Whole class Small group	During the school day After school
Social Studies	Students' scores based on unit examinations	Educational trips during the school day Reading and writing in the content area Career Day Project-based learning activities	Whole class Small group	During the school day After school
At-risk services (e.g. provided by the	Behavioral concerns affecting classroom	Counseling Peer mediation	Small group One-to-one	During the school day

<i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	performance Interpersonal skills Overall mental and emotional wellbeing of students	Life Space Crisis Intervention strategies Youth Empowerment Program TRIAD Institute for Community Living		
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • To ensure that all teachers are highly qualified, internal as well as external professional learning opportunities have been created for pedagogues. Professional learning sessions have and will focus on various topics such as Common Core Learning Standards, the utilization of Depth of Knowledge and the Hess Matrix, differentiation in instruction and assessment, Universal Design for Learning, Growth versus Fixed Mindset, Curriculum Mapping, Danielson Framework, Teachers College Reading and Writing and resiliency. • In order to retain highly qualified teachers, we build capacity by empowering teachers to facilitate professional development workshops and inquiry teams as well as spearheading grade-wide field trips. Effective teachers are also asked to employ mentor positions, whereby they provide guidance to first year and/or underperforming teachers. • Teachers also have the option of supporting targeted groups via one-to-one instruction or small groups. Additionally, teachers participate in inter-visitations demonstration lessons. • Currently, we are developing a recruitment committee whose responsibility will be to identify highly qualified teachers to fill any vacancies that may occur.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teachers and paraprofessionals participate in differentiated professional learning sessions during the 80 minute extended day on Mondays and the 35 minute professional work time have. • Principal attend monthly network conferences, Teachers College monthly workshops, meeting with the Talent Coach, city-wide conferences, as well inter-visitations of schools within my network.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Supervisor of Pre-Kindergarten and Parent Coordinator visit community daycare centers to recruit children.
- Open House is offered for parents to visit our site.
- Once the children have registered, we invite students and parents to an orientation.
- Announcements are shared about activities in our school to enlighten them about events.
- Parents are encouraged to participate in early registration.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Instructional Cabinet oversees the process of selecting and usage of different assessments.
- The Professional Development Team assesses the staff's need around assessment by way of surveys– baseline assessments, unit assessment, inquiry work, etc.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$407,451	x	10, 13, 22
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	\$103,144	x	10, 11, 13

Title II, Part A	Federal	\$201,772	x	10,11
Title III, Part A	Federal	\$11, 200	x	10,11,16
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$2,542,801	x	10,11,13,22

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Public School 13K 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 the school and the families. The 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 the school community. Public School 13 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 the school community;

The 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. The 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 the 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-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, the 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 School 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 the school 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 the school's 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-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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Public School 13K 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.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Roberto Clemente	DBN: 19K013
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
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

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: 47 ELLs in PS13K will participate in the afterschool ESL Program, which will be facilitated by a licensed ESL/Bilingual teachers. There will be two teachers provided for this purpose. The teachers will use English as the medium of instruction. They will focus on improving the language acquisition of three groups of ELLs and they will be divided into two groups. One Pedagogue will work with the Beginners and low Intermediate, while the other teacher will provide instruction to the high intermediate and advanced students. Approximately 23 students will be assigned to each group. We will begin the program in December through end of April. The program will take place on Wednesdays and Thursdays from 2:30 PM to 4:30 PM.

All of our newcomers tested at the beginning level in all four domains- speaking, listening, reading and writing on the NYSITELL. Therefore, we decided to focus our instruction and learning activities on the development and enhancement of their English Acquisition in all four domains. Our newly arrived students who have no knowledge of the English language, will be provided with Bilingual Spanish/English materials such as, GOMATH exercise books and Spanish trade books. We will use such materials to scaffold students' math and literacy skills.

Analysis of NYSESLAT 2013-2014 and ELA State Test 2013-2014 indicates that reading and writing are the lowest modalities among our ELLs. Therefore, instructional focus and activities will heavily hone in on developing their reading and writing skills. Additionally, phonics, fluency, vocabulary and reading comprehension will be taught. Our goal is to foster a love for reading, while teaching various reading skills to enhance students' speaking & reading comprehension. Curricula will be organized around "big questions," involve authentic reading and writing experiences, and provide textual choices, and meaningful content for students.

We will use methodologies learned from Teachers College Workshop to enhance literacy skills, as well as content-area based materials so students can be exposed to rich academic language. The teachers will select complex texts for read aloud during the mini-lesson. Through deconstruction and reconstruction of the complex texts, students will learn different literacy skills such as grammar, vocabulary, main idea, context clues, sequencing and characterization, as well as, content area knowledge. We have 7 special needs ELL students. In order support their needs we will ensure all lessons are scaffolded. One of the most important steps in critical reading is to make predictions about a piece of writing prior to the first real reading. For our emergent readers/special needs students, we will use a strategy called taking a "book walk." During a book walk, students are asked to preview the book before they read any text and

Part B: Direct Instruction Supplemental Program Information

make predictions about the plot by analyzing context. For emergent readers, this means looking at pictures and describing what they see. Teachers model this reading strategy to the students. They will begin with the title and author of the book, sweeping a finger under the words as they are read out loud. Next, they instruct the student to look at the pictures on the cover. The teacher will then ask the student to make predictions about what he sees and what he/she thinks the book will be about. Afterwards, students will practice the specific skill taught to them in their independent reading books (differentiation). Next, students will have an opportunity to discuss the strategy they focused on with a partner or whole class. Other scaffolding strategies the teachers will use are : providing visual cues to help students understand topics, chunking long readings into short passages, so that students see only the section they need to tackle, reading a passage aloud before students read independently, model fluent reading, having students act-out the actions of the story, graphic organizers, organize your students into reading partnerships etc. All of our students have been tested through running records and they all know their independent reading levels.

