

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):	24Q013
School Name:	CLEMENT C. MOORE P.S. 13
Principal:	MRS. EVELYN VELEZ

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q013
School Type: Public Grades Served: K-5
School Address: 55-01 94th Street Elmhurst, NY 11373
Phone Number: 718-271-1021 Fax: 718-699-3008
School Contact Person: Adam Rinn Email Address: ARinn@schools.nyc.gov
Principal: Evelyn Velez
UFT Chapter Leader: Adam Rinn
Parents' Association President: Maria Jimenez
SLT Chairperson: Adam Rinn
Student Representative(s): Non Applicable

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue, Room 102 Corona, NY 11368
Superintendent's Email Address: mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Depina Zaharakis
Network Number: 204 Network Leader: Diane Foley

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 Comprehensive Educational Plan (CEP) 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)
Evelyn Velez	*Principal or Designee	
Adam Rinn	*UFT Chapter Leader or Designee	
Maria Jimenez	*PA/PTA President or Designated Co-President	
Irma Bencosme	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Marcelina Vega	Member/ Parent	
Janeth Montero	Member/ Parent	
Juventina Galindo	Member/ Parent	
Kathryn Gallagher	Member/ Teacher	
Amy Sauer	Member/ Teacher	
Melinda Ho	Member/ Teacher	
Lauren Cardillo	Member/ Teacher	
Kristie Caruso	Member/ Teacher	
Igna Ventura	Member/ Parent	
Oumon Tchoumme	Member/ Parent	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	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.
•	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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 CEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** 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.
- **Step 3:** 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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 13 is located in Elmhurst, Queens and serves approximately 1630 students in K-5 in a stimulating environment that tries to nurture the highest academic standards in all of its students. Our school presently has 11 Kindergarten classes which includes 5 ESL classes, 1 English ICT and 1 Bilingual ICT, and 1 self-contained Special Education Class. There are 10 First Grade classes, including 3 ESL classes, 2 English ICTs, and 1 self-contained Special Education class. There are 10 Second Grade classes, which include 3 ESL classes, and 2 English ICT classes. Third Grade has 9 classes, including 2 ESL classes and 1 English ICT, as well as a 3:4 self-contained bridge class. There are 10 Fourth Grade classes, including 2 ESL classes, 1 English ICT and the bridge class noted above. The Fifth grade has 8 classes, 2 of which are ESL, 1 English ICT, and 1 Bilingual self-contained Special Education class. All classes average about 30-32 students, except Kindergarten which registers are holding at 25.

The students mission is that PS 13 is a school where all accept responsibility for their learning decisions and actions; set challenging goals and give their best effort to achieve these goals; believe in themselves and take pride in their achievements; behave in a way that contributes to a safe atmosphere and ensures the rights of others by showing respect for all; form partnerships with their parents and teachers to better themselves.

*Our Instructional Focus is **Evidence in Argument** which requires students to include text evidence to support their claims/writing. Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness. We have created a school-wide writing assessment that aligns to this instructional focus that includes text across multiple genres, an open-ended writing prompt, and a teacher-made rubric based on the CCLS. The students take this assessment three times a year and the data is analyzed by the Literacy Coach and the Data Team.*

*This year we have implemented several new initiatives that have been well received and a huge success. As a result of the Superintendent's focus on character education we started a new literacy program called the **Book of the Month**. Each month the same book is read across the school and the themes revolve around important core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others. The book is read by a staff member and posted on the PS 13 website (www.ps13queens.com). The classes participate in a variety of learning activities based on the book which unifies our school community. There is a bulletin board in the entrance of the school that showcases the book and a myriad of student work from grades K-5. Another initiative that has been successful was the creation of the PS 13 website. The site was established by our technology teachers and is a great resource for parents and students, as well as teachers. In addition to the staff photo directory, school events are listed, short videos of staff demonstrations/read alouds are available, online educational games, etc. Parents have already expressed their appreciation for this new resource. The Physical Education Department has been integral in implementing an initiative that has increased physical activities amongst our children. Each day we begin with JAMmin' Minutes which fosters an environment where physical activity is valued. The website has teachers demonstrating the various exercises and classroom teachers show the video each morning during the morning announcements. Teachers are collaborating together to roll out these new initiatives and increase student engagement. Parents are showing an increased*

amount of interest in their children's education by attending more school events/programs. We anticipate seeing the positive trends reflected in several of the goals set forth in this CEP. In particular, students and parents will hopefully surpass the anticipated goal set when they take their respective surveys later this year.

Based on an in depth analysis of the School Quality Guide and data files, for Math, there was an increase of 3.5% in the number of students reaching proficiency on the state math exam when compared to peer schools. In 2012-13, their data indicated that 49.5% of all tested students reached proficiency while in for 2013-14, the data indicated 53.5%.

Additionally, there was an increase in the average student proficiency ratings of 0.09. In 2012-13, the average student proficiency rating indicated a 2.96 while in 2013-14, it increased to 3.05.

However, in 2013-14, the Median Adjusted Growth Percentile in ELA decreased by 3.2% when compared to the peer range. In 2012-13, the data indicated 48.4% of the peer range while in 2013-14, the data indicated 45.2%

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Our teachers were evaluated based on the ADVANCE system and the following numbers were demonstrated:

Highly Effective: 9 teachers

Effective: 78 teachers

Developing: 5 teachers

Ineffective: 0 teachers

It is our intention to decrease the number of teachers scoring in the developing and ineffective range which will improve teacher practice and therefore, student achievement.

Some areas where we anticipate progress are the NYS Assessments as evidenced by the 2013-2014 proficiency scores of 54% and 45%. To address these areas, supervisors are conducting their informal observations and providing concrete examples of how teachers can improve their teacher practice. The decrease in the ELA proficiency scores has indicated the need for an increased focus on literacy and literacy instruction. Some areas of Professional Development that have been given surrounding the Danielson Framework to address the weak areas of teacher practice have been the following: Questioning (provided by the CFN and the Teacher Development Coach from the Office of Teacher Effectiveness); and Planning and Preparation (provided by the ELA Achievement Coach from the CFN and the Literacy Coach).

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 1% decrease in the number of teachers rated developing or ineffective by the 2014-2015 Advance system, as evidenced by the results of their Teacher Observations in addition to State and Local Measures.

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>
(This area is currently empty, containing only the header text and bullet points.)			

Professional Development will be provided for specific topics and teachers in need in regards to the Danielson components. Intervisitations will be scheduled based on teacher need, as well as by teacher request.	Teachers rated Ineffective or Developing	Sept – June 5	Administration, Participating teachers, Staff Developers/Coaches
The subgroups will show academic growth as the strategies from the Questioning and Planning/Preparation PDs are implemented.	Students in targeted teacher's class	Sept – June 5	Teachers rated Ineffective or Developing
Non Applicable			
Informal Observations done by the Supervisor with immediate feedback provided, whenever possible concrete suggestions are included. The supervisors have high expectations for the teachers and set clear expectations during their feedback meetings.	All Teachers who teach students for more than 40% of their day	Sept-June 5	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Administration, Staff developers/Coaches, CFN staff members, participating teachers for intervisitations, teachers rated Ineffective or Developing, OTE staff Instructional Resources: PD materials required by topic, SMART boards, teacher-created materials, CORE curriculum materials Schedule Adjustments: As needed by Administration

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 IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Contract for Excellence FY 09, School Support Supplement, Sequester/2010 Census Title I SWP, Sequester/2010 Census Title IIA									

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:				
<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 mid-year benchmark (February 2015), 2 of the targeted teachers that have been rated last year as developing will earn at least 5 effective ratings in the Danielson components for informal observations from September to February.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Students in Grades K-5 completed a survey that asked them to rate their feelings regarding safety, school support, and trust. This data indicated a need for additional student activities geared toward building a cohesive positive 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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of K-5 students will agree or strongly agree to feeling safe, supported, and trust staff in the school, as evidenced by a P.S. 13 created student survey.

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:	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"> • 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 			
ALS charity challenge, Pink Day, Character Day, Literacy Week, Math Week, Book of the Month Program, Family Games Night, JAM minute, Word of the day, Inside Broadway, FDNY classroom visits, Food Drive, Penny Harvest, Debate Team, Clement. C. Moore Day, Scholastic Book Fair, distribution of Queens Library Cards, MyON Reader, Door-decorating contest, Mustang Store, Spirit Week, Student Leaders, NBA Fit Clinic, Afterschool Fitness Program, Field Day, Positive Tuesdays, College and Career Week, 100 th Day of School, DELTA Arts Grant, Student and Parent of the Month, Hats on for Reading, Gym Uniforms, P.S. 13 Website, Writing Celebrations, etc.	All Students and Staff	Sept - June	Administration, Guidance Counselor, Coaches, Specific Staff Facilitators, Student Leaders, Student Activities Committee
All students are included in school-wide activities and programs. Specific grades are invited to particular activities based on program requirements, for example, Inside Broadway was brought in specifically for the Former ELL population to address the Speaking and Listening portion of the CCLS.	All Students	Sept – June	Administration, Guidance Counselor, Coaches, Specific Staff Facilitators, Student Leaders, Student Activities