Students will also receive instruction to prepare them for the NYSITELL. The NYSITELL instruction will be differentiated according to each student's individual score. Certified ESL/Bilingual teachers will create differentiated lessons that include the four modalities of English Language Learners and take into consideration the various learning styles of all students. The school will use some of the allocated funds to pay for both teachers, purchase journal notebooks, paper, pencils, fiction and non-fiction leveled books.

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: Throughout the school year our ESL teacher and any teacher working with our ELLs attend various ESL workshops at Columbia Teachers College, professional development offered by the Office of English Language Learners and ESL workshops offered by our CFN 210. Our certified ESL teacher Ms. Snyder and the Assistant Principal Mrs. Mancini attend most of the ESL workshops. Pedagogues and administration are encouraged to attend professional learning sessions to enhance and deepen their knowledge of strategies to utilize and improve the achievement of English Language Learners. Our staff recognizes that they are life long learners and welcome professional development. Attendees later turnkey the pertinent informaton to the teachers who have ELLs in their classes. The information is turnkeyed during monthly meetings, common planning periods, and collaborative inquiry team meetings to discuss effective strategies for instructing English Language Learners. Some of the workshops attended 2012-2013 SY were: Enacting CCLS Practices to Support Achievement for ELLs in Math, Coteaching for ELLs, Testing Scoring and Administering of the LAT, Reaching our ELLs: Aligning NYS

Part C: Professional Development

ESL Standards and CCLS, SIOP & CALLA Approaches, Achieve 3000's Post Level Set Test, Follow-up to Achieve 3000. Professional Development for 2013-2014 SY: Learning Waterford, Waterford Creating Classes, Danielson 2013 Rubric, LAP Technical Session, Language and Literacy for ELL's; Creating Systematic Change for Academic Achievement, Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators, Reading and Writing Non-fiction for ELLS Institute: Scaffold for Success, Writing Curriculum Calendars, Ways to Make Every Aspect of Workshop Teaching Responsive to the needs of our Students, Nuts & Bolts of Writing Workshop: Exploring, and TC Readers Workshop.

2014-2015SY are: "ELA City Wide Expectations", September 2, 2014 Facilitated by Mrs. Mancini Assistant Principal and Ms. Archer Literacy Coach- Duration 10:00AM- 11:30AM, "RTI", September 2, 2014: Facilitated by Ms. Davis RTI Coordinator and Mrs. Mancini Assistant Principal- 1:00PM to 2:30PM , "RTI- Identification of Tier 1 and Tier 2", September 22, 2014: Facilitated by Ms. Davis RTI Coordinator- 2:20PM-3:40PM, "Using Assessing and Advancing Questions to Promote Authentic Discussion" (Lunch and Learn), October 22, 2014 Facilitated by Maxine Cameron Principal- 11:04AM-11:54AM & 11:55AM-12:45PM, "Small Group Instruction", November 10, 2014: Facilitated by Ms. Archer Literacy Coach and Mrs. Mancini Assistant Principal - 2:20PM-3:40PM, "Essential Questions: What are Inquiry Teams?" (Lunch and Learn), November 19, 2014 Facilitated by: Mrs. Mancini Assistant Principal and Mrs. Towels Assistant Principal I.A.- 11:04AM-11:54AM & 11:55AM-12:45PM, "Unpacking NYSESLAT: Instructional Implications for ELLs (grades k-5), December 12, 2014 from 9:00AM-3:00PM- The Dept. of English Language Learners, " Writing Language Objectives for English Language Learners in the Mathematics Classroom", February 6, 2015 from 9:00AM-3:00PM- The Dept. of English Language Learners, Throughout the year school year teacher's participate in monthly in-house Teachers College PD Our assigned TC Facilitators Katie Clement (3-5) and Jennifer DeSutter(K-2) come in once a month to provide teachers with hands on PD. First they meet with the teachers and discuss the unit at hand and then they modeled a lesson from the unit in a lab site (teacher classroom) for the teachers.

Additionally, the ESL teacher participates in professional learning sessions to acquire knowledge about new researched-based strategies to impact ELLs' students' learning. Furthermore, professional meetings-inclusive of the ESL teacher and general content teachers are held to focus on academic language and methodologies used for ELLs in the content areas. Once per month the ESL teacher meets with general education teachers to assist them in planning their social studies or science lessons that target the needs of ELLS. Thereafter the teachers will study and integrate the strategies in the execution of their lessons. Differentiated tasks for ELLs should be evident, especially in science and social studies, where the ESL teacher rendered assistance. Language foci are set to make certain that students learn and write complex sentences. These strategies should transfer to lessons in the classroom and the after school program. The teachers will create assessments to decipher the effectiveness of the strategies and make modifications in lessons and strategy meetings.

Part D: Parental Engagement Activities

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: Parental engagement is paramount as the parents and guardians will be kept abreast of strategies that can be used to improve and increase their children's use of English. Parents of ELLs involved in the afterschool program will be invited to attend parent workshops that address the specific needs of the children involved in the Title III program. Three workshops will be held throughout the 2014-15 school year. Each workshop will be held for 40 minutes. The ESL teacher will facilitate and a translator will be present at the workshops. The PTA and Parent Coordinator will also help facilitate parents' involvement in these workshops. We will notify the parents of the workshops by sending home notices, PTA calendar, via phone calls and school messenger. The workshops schedule and topics to be addressed in these Parent Workshops are as follows:

Dec. 22 (Tuesday): Reading Strategies – This workshop aims to emphasize the importance of reading outside the classroom. The Title III ESL teacher and Ms. Mancini, the Assistant Principal will discuss with parents the strategies they can use while reading with their children at home to enhance acquisition techniques.

Jan. 20 (Tuesday): Vocabulary Building Strategies to use with ELL students.

March 17 (Tuesday): Getting Ready for NYSESLAT – This workshop aims to enhance the awareness of the upcoming NYSESLAT. The Title III ESL teacher will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can do with their children at home. The ESL teacher will also provide materials and list recourses for parents to use at home.