			Committee
Parent Notices have been distributed in multiple languages and parents are invited to join us for events such as Writing Celebrations. Positive Tuesday Parent PD sessions given by teachers. The administration has become more available to parents by installing a phone system with direct access and an "Open Door" policy. Translation services are provided for parent meetings, such as School Leadership Team and PA meetings. A monthly calendar of events is sent home, as well as the grade level curriculum via a newsletter. A P.S. 13 website was established with JAMMIN' minutes for at home participation.	Parents and families	Sept – June	Administration, Guidance Counselor, Coaches, Specific Staff Facilitators, Student Leaders, Student Activities Committee
By participating in school events and programs the students will continue to build a cohesive positive community, which we hope to see the progress on the student surveys. Teachers model appropriate behavior amongst their colleagues as a way for students to see the best examples of how to behave.	All Students	Sept - June	Administration, Guidance Counselor, Coaches, Specific Staff Facilitators, Student Leaders, Student Activities Committee

Part 4 – Resources Needed

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

Human Resources: Administration, Coaches, Guidance Counselor, participating teachers for activities/programs, Community members, 2 full time safety agents, parents

Instructional Resources: SMART boards, teacher-created materials as needed for program/activity, CORE curriculum materials, P.S. 13 Website, Book of the Month

Schedule Adjustments: As needed by Administration, Evening and Afterschool participation as needed

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 IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence FY 09, School Support Supplement, Sequester/2010 Census Title I SWP, Sequester/2010 Census Title IIA, TL ELL/Special Needs Partner Arts Project for DELLTA Arts Program

Part 6 – Progress Monitoring

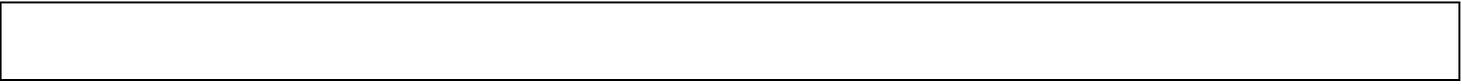
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 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 mid-year benchmark (February 2015), there will be an increase in student participation for school-wide events which will demonstrate an enhanced feeling of safety, school support, and trust.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

Based on the 2013-2014 Learning Environment Survey 32% of the teachers strongly agreed that teachers trust each other within the school. Additionally, 47% of teachers reported that they feel supported by the principal to a great extent and 61% feel supported by the assistant principals to a great extent.

Our school has a collaborative tone and historically, teachers have shared best practices when asked. The goal suggests that teachers will be volunteering and opening their classroom up to colleagues to improve teacher practice. This will facilitate the feeling of support and trust among teachers in the building.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 25% of teachers will volunteer in Teacher Teams to facilitate the sharing of best practices and deprivatizing classrooms, resulting in a 10% increase in teachers trusting each other and the administration, as measured by the 2014-2015 School Survey and attendance at Teacher Team meetings.

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:	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"> • 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 			
Teacher Teams meet weekly to look at student work and instructional implications which leads to sharing of best practices. Children’s First Network 204 led PDs focusing on Looking at Student Work and other relevant topics. Following a Literacy Week activity of Buddy Reading , several teachers continued the activity over the next few weeks.	All teachers	Sept - June	All teachers, Administration, CFN staff
Various English as a Second Language and Students with disabilities strategies, scaffolding strategies, visual representations, manipulatives, modified instruction, etc.	Designated subgroups	Sept - June	All teachers and Administration
Parent Orientation was held in September and parents were invited to provide the teacher with any pertinent information about their child to assist the teacher.	Parent and Families	Sept - June	All teachers and Administration

Voluntary Intervisitations are viewed as non-threatening and supportive. Colleagues respect each other and listen to their thoughts and ideas without judgment during collaborative meetings.	All teachers	Sept - June	All teachers and Administration
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Part 4 – Resources Needed

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

Human Resources: Administration, Coaches, All teachers, parents
 Instructional Resources: Student work, Protocols, CORE curriculum material
 Schedule Adjustments: As needed by Administration

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 IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence FY 09, School Support Supplement, Sequester/2010 Census Title I SWP, Sequester/2010 Census Title IIA

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 mid-year benchmark (February 2015), 12% of teachers will have volunteered in teacher teams to facilitate the sharing of best practices and deprivatizing classrooms.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

In order to meet the Chancellor’s Initiative of Building Capacity we decided to foster an environment of collaboration and distributive leadership. The Capacity Framework outlines how the DOE will partner with schools. The 2013-2014 LES demonstrated that only 38% of the staff strongly agreed that School Leaders provide teachers with leadership opportunities. We felt that nearly half of the teachers on staff have the ability to lead their Teacher Teams and can facilitate the sharing of best practices.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a participation rate of 45% of teachers who will share in distributive leadership roles to improve teacher practice, as evidenced by presenters listed in leading the professional learning on the yearly Professional Learning Plan and sign-in sheets of Teacher Team meetings.

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:	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"> • 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 			
Established protocols for Teacher Teams, Respect and Rapport has been created across the school community, Encouragement from Administration and Colleagues	All Teachers	Sept - June	Teachers and Administration
Strategies will vary based on the student populations and best practices that are shared, as well as the make-up of the class	All Teachers	Sept - June	Teachers and Administration
Parent Involvement with School Leadership Team will continue monthly.	Parents, Teachers, Administration and Parent Coordinator	Sept - June	Administrators, SLT members, and Parent Coordinator

Creating the environment of respect and rapport, fostering an accepting and collaborative atmosphere	All Teachers	Sept - June	Teachers and Administration
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Part 4 – Resources Needed

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

Human Resources: Administration, Coaches, and all teachers
 Instructional Resources: Student work, Protocols, CORE curriculum materials
 Schedule Adjustments: As needed by Administration

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 IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Contract for Excellence FY 09, School Support Supplement, Sequester/2010 Census Title I SWP, Sequester/2010 Census Title IIA

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 mid-year benchmark (February 2015), 22% of the teachers will have shared in distributive leadership roles to improve teacher practice, as evidenced by presenters listed in leading the professional learning on the yearly Professional Learning Plan and sign-in sheets of Teacher Team meetings.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

After reflecting on the 2013-2014 Learning Environment Survey, it was evident that many of the parents agreed, but not strongly, in the school culture category involving matters of trust, teacher outreach, communication and school community partnerships. For example, only 40% of our parents said they strongly agree that their child’s school makes them feel welcome. Additionally, only 32% of the parents strongly agreed with the statement that the school communicates...what they [the parents] need to do in order to prepare their child for college, career and success in life after high school.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase of 5% from agree to strongly agree in the School Culture category parent responses by increasing parent involvement, trust, teacher outreach and school community partnerships, as evidenced by the 2014-2015 Learning Environment Survey.

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:	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"> • 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 			
Respect for All, Parent of the Month, Positive Tuesday, PS 13 Website, Family Game Night, D75 Custodial Internship, Student Leaders, School Leadership, Parent Workshops, Parent Newsletter, Parent Orientation, School Based Committee on Special Education Workshops, Parent Association meetings, Writing Celebrations and a Career Fair	Parents and Families	Sept - June	Teachers, Coaches, Guidance Counselor, Administration, Community Members
Specific workshops and events are geared to targeted populations – Example: ESL and Parents of SWD workshops	Parents and Families	Sept - June	Teachers, Coaches, Guidance Counselor, & Administration

Parent Notices have been distributed in multiple languages and parents are invited to join us for events such as Writing Celebrations. Positive Tuesday Parent PD sessions given by teachers. The administration has become more available to parents by installing a phone system with direct access and an "Open Door" policy. Translation services are provided for parent meetings, such as School Leadership Team and PA meetings. A P.S. 13 website was established to increase communication.	Parents and Families	Sept - June	Teachers, Coaches, Guidance Counselor, & Administration
As noted above, many of the activities show an increased desire to build trust among parents and include them in school-wide activities. By increasing communication, through the website, parents are better informed of school events.	Parents and Families	Sept - June	Teachers, Coaches, Guidance Counselor, & Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Administration, Coaches, community members, guidance counselor, custodial staff, and all teachers Instructional Resources: CORE curriculum materials, Behavior modification plans, student work, SMART board, additional educational materials Schedule Adjustments: As needed by Administration and custodial 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	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Contract for Excellence FY 09, School Support Supplement, Sequester/2010 Census Title I SWP, Sequester/2010 Census Title IIA									