Parents of ELLs who are identified for the afterschool program are notified by the Title III ESL teacher at the beginning of November during the Parent Teachers' Conference about the afterschool ESL program. The ESL teacher gives parents an overview of the program and tips on what they can do at home to help their child succeed in English acquisition. Interpretation will be given to parents throughout the meeting. In addition, letters will be sent home for parental consent for students' participation and school messenger will be used as a reminder.

Parents will receive letters once a month to report the progress of the ELLs in the afterschool program. The letter describes the skills that students should have learned and gives parents advice on how to practice these skills at home. Students' work, as well as rubrics, will be attached to each letter showing their progress. If necessary, the letter and the rubrics will be translated into Spanish, Arabic or French by the Parent Coordinator and the ESL teacher, so that parents can have a complete picture of their children's performance during the afterschool program.

The ESL teacher will contact parents via friendly telephone calls, formal, and informal meetings with

Part D: Parental Engagement Activities

appropriate translation after school on Tuesdays during the Parent Engagement segment. This is to build a closer relationship with parents so the ESL teacher can have a better understanding of individual needs and concerns.

Parents of ELLs involved in the afterschool program will be invited to attend parent workshops that address the specific needs of the children involved in the Title III program. There will be two workshops held throughout the 2014-15 school year. Each workshop will be held by the ESL teacher, translators will be offered. The PTA and parent coordinator will also help facilitate parents’ involvement in these workshops.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 13
School Name Roberto Clemente		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms.Sabrina Fleming	Assistant Principal Mrs. Martha Mancini
Coach Mrs. Monica Archer	Coach Ms. Nellie Rosario
ESL Teacher Ms. Ekaterina Snyder	Guidance Counselor Ms. Ora Sligh
Teacher/Subject Area Ms. Davis/ AIS	Parent Yovanny Martinez
Teacher/Subject Area Ms. Edwards SETTS	Parent Coordinator Mrs. Leonilda Castillo
Related Service Provider Joanne Brucella	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	496	Total number of ELLs	50	ELLs as share of total student population (%)	10.08%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	0													0
Pull-out	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									0
Dual Language										0
ESL	42		4	9		2				51

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	42	0	4	9	0	2	0	0	0	51
Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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	9	4	6	3	4	7								33
Chinese		1				1								2
Russian														0
Bengali														0
Urdu														0
Arabic	1	3	3	1	1	3								12
Haitian														0
French		2	1		1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	10	10	4	6	11	0	51						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	7	5	4	1		3								20
Intermediate(I)	3	4	5		5	5								22
Advanced (A)		1	1	3	1	3								9
Total	10	10	10	4	6	11	0	0	0	0	0	0	0	51

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5		1		6
4	7	2			9
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	1	1	1				6
4	4	3	2						9
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		3				6
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - Our school uses TCRWP, running records, Performance Assessments, LAB-R and the NYSESLAT to assess the early literacy skills of our ELLs. The raw scores of the LAB-R provide teachers with basic understanding of the reading, writing, speaking and listening skills for our new ELLs. Throughout the academic year, teachers use running records to assess students' reading levels. We administer 2 ELA

Performance Assessments to measure literacy standards, and have 5 assessment windows throughout the year in which we use TCRWP to measure their early literacy levels. Every spring, our ELLs take the NYSESLAT which measures their progress in learning English as a Second Language. 9 of our students received a Beginners score, 18 received an Intermediate score and 8 are Advance. Most of our ELLs are below grade level in literacy, especially our ELL-SWDs. However, 13 of our students improved from the 2012 NYSESLAT to 2013 NYSESLAT, but 8 did not (7 out of the 8 are special needs). The ESL teacher and classroom teachers share their findings from different tools in order to provide appropriate instructions. ELLs whose literacy level is below grade level are put in small inquiry groups in which teachers provide instructions based on targeted literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to the NYSESLAT Spring 2013 data, 9 out of 36 of ELLs at PS13 achieved an overall Beginners score, 18 achieved Intermediate and 8 Advance. From the 36 ELLs who took the NYSESLAT in 2013, 24 took the NYSESLAT in 2012. Out of the twenty-four (24) students, five (5) students went from scoring a beginning level on the 2012 NYSESLAT Test to scoring an Intermediate Level in the 2013 NYSESLAT Test and one of them is a SPED. Three (3) students went from scoring an Intermediate level on the 2012 NYSESLAT to scoring an Advance Level on the 2013 NYSESLAT. One (1) student made great strides, he went from a Beginning Level on the 2012 NYSESLAT to an Advance level on the 2013 NYSESLAT. Four (4) students remained at the Beginning Level. Two (2) students improved and two declined. One (1) of the students that improved is a SPED and one (1) of the students that declined is a SPED. Six (6) students remained at the Intermediate Level, one improved and five declined. Out of the five students one is a SPED. Three (3) students remained in the Advanced level, one (1) improved and two (2) declined. Two students went from the Advance Level in 2012 to the Intermediate Level in 2013.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. Since we are not provided with the RNMR report on the NYSESLAT 2013 result, which indicates the proficiency in each modality – reading, writing, listening and speaking, our school compares the raw score of each modality to the required score to achieve proficient in order to generate our data. The data pattern across the modalities indicates that listening is an area of weakness for our ELLs from K-5. There will be an initiative to strengthen academic listening skills of our ELLs in all content areas. Our instructions will require them to practice their interpreting and responding skills while listening to information presented verbally. The raw scores of the speaking sub-test indicate that the majority of the newcomers do not achieve proficient level in speaking. The data is presented to their classroom and subject teachers to ensure that teachers pay attention to these ELLs' speaking skills for social and academic purposes. In addition, ELLs will be engaged in a range of collaborative discussions and presentations, and academic speaking skills will be taught explicitly with ESL strategies (e.g. framed conversations). Our data pattern also reveals that most of our ELLs from K-5 are struggling to attain proficient level in the reading and writing modalities. As our school is following the TCWRP for teaching reading and writing, our ESL teachers differentiate the tasks to address the needs for ELLs. In each classroom, ELLs are differentiated according to their reading and writing levels, not their status as an ELL. Besides ELA, our ESL teachers implemented ESL strategies in content areas, such as social studies and science. They work with subject teachers to ensure ELLs are exposed to academic language, vocabulary, along with a range of complex reading materials appropriate for their grade levels. Our school emphasizes that our ELLs are learning the same content with non-ELLs, with appropriate differentiated independent reading and writing tasks.