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:				
<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 mid-year benchmark (February 2015), there will be an increase in parent participation for school-wide events, workshops, and PA meetings which will demonstrate an enhanced feeling of trust and involvement as evidenced by the sign-in sheets.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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)	Holdovers, Teacher Recommendation, Previous NYS ELA and Math Level 1, Prior year PID, Current year PID, Scantron Performance, Parent Request, Reading Levels, and struggling students highlighted during SIT meetings.	<p>ReadyGen is the program used in all classrooms K-5 for Tier 1 instruction. In addition to small group work provided by the classroom teachers 7 AIS providers service students choosing from the following programs:</p> <p>ReadyGen Intervention Ready: New York CCLS Instruction Leveled Literacy Intervention CARS/STARS series Multiple Skills Series Foundations Sadlier Phonics Insights Great Leaps Fast ForWord Voyager Passport Imagine Learning MindPlay Wilson – Just Words</p>	<p>Tier 2: Small group instruction Pull –out 3-4 times per week 45 minute sessions</p> <p>Tier 3 1:1- 1:3 Pull-out 3-4 times per week 45 minute sessions</p>	During the school day
Mathematics	Teacher Recommendation, NYS Math Level 1 and NYS Math Low Level 2, Teacher Recommendation scores, and struggling students highlighted	<p>Go Math In addition to small group work provided by the classroom teachers 2 Math clusters provide services to Grades K-5</p>	Whole class Small group 1x per week 45 minutes	During the school day

	during SIT meetings.			
Science	Teacher Recommendation, Previous NYS ELA and Math Test scale scores, Reading Levels, and struggling students highlighted during SIT meetings.	FOSS and Harcourt Science Program In addition to instruction provided by the classroom teacher, 3 full time Science cluster teachers, trained the NYS Core Curriculum, provide services to Grades K-5	Whole class Small group 1x per week 45 minutes	During the school day
Social Studies	Teacher Recommendation, Previous NYS ELA and Math Test scale scores, Reading Levels, and struggling students highlighted during SIT meetings.	In addition to instruction provided by the classroom teacher, 2 full time Social Studies cluster teachers, trained in the NYS Core Curriculum, provide services to Grades K-2 and 4-5	Whole class Small group 1x per week 45 minutes	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Educational Plan (IEP) Teacher Recommendation Parent Recommendation Struggling students highlighted during SIT meetings.	Additional programs are provided by the following: Speech Teacher Social Worker School Psychologists Occupational Therapists Physical Therapist Hearing Specialist Vision Specialist Guidance Counselor IEP Teacher SETSS Teachers Teams: The following teams meet weekly to discuss programs and student data: Academic Intervention Team (AIT) Response to Intervention (RTI) School Intervention Team (SIT) Data Team	Small group instruction One-to-one instruction	During the school day

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.
All staff members are highly qualified and teaching in their licensed area. Many of the staff members have their Masters and some have additional credits in the area of reading and/or math. Our staff members are constantly engaged in learning new methods of instruction to improve our implementation of the common core curriculum and for teaching English Language Learners and students with special needs. Applicants are interviewed by the administration and the most qualified person is selected. Prior to hiring a candidate, their credentials are verified by the network's HR Director to ensure that the candidate holds a valid NYS certification in that license area.

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).
As per the new UFT contract, Professional Development is provided weekly on Mondays and is a direct result of the needs assessment survey the PD Team administered to the staff. Staff members have requested specific training, such as Foundations, and an outside CFN trainer was brought in to address the targeted population (K-2 teachers). Additionally, some staff members have requested training in RTI/AIS and have attended DOE PD sessions outside of the school. The CFN has provided PD for the literacy and math coaches and the ESL providers. We are a pilot school working with the Office of Teacher Effectiveness and their Teacher Development Coach, gearing their work towards Questioning and Discussion as part of the Danielson Framework. In addition, P.S. 13 has continued to develop the writing rubric used to assess the Instructional Focus: Evidence in Argument and PD sessions on how to deepen that work are forthcoming. Tuesday afternoons Teacher Teams meet together to turnkey information and share best practices/inquiry work.

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.).

Parents receive a letter explaining the morning routines for kindergarten students and any pertinent information they will need as they begin elementary school. The first week of school parents are invited to bring their Kindergarten students into the school and stay with them to ease the transition time. The teachers have a Kindergarten Orientation with the parents and families to share expectations, classroom routines and share information about the curriculum. The Parent Coordinator does a tour of the school for parents and children entering Kindergarten in the Spring.

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.

Teachers at P.S. 13 are an integral part of the decision-making process regarding curriculum and instruction, and therefore assessments. The Data Team looks at the Literacy and Math data that is collected from teachers throughout the year and discusses noticings and next steps. The MoSL Team, in conjunction with the CORE Team, had conversations regarding the options for the MoSL assessments that were to be selected for the 2014-2015 school year. The MoSL Team took their suggestions/concerns into account and the selection this year was different than the one selected for the 2013-2014 school year in hopes of better meeting the needs of our students. The Cabinet meets twice a week and has conversations about what is working well and what is not working and needs to be address when it comes to the assessments/data. Much of the data is shared through PD sessions or the Teacher Teams each week. Additionally, the CFN data specialist attended a Data Team meeting and drilled down the NYS Item Analysis data for our school.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	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
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		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$717,971		9,11,13,15,17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$101,475		9,11,13,15,17
Title III, Part A	Federal	\$12,262		9,11,13,15,17
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$7,923,917		9,11,13,15,17

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Clement C. Moore (P.S. 13Q)**, 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. **Clement C. Moore (P.S. 13Q)** 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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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

Clement C. Moore (P.S. 13Q) 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 will 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

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 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: Clement C. Moore	DBN: 24Q013
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 96
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 2
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III ELL After School Program meets 2 days a week from 2:30 to 4:00pm. The program will run from November 5th, 2014 to April 16th, 2015. Advanced ELLs in grades 3, 4, and 5 who have the lowest reading levels will work in small groups on reading comprehension and writing activities. There are 8 Title III after school teachers which use English as the language of instruction. Two of the teachers are ESL certified. One ESL certified teacher will work each day and push into 3 classes for 30 min each. Each class will have 30 students and two additional teachers. The ESL certified teacher will co-teach with the other two teachers to scaffold and reinforce academic language development.

The ELL Title III After School Program provides intensive after school instruction in English language development focusing on reading and writing skills using scaffolds to make information more comprehensible. Some of the scaffolds used are graphic organizers and story maps. Comprehension skills are built up through monitoring comprehension, asking questions, inferring meaning, determining importance, summarizing, and synthesizing. This program prepares students for the city and state ELA exam.

The ELL Title III After School Program teachers use the Macmillan/McGraw-Hill Reading Triumphs Series which includes textbooks, workbooks and intervention strategies. In addition to this series, the ELL Title III After School Program uses the Curriculum Associates Focus Series, which focuses on specific reading skills.

In addition, there will be a Title III Saturday Program beginning January 10, 2015. The program will be nine (9) sessions in duration, from 8:30 a.m. until 11:30 a.m. ELLs and newly proficient ELLs in grades 3, 4, and 5 will be invited. The program will end on March 28, 2015. There will be two classes on each grade, for a total of 6 classroom teachers. One ESL certified teacher will provide ESL support for each grade, for a total of 3 ESL certified teachers. Each ESL certified teacher will co-teach with the classroom teacher for 1.5 hours per class. Small group instruction will be provided at this time as well.

Finish Line for Math and Finish Line for Reading are the materials that will be used for the Title III Saturday Program. The passages in Finish Line for Reading are predominantly nonfiction on Science and Socail Stuides topics. Teachers will provide direct instruction in answering extended responses and constructed responses in both reading and math. Like the Title III After School Program, the Title III Saturday Program's goal is to help prepare ELLs and newly proficient ELLs for the New York State Math

Part B: Direct Instruction Supplemental Program Information

and ELA Tests.

The Title III After School Program component will consist of 6 Common Branch classroom teachers and 2 ESL certified teachers; the Title III Saturday Program will consist of 6 Common Branch classroom teachers and 3 ESL certified teachers.

Part C: Professional Development

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

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

Begin description here:

The ESL Supervisor in collaboration with the two certified ESL teachers, plan three one hour Professional Development sessions for those teachers in the Title III After School Program. The first of these took place on October 27th, 2014 and focused on assessment analysis, materials and general information. The next Title III after School Professional Development will take place in January 2015. The PD will go into greater detail about ESL scaffoldings that help ELLs to read closely and find text evidence. The last Title III After School Professional Development will take place in March 2015 and will give teachers time to analyze formative assessments and fine tune their teaching toward ELA needs. The teachers will plan for Title III instruction during P.D. curriculum planning time on Tuesdays.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent and community involvement continues to be a major component of our school plan. P.S. 13 has just created a new web site which will facilitate greater communication between parents and school. The web site lists upcoming events, a link with the Common Core Standards, educational games, and a read aloud featuring our new principal, Mrs. Velez. The Parent Coordinator teams up with the ESL Specialist as well as the Guidance Counselor, Literacy Coach and the Math Coach to provide monthly workshops on topics related to parents and education. Workshop titles presented in September and October this year include, "Title I - Vote for Where the Money Goes", "Planning for Success: Learning About Things You Can Do to Have a Successful Year", "How to Help Your Child at Home in Reading and Math", and " Grades K, 1, & 2 Math Workshop ". Future topics are as varied as, "How to Understand Your Child's Report Card" and "How to Teach Your Child Responsibility". The monthly workshops include information on standardized tests, a family night of Math and Literacy games, health

Part D: Parental Engagement Activities

related topics, immigration, report cards, discipline code, parent- teacher conferences, and summer activities for parents and children. Additionally, all parents are regularly invited to school to share in their students' successes such as our monthly writer's celebrations that take place in the classroom. In March, coinciding with Parent/Teacher Conferences, the parents will be invited to see a display of non-fiction books that were created by the students with the help of the computer department. In June they will be invited to a "Gallery Walk" which consists of student art work displayed either throughout the hallways of the school or in the gym.