4. For each program, answer the following:

- a. 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?

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

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

c) Based on the data from the Periodic Assessment, teachers can determine literacy deficiencies, concept gains, academic strengths, and the student's potential score on the New York State assessments. Native language is used minimally, especially at elementary levels. There are teachers, paraprofessionals, office staff, parent coordinator, a guidance counselor, school aids in our school who can provide assistance to students who speak Spanish, French, and African as their native language when necessary. For newcomers who are literate in their native language, resources, such as bilingual dictionary, are provided to aid their learning. ELLs who prefer to take the State examinations (except ELA) in their native language will use both English and an alternative language edition of the test simultaneously. If

there is no translated edition for the state examinations, our school will provide them with oral translation from suitable translators. For example, we hired DOE Arabic translators to administer the Standardized Math Test to our Arabic students must.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
 1. At P.S.13 we have an RTI Team and our members are: Ms. Fleming (Principal), Ms. Allert (Speech Teacher) Ms. Archer (Literacy Coach) Ms. Brown (Special Education Assistant Principal), Ms. Davis (AIS Teacher), Ms. Edwards (SETTS Teacher) Ms. Graham (School Psychologist), Mrs. Mancini (ESL/AIS Assistant Principal), Ms. Rosario (Math Coach), Ms. Sligh (Guidance Counselor) Ms. Snyder (ESL Teacher) This RTI team was formed to conduct a comprehensive needs assessment for the ELLs and the SPEDS based on the results of the Periodic Assessment. After analyzing the data gathered from the performance tests, period assessments, and annual tests (State examinations, and the NYSESLAT), our school identifies ELLs who are not making academic progress at expected rates. Then we administer RtI screening to assess whether their literacy skills and competences are meeting grade level benchmarks. For ELLs who are at risk, our ESL, classroom and subject teachers will collaborate to design instructions to strengthen the skills they need in English language acquisition. Differentiated materials are used to meet the needs for these ELLs, and are tools we use to assess their progress. In addition, some ELLs will receive AIS service (in literacy and/or mathematics) if they are not making adequate progress in a whole-class setting. After monitoring their progress over time (8 weeks), if these ELLs still demonstrate adequate progress in targeted skills and competencies, we will refer them to our special education team.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions are made by both ESL, classroom and subject teachers collaboratively. Therefore, even if our ESL teacher is not pushing in or co-teaching in the class, the instructions and activities are incorporated with ESL strategies, such as using TPR, visual aids, and differentiated tasks. For ELLs who are literate in their native language, teachers provide them with bilingual dictionaries. However, academic vocabulary and language are still taught explicitly to facilitate their English language development.
7. 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?

At this point in time, the school does not have Dual Language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At enrollment, all parents or guardians of new students to the DOE receive a Home Language Identification Survey in the appropriate home language. Our ESL teachers administer the survey to the parent in the appropriate home language. Interpretation is also provided when necessary. After reviewing all the home language surveys, the ESL teacher conducts an informal interview with the students. If a student speaks a language other than English and speaks little or no English, he/she is required to take the LAB-R test within 10 school days after initial enrollment. For Spanish-speaking students who are unable to answer any question in the LAB-R, a Spanish LAB is conducted by either Mrs. Mancini (Assistant Principal) or Ms. Rosario (Math Coach). After the ESL teacher obtains the LAB-R scores, an Entitlement Letter and ELL Parent Orientation Invitation are given to parents of new ELLs. The ESL teachers as well as the parent coordinator host the orientation and provide interpretation in Spanish, Mandarin,

French and Arabic when needed. The Transitional Bilingual, Dual Language, and Freestanding ESL programs are explicitly explained in full details. An online orientation video, which is in parents' native language, is also viewed by the parents in their native language, which provides more information about their choices. For students who enroll after the orientation, their parents are invited to meet with our ESL teachers and the parent coordinator to know and discuss their options.

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.

After the ESL teacher obtains the LAB-R scores, an Entitlement Letter and ELL Parent Orientation Invitation are given to parents of new ELLs. The ESL teachers as well as the parent coordinator host the orientation and provide interpretation in Spanish, Mandarin, French and Arabic when needed. The Transitional Bilingual, Dual Language, and Freestanding ESL programs are explicitly explained in full details. An online orientation video, which is in parents' native language, is also viewed by the parents in their native language, which provides more information about their choices. For students who enroll after the orientation, their parents are invited to meet with our ESL teachers and the parent coordinator to know and discuss their options.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At Roberto Clemente Public School 13, there are many structures in place to ensure that parents understand all three program choices; Transitional Bilingual, Dual Language, and Freestanding ESL. Within ten days of enrollment, parents receive a letter in their native language inviting them to come to the school for a parent orientation. During this orientation, the parents view a video located on the Department of Education's website in their native language explaining the three programs available throughout New York City. Parents watch the video on the computer using headphones. After the video segment, parents are provided with literature in their native language regarding the three choices. They are required to complete the Parent Survey and Program Selection form in their native language. If the parents have any additional questions, in another language besides Spanish, then Ms. Snyder will contact staff members proficient in the appropriate language. Ms. Sligh, the guidance counselor speaks French. If the parents' native language is not available in house, then Ms. Snyder will contact the Department of Education's Translation Unit for an interpreter. If there are fifteen or more parents in one grade or two continuous grades requesting Dual Language, then the school must provide such class.

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.

Once newly enrolled students have been identified as an English Language Learner in need of services, the school will provide the appropriate instructional program within ten school days. The only program currently available at Public School 13K is Freestanding English as Second Language. The parents, who chose ESL will receive a letter informing them of their child's score on the LAB-R exam and of their child's placement in the ESL program. The number of hours the student will receive in ESL depends on their English Language proficiency level as per their score on the LAB-R. As per CR Part 154, beginning and intermediate ELLs receive 360 minutes per week (8 periods, 45 minutes each) of ESL instruction. Advanced students receive 180 minutes per week, or 4 periods, of ESL instruction. The classroom teachers are informed of their ELLs and are provided with the schedule of when those students will receive services. Letters are sent home to parents in their native languages explaining that their child will receive instruction in English. Parents are encouraged to contact Ms. Snyder or Mrs. Mancini (Assistant Principal supervises ESL) with any questions or concerns about the program. They receive additional literature in their language about the program and are given the Department of Education's website to access more information. The placement of newly identified ELLs depends on parents' preference and the number of ELLs with the same native language. If parents would like a Bilingual or Dual Language program model, one will be provided when there is a sufficient number of ELLs (15 or more students within two consecutive grades whose native language is the same). Parents can opt for another school that provides the program they desire or choose the ESL program our school is currently providing. If parent wants the dual language or bilingual program, and the school does not have sufficient numbers to open a program (15 students of the same home language and in the same grade or two contiguous grades) send their request to ELLProgramTransfers@schools.nyc.gov. An ESL teacher checks the parent selection forms periodically to keep up-to-date with parent choices.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

An ESL teacher obtains updated RLER ATS report regularly to determine the NYSESLAT eligibility of that year. A month before the NYSESLAT, parents of ELLs are given notification of the dates that their child is taking the NYSESLAT. This is to raise the awareness so parents will ensure their child take all four sub-tests of the NYSESLAT. ELLs in each subgroup (k, 1-2, 3-4, and 5) will be taking the same sub-test on the same time, and they only will take one sub-test per day. Our school also ensures to provide testing modifications for students who have an IEP or a 504 plan. If a student is absent during a sub-test, we will administer the test the next day when that student comes back. For students who are absent for a few days during the NYSESLAT testing period, we will contact their parents/ guardians to discuss this matter.

6. 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.) 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**
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices had been Dual Language. In previous years there was a large Spanish speaking parent population and they were interested in their children learning English while becoming fluent and literate in their first language. However, for the past couple of school year, the parents have been mainly from Francophone Africa and the Middle East primarily Yemen. All of the new admits want their children enrolled in an English only program. The parents stress the importance of the children being able to get a job when they grow up. After reviewing Parent Surveys and Program Selection for the past few years, the majority prefers a Freestanding ESL Program, which is currently offered at our school. We check the Program Selection regularly, as there may be changes due to transferred ELLs and newly admitted ELLs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

P.S.13 has a Freestanding ESL Program. This year because of our growing ELL population we decided the best way to service our students would be through a very structured Pull-Out ESL teaching model.
- b. The ELL groups are grouped by proficiency level and grades.
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)?

The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels

in ESL. The Freestanding English as a Second Language teacher, Ms. Snyder pulls out all of her ELLs. Each group receives the mandated amount of instructional minutes. As per CR Part 154, ESL and ELA instructional minutes are explicitly delivered to the school's English Language Learners. The advanced students receive 180 minutes of ESL (four periods) with Ms. Snyder. Beginning and intermediate students receive 360 minutes (eight periods a week) of English as a Second Language instruction with Ms. Snyder. The goal of the ESL program is to provide students with sufficient English skills to grasp Common Core Standards which prepares them for college and a career. The program uses the current identified literacy approach in the building which offers developmental sequence of English instruction in the four language skills: listening, speaking, reading and writing. All ELLs regardless of their proficiency are provide with a minimum of 90 minutes or more of ELA instructions every day.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our classroom and ESL teachers, have been participating in Teachers College Reading and Writing Workshop Professional Development were they are learning strategies to scaffold their units of study for our special ed and ELL students. All of the units of studies are aligned with the CCLS. Our classroom and ESL teacher uses the balanced literacy approach that follows Teacher's College Workshop Model for all ELA instruction. Social studies and Science are also part of TC units of study and ESL instruction. Our ESL teacher collaborate with subject teachers to supplement ESL strategies in their science and social studies lessons. Contextual support is important and comes through peer interaction, visual aids, maps, charts, graphic organizers, and manipulative. Academic language development is also planned within each lesson to ensure the exposure of academic language and vocabulary. Moreover, ESL methodologies (repetition, translation, visuals, etc.) are used to foster achievement of these academic language goals. During the pull-out classes, Ms. Snyder our certified ESL teacher designs literacy lessons based on students' needs in their content areas..

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The evaluation of all four modalities of English language acquisition are measured through both formative (e.g. running records, anecdotal records, student's homework and classwork) and summative assessments (e.g. rubrics for mid- or final-assessment, Periodic Assessments, and Benchmark Assessment) throughout the year. Our ESL teachers interpret these assessments regularly and conduct conferences with ELLs to set learning goals and discuss their concerns. Classroom and cluster teachers are notified these goals so they can ensure their ELLs are working towards them. Our ESL teachers will conduct on-going conferences with the ELLs and discuss their progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

c)Ms. Snyder and the AIS team will collect and analyze data concerning the ELLs receiving four to six years of ESL services. The group will scrutinize the results of the NYSESLAT, ELA and Math assessments to highlight academic strengths and weaknesses. The team will create an action plan for each student delineating and tabulating the standards, concepts and skills that have not been grasped. Instruction

and assignments in English will focus on the action plan. Students will be reevaluated every six weeks to track progress in these areas.

d) While we do not currently have any long-term ELLs, in case the school receives such students during the academic year, these students will participate in a targeted specific afterschool program. The afterschool program will focus on reading and writing through drama, computer, art, and science. Additionally, the school will employ the Waterford Early Reading Intervention Program, ReadyGen, Ticket to Read, and Go Math to support all of our ELL students.

e) The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services upon request from their parents/ guardians. For classes that an ESL teacher pushes in or co-teaches, that ESL teacher provides necessary supports for the former ELLs. As to testing, they will receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They can also participate in the ELA after school classes to maintain and enhance their English levels. In addition, classroom and subject teachers meet with our ESL teachers regularly to discuss concerns and strategies for these students.