The ESL Specialist and Parent Coordinator teach ESL classes to parents twice a week for 60 minutes from November 2014 to May 2015.

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

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

P.S. 13 addresses the needs of its parents by closely attending to parent requests and comments stated in the Learning Environment Survey. Workshop requests are collected and are used for future workshop topics. Based on the results of these school and city-wide surveys along with feedback from parents directly, P.S.13 conducts various workshops to address the needs of the parents. Some of these workshops include "English Classes for Parents", "How to Understand Your Child's Report Card" and "Strategies for Preparing Your Child for Standardized Testing".

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	_____	_____

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.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 24	Borough Queens	School Number 13
School Name Clement C. Moore School		

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 Dr. Y. Angelastro	Assistant Principal Ms. D. Dickson
Coach Ms. A. Sauer	Coach †Mrs. E. Slattery
ESL Teacher Mrs. M. Horan	Guidance Counselor Ms. L. Nelson
Teacher/Subject Area Mrs. C. Kondel ESL Teacher	Parent type here
Teacher/Subject Area Mrs. G. Stenkowski - AIS	Parent Coordinator Ms. B. Ramirez
Related Service Provider	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.	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	7	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	7

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1615	Total number of ELLs	526	ELLs as share of total student population (%)	32.57%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>				1	1									2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	8	5	3	3	4	3								26
self-contained		1			1									2
Total	8	6	3	4	6	3	0	30						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	526	Newcomers (ELLs receiving service 0-3 years)	453	ELL Students with Disabilities	88
SIFE	0	ELLs receiving service 4-6 years	72	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	20	0	17	2	0	2	0	0	0	22
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	433		44	70	0	24	1	0	1	504

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	453	0	61	72	0	26	1	0	1	526
Number of ELLs who have an alternate placement paraprofessional: _____										

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 Spanish	0	0	0	8	12	0								20
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	8	12	0	20							

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	83	84	53	42	58	25								345
Chinese	32	35	15	20	16	6								124
Russian	1	1	2	1	1	0								6
Bengali	0	1	2	0	1	1								5
Urdu	1	0	0	1	3	0								5
Arabic	1	0	1	2	0	0								4
Haitian	0	0	0	0	0	0								0
French	1	0	1	1	1	0								4
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	6	5	8	5	4	5								33
TOTAL	125	126	82	72	84	37	0	526						

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)	8	4	4	9	4	7								36
Intermediate(I)	40	31	11	24	9	8								123
Advanced (A)	72	43	49	47	18	25								254
Total	120	78	64	80	31	40	0	413						

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	33	10	2	0	45
4	23	6	0	0	29
5	21	20	3	0	44
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	28	5	14	3	8	2	6	1	67
4	17	4	13	0	3	1	0	0	38
5	16	7	12	4	4	4	2	4	53
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	3	1	10	1	11	3	8	0	37
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)	0	0	0	0	0	0	0	0
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.
Data from various assessments is compared throughout the year in order to immediately revise plans when necessary so that the school's goals are continuously being met. Data is routinely gathered, analyzed and discussed to track all ELL students' academic progress and needs. To assess the early literacy skills of our ELL's we use:

- * Writing Baseline: Evidence in Argument
- * Fountas and Pinnell Running Records
- New York State English as a Second Language Achievement Test (NYSESLAT)
- * Letter and Sound Recognition
- Ready GEN Performance Tasks
- MoSL NYC Performance Task
- * Classroom and Cluster Teacher Created Tests

Reading Level Summary for June 2013 Grades K-1

*According to the TC reading chart, students at level G or below in June would be a level 1.

Grade 1

48 % of the students in Grade 1 were below grade level in June (Level G or below).

11% of the students in Grade 1 are approaching grade level in October (Level H).

*12% in February 2013

25% of the students in Grade 1 were at grade level in June (Level I, J, or K).

*20% in February 2013

16% of the students in Grade 1 were above grade level in November (Level H or above).

*18% in February 2013

Quick Write Summary Grades K-1 May 2013

Overall Summary

Each grade showed improvement in the percentage of students working at level 2 through level 4 from September to January 2013. Additionally, each grade had a minimum of 30% of students who increased their Quick Write level by at least one level.