7. 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?

Some of the research-based and standards-based instructional methods for English Language Learners are helpful when working with Students with Disabilities. Teachers of ELLs with disabilities have a variety of programs to help their students access academic content areas and accelerate English Language development. The school's literacy curriculum, TC Reading and Writing Workshop, has a component for English Language Learners and the ESL teacher has attended several workshops. Waterford Early Reading a computer Intervention Program also has a program for SWDs and ELLS. These students are exposed to the content and concept many times using a myriad of instructional methods. The teacher uses visual aids, graphic organizers, repetition, simple language, scaffolded vocabulary and the audio concept of the literacy program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. The ELL-SWD students are pulled out with the other ESL students who are on the same grade and on the same proficiency level. There are seven ELL-SWDs students both the ELS teacher and the Classroom teacher adhere to the child's IEP goals. Since classroom, special education and our ESL teachers collaborate to design lessons, ELL-SWDs are provided with additional modifications specific to their IEPs and identified needs. Meanwhile, our ESL, special education and regular education teachers meet regularly to discuss and implement ESL strategies to accelerate students' English language acquisition. Our ESL teachers also take part in IEP meetings in order to have a throughout understanding of the needs of ELL-SWDs.

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

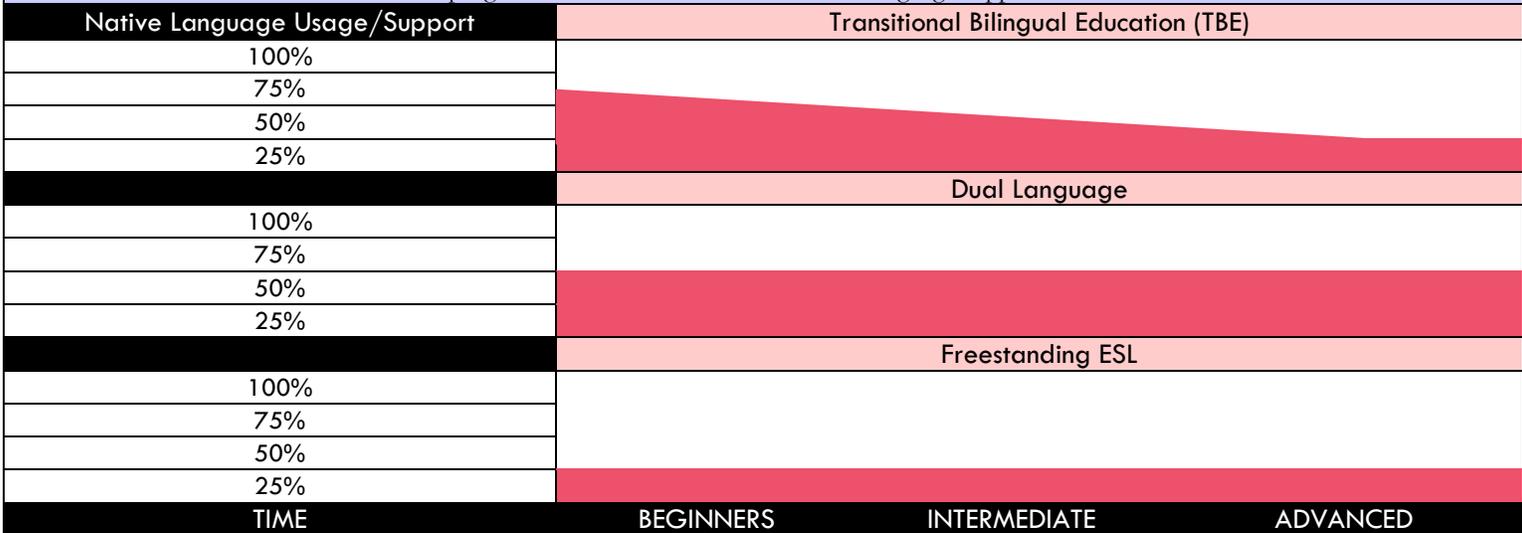
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

Our school provides Academic Intervention Services which includes ELA, Math and Science using The Complete Waterford Early Literacy, Math and Science Program. Waterford is a sequential, research-based curriculum developed program for early grades, ELL and Special Education students. Waterford technology employs exciting graphics, music and game like components to keep students actively learning. Waterford is designed to increase reading, math, and science skills through fun activities, songs and stories. The program presents children with personalized instruction as it adapts to each child skill level and provides the activities that will help each child increase their learning. The software constantly monitors each student's mastery of skills and adapts instruction to meet individual needs. The program also allows teachers to easily monitor and modify each of their students' curriculum. Teachers can view and print students' progress reports to inform whole group or differentiated instruction. We also implement TC units of study which are aligned with the CCLS and students are exposed to a range of non-fictional reading and writing in the content areas (Science and Social Studies). Most of our ESL students with IEP's are in Integrated Co-Teaching classroom with two classroom teachers. Tier I ELA interventions is monitored by classroom teachers. Teachers provide them with small group support and various materials such as Achieve 3000, Reday Gen Phonemic/Word Study are used to enhance students' English levels. Tier II ELA intervention is provided by academic intervention teacher Ms. Davis. For AIS students are pulled out in small groups or individually for 20-30 minutes a day to work on their fluency, decoding and coding and comprehension skills using The Waterford Early Reading Literacy, Math and Science program. For ELLs with IEPs, tier III intervention is provided by special education teachers in small pull-out groups.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The NYSESLAT results from the past two years show improvement within our ELL population. For example, there has been a higher percentage of ELLs who attained intermediate and advance level on the 2013 NYSESLAT. We use several programs to support our ESL students. The main program used in our school is Teachers College Reading and Writing workshop. Last year was the first time we implemented the program and we definitely have seen improvement in reading and writing with our ESL students. Since the lessons are designed to align with the CCLS, students are exposed to a range of non-fictional reading in their content areas. Thus, besides ELA, they are learning literacy through content area subjects. Lessons are designed to boost the use of academic language of ELLs, and to ensure that ELLs learn strategies to tackle complex reading materials at their grade level. The ESL teacher and classroom teacher collaborate around units, making language goals together for each reading and writing unit of study. Students are expected to do the work in all units in English, with the support of one to one work and small group instruction to help scaffold the language acquisition. Another program we use to support our ELL student is The Waterford Early Reading, Math and Science Program. This program is specifically for ELL students and children with special needs. Our school uses TCRWP, running records, Performance Assessments, LAB-R and the NYSESLAT to assess the early literacy skills of our ELLs. The raw scores of the LAB-R provide teachers with basic understanding of the reading, writing, speaking and listening skills for our new ELLs. Throughout the academic year, teachers use running records to assess students' reading levels. We administer 2 ELA Performance Assessments to measure literacy standards, and have 5 assessment windows throughout the year in which we use TCRWP to measure their early literacy levels. Every spring, our ELLs take the NYSESLAT which measures their progress in learning English as a Second Language.

11. What new programs or improvements will be considered for the upcoming school year?

In the past we have used both the push-in and pull-out model. However, this year because of our growing ELL population we are going to implement more of a pull-out model to support our ELLs English development. For this upcoming year we are providing more TC workshops for our Certified ESL teacher so that she can continue planning and collaborating with the classroom teacher.

12. What programs/services for ELLs will be discontinued and why?

The program we discontinued this year is Story Town. The reason we discontinued Story Town is because it was not rigorous enough, nor was it aligned to the CCLS.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are provided with the same opportunities of all other students at PS13. They are encouraged to join all afterschool academic and extracurricular activities. At PS13 there are various ELA academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELLs with IEPs receive SETSS and/or speech therapy. Programs such as Achieve 3000, Words Their Way and The Waterford Early Reading Program, are used to enhance students' English levels. ELLs are provided with academic afterschool programs that focus on math and ELA. Extracurricular activities that the school provides are basketball, band, martial arts, and art. No programs or services have been discontinued for ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

There are various instructional materials used to support our ELLs. For examples, Words their Way, NYSESLAT prep books, various texts (for guided reading, shared reading, read alouds) that cover all content area subjects, bilingual dictionaries, iPads, Kindles and various leveled novels in Spanish and English for independent reading.. Students can also use the electronic dictionary on the device to assist their learning, especially in content area subjects. There are also online reading programs such as Achieve 3000 and The Waterford Early Reading Program offers an ELL resource kit to teach the skills needed by students acquiring English as a Second Language. Various pictures, songs, stories, games and photographs are used to help assist in teaching academic vocabulary. Assorted manipulatives are used to support math and science as well. All instruction materials are differentiated by academic and grade level. Thus, students are provided with appropriate instructional materials. Students have access to Google Translator, Smartboard, laptops. Students have access to glossaries, dictionaries, native language dictionaries, writing resources guides, visual aids and graphic organizer. Leveled novels in Spanish and English for independent reading are provided for the students. As well as, Spanish "Go Math" books.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

P.S.13 Currently provides Freestanding ESL Program, and native language support is provided when necessary either by a staff member or another student who speaks the language or through the use of a computer. Students are also provided with native language dictionaries, leveled books in Spanish for independent reading as well as Spanish Go Math books.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Yes, required services support and resources correspond to ELLs' ages and grade levels. ELLs are grouped according to age/grade level. Instruction during service supports is always modified to meet the ELL's language needs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

At P.S.13 we provide a welcoming environment for all of our newly enrolled ELL students and their families. Our parent coordinator, ESL teacher and Assistant Principal reaches out to our new ELL students and families by inviting them on a school tour. During this tour we express to them that they are welcomed and that they are an integral part of our community. We explain to both the students and their families all of the programs we have to offer during the school day and afterschool. We provide the parents information about the adult program housed in our building, which offers ESL and GED classes. We also inform them of the parent workshops we will be offering throughout the year. We take the same approach with new students that arrive throughout the year.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1) Our ESL teacher and any teacher working with our ELLs attend various ESL workshops at Columbia Teacher's College and various professional development offered by the Office of English Language Learners. Our certified ESL Teacher Ms. Snyder and the Assistant Principal Mrs. Mancini attend most of the ESL workshops. They attend workshops and later turn-key the prevalent information to the teachers who have ELLs in their classrooms. The information is turnkeyed during monthly meetings, common planning periods, and collaborative inquiry team meetings to discuss effective strategies for instructing English Language Learners. Some of the workshops they attending for 2012-2013 SY were: Enacting CCLS Practices to Support Achievement for ELLs in Math, Coteaching for ELLs, Testing Scoring and Administering of the LAT, Reaching our ELLs: Aligning NYS ESL Standards and CCLS, SIOP & CALLA Approaches, Achieve 3000's Post Level Set Test, Follow-up to Achieve 3000. Professional Development for 2013-2014 SY: Learning Waterford, Waterford Creating Classes, Danielson 2013 Rubric, LAP Technical Session, Language and Literacy for ELL's; Creating Systematic Change for Academic Achievement, Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators, Reading and Writing Non-fiction for ELLS Institute: Scaffold for Success, Writing Curriculum Calendars, Ways to Make Every Aspect of Workshop Teaching Responsive to the needs of our Students, Nuts & Bolts of Writing Workshop: Exploring, and TC Readers Workshop.

2) We have been consistently provided professional development for the whole staff on the Common Core Learning Standard since SY 2010. We provide them with Common Core Learning Standards PD during our monthly staff development meetings, grade meetings and inquiry team meetings.

3) Staff at the school assist ELLs as they transition from elementary school to middle school. By implementing the Common Core Standards and infusing the curriculum with rigor, the teachers are preparing the English Language Learners for college and career readiness. The Assistant Principal and the Guidance Counselor provide workshop for the parents explaining the New Common Core Standards. The Guidance Counselor also provide middle school tours for all of our students. The Guidance Counselor and Parent Coordinator assists the students and the parents with the interview process, and student portfolio for the middle school application and acceptance process.

4) As per Jose P. non-ELL teachers and ELL teachers receive 7.5 hours of ELL training. Teachers will receive professional development by the network's ELL liaison and from the certified ESL teacher. Teachers will discuss research-based and standards-based techniques and methodologies and then design lessons to effectively instruct English Language Learners. These teachers will meet twice a week for differentiated professional development.

D. Parental Involvement

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

1) Public School 13 has an active PTA and a Bilingual Parent Coordinator. All information is sent home to parents in English and the parents' home language. When parents come in for a meeting there will be an interpreter available. The Bilingual Parent Coordinator promotes parent engagement and addresses parents' questions and concerns. The Parent Library will stock a lending library with parenting and intervention materials, learning aids, and other resources of interest to parents. Workshops will be conducted to increase parents' understanding of Common Core Learning Standards, assessments, and the reading and math curriculum. We provide parents with a monthly newsletter in English and home languages with upcoming activities to increase parental involvement. A Back to School workshop is held before the start of the school year to encourage parents to get involved in their children's education. Curriculum Tea Meeting was held at the end of September to introduce parents to their children's teacher and to familiarize themselves with the teachers expectations as well as provide feedback to our staff. Parents participate in Computer classes, ESL adult classes, Cooking, Parenting, holiday potlucks and dinners, raffles, Bring your son to school Day, ARIS training, Math Night, Multicultural Night, and other bonding activities.

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

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

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: Roberto Clemente		School DBN: 19K13	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sabrina Fleming	Principal		11/13/13
Martha Mancini	Assistant Principal		11/13/13
Leonilda Castillo	Parent Coordinator		11/13/13
Ekaterina Snyder	ESL Teacher		11/13/13
Yovanny Martinez	Parent		11/13/13
Michelle Davis	Teacher/Subject Area		11/13/13
Pamela Edwards	Teacher/Subject Area		11/13/13
Monica Archer	Coach		11/13/13
Nellie Rosario	Coach		11/13/13
Ora Sligh	Guidance Counselor		11/13/13

Joanne Brucella	Network Leader		11/13/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K013 School Name: Roberto Clemente Public School

Cluster: 2 Network: 210

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.

The school employs a variety of data and methodologies to assess the written translation and oral interpretation needs of the parents in the school community. Staff members are surveyed on their written and oral skills in languages other than English. The home languages of the students and parents are identified during the registration process via the Home Language Identification Survey and the interview process where parents are given the Parents' Preferred Language form and they indicate what language they preferred to be communicated in. Based on the Home Language Identification Survey we have 33 parents speak Spanish, 12 parents speak Arabic, 2 parents speak French, 2 parents speak Mandarin Chinese and 1 parents speaks Fulnani All written correspondence is sent home with students in the parents' native language (If indicated in the Parents' Preferred Language Form). The parent coordinator, Ms. Castillo; the certified ESL teacher, Ms. Snyder; and office staff members responsible for parent letters translate documents using Google translator or the DOE's Translation and Interpretation Unit . The school networks with bilingual members of the community in addition to trained professionals from the Department of Education's Translation and Interpretation Unit to assist with interpreting for 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.

Information regarding the school's written translation and oral interpretation needs was presented to the school community at the School Leadership Team meetings, the instructional cabinet meetings, grade level meetings, staff conferences and the Parent Teacher Association monthly meetings. Data indicates a need for Arabic interpreters from the Department of Education's Translation and Interpretation Unit. The school also discovered that we have twenty-two Spanish speaking staff members; five people on staff speak French - two of whom also speak Haitian Creole; one staff member speaks Urdu; one teacher speaks Italian; one staff member speaks a Nigerian dialect; and one teacher speaks a French dialect from St. Lucia. The major findings suggest that in house interpretation is not an option for the newly arrived students from Arabic speaking countries.

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 school will provide written translation services for families in the following languages; Arabic, Haitian Creole, French, Mandarin Chinese and Spanish. All written correspondence sent home to parents are translated in their native languages using Google translator. Staff members assist with translation for the languages available in-house. Letters, memos, brochures, flyers and newsletters are sent home in the native languages of the families as well as in English. Parents have requested both languages to help them practice reading English and translating words themselves.

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.

Oral interpretation services in French, Haitian Creole, and Spanish are provided in-house by staff members fluent in those languages. The parent coordinator, Ms. Castillo, is fluent in Spanish, and is able to interpret for the Spanish speaking parents. Literature is provided to parents in their native language and English. If the Arabic or Mandarin speaking parents have questions or concerns about the literature, then the parents come to the school to talk to Ms. Snyder, the ESL teacher. The Arabic-speaking fathers have been in the United States of America as prominent business owners in the community for several years and are proficient in English. They prefer to communicate in English without an interpreter from the Department of Education's Translation and Interpretation Unit. In the event that the school receives new students from an Arabic or Chinese speaking country with monolingual parents, then the school will contact the Translation and Interpretation Unit. The Arabic - speaking business owners have offered to help translate and interpret for other families if needed.

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

According to Chancellor's Regulations A-663, the school must ensure that non English speaking parents have equal access and opportunity to participate fully in their child's education. All correspondence is sent home to parents in their native language and English. In-house interpretation is available in all languages except Arabic and Mandarin-Chinese(Since we no longer have an teacher that speaks Mandarin) our . The Arabic speaking parents (fathers) have opted out of receiving assistance from the Department of Education's Translation and Interpretation Unit. The school continues to ask these parents if they need an interpreter before each meeting and they continue to inform us that it is not necessary. The school has clear procedures for determining the home language of each student. Upon registration, parents complete the Home Language Identification Survey, indicating their native language. If the student speaks another language besides English at home, then Ms. Snyder, the ESL teacher administers the LAB-R exam. Even though the student passes the exam, indicating that he/she is fluent in English, the school still sends correspondence home in the parent's native language. The school ensures that parents are provided with both written and interpretation services in their native language.