Kindergarten

In September of 2012, only 1% of the Kindergarten students scored at a level 3. In January of 2013, 22% of the Kindergarten students scored a level 3. This was an increase of 21%. In May of 2013, 44% of the Kindergarten students scored a level 3. From September 2012 to May 2013, 68% of the Kindergarten students increased 1 or more levels according to the Quick Write rubric.

Grade 1

In September of 2012, only 1% of the Grade 1 students scored at a level 3. In January of 2013, 26% of the Grade 1 students scored a level 3 or 4. This was an increase of 25%. In May of 2013, 45% of the grade 1 students scored a level 3 or 4. From September 2012 to May 2013, 30% of the Grade 1 students increased 1 or more levels according to the Quick Write rubric.

This school year ReadyGEN and GoMath are the new programs being used in grades K - 5.

Our Instructional Focus is "Evidence in Argument". In order to be able to move forward in reading and be able to express themselves clearly, our ELLs need work in phonics and vocabulary. P.S.13 is continuing its vocabulary initiative with 5 day read alouds along with other vocabulary activities each day. We also supplement ReadyGen Phonics with the Sadlier Program.

Every lesson in ReadyGen focuses on Common Core State Standards which moves children toward higher-order thinking and higher reading levels. All students are reading and listening to complex texts which are scaffolded by ESL teachers to make them comprehensible.

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

This school year, the NYSESLAT was aligned to the CCLS and is impossible to compare to the prior years' results. The effectiveness of our current program and how it is meeting the needs of our ELLs is difficult to quantify because 2013 grades K-5 NYSESLAT proficiency percentages cannot be compared directly with prior-year results. Unlike prior years, proficiency is now based on the Common Core – a more demanding set of knowledge and skills necessary for 21st century college and careers.

Examining the RLAT report reveals that last year's K (12%), 1st (30%), and 2nd (17%) grades have remained approximately the same in the numbers of students progressing to proficient in 2013 as in 2012. However, there were some down turns in the number of ELLs becoming Proficient in grades 3(-10%), 4(-14%), and 5(-11%). This reduction was caused by the change in style and substance of the NYSESLAT. This year, our teachers know what to expect and have modified their practices to address the new standards.

Comparing each modality is impossible this year because we do not have the modality report but we can look at the bigger issues of our children progressing, stalled, or declining from Beginner to Advanced. Starting in grade one, 75 % of students improved their score at least one point on the continuum of B to A. Only 23% were stalled and 2% declined. That 2% were students who only had a LAB score to compare against a NYSESLAT score, so it is not as reliable an indicator. In grade two, 46% of students improved their score at least one point on the continuum of B to A. Unfortunately, 52% were stalled, and 2% declined. The stalled students reflect the new more difficult standards in all of the grades. In grade three, 38% of students improved their score at least one point on the continuum of B to A. The trend continues with 55% of third graders being stalled on one level, and 6% actually declining in their score. In grade four, 22% of students improved their score at least one point on the continuum of B to A. Unfortunately, 69% of our fourth graders are stalled and 8% declined a score. 36% of last year's fifth graders improved their score at least one point on the continuum from B to A . 64% remained stalled while none declined .

These data tell us that we must continue to support and scaffold the increasingly complex texts that our students are encountering on the updated NYSESLAT. The ESL push-in teachers and the classroom teachers have been made aware of these data and are using the following interventions to address its weakness:

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

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

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

- Fast ForWord - Fast ForWord LANGUAGE Series build foundational elementary school reading and language skills to help students learn successfully in the ESL and Bilingual classroom. Fast ForWord supports all children in meeting challenging state academic standards and improve state test scores with the Fast ForWord LANGUAGE Series. It provides extra academic support and learning opportunities in reading and language for struggling students-.

- ReadyGen - Every lesson in ReadyGen focuses on Common Core State Standards which moves children toward higher-order thinking and higher reading levels. All students are reading and listening to complex texts which are scaffolded by ESL teachers to make them comprehensible.

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](#))

The Modality Report is no longer available.

Last year New York City Schools had a new tool available to them to find out their AYP. The Title III AMAO Estimator Tool was developed to allow for the automatic estimation of AMAOs 1 and 2 at the school level for the first time. The tool allowed schools to project their status through the 2016-2017 school year. Last year, this tool stated that P.S.13 was on track to make our yearly progress for next year and had made our Annual Yearly Progress for 2013.

Unfortunately, this tool was not made available this year. However, P.S.13 continues to keep track of the following factors, home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status, and disability classification.

On the NYS Math test our 3rd, 4th, and 5th grade ELLs compared favorably to the rest of the city. 33% of our 3rd graders scored a 3 or 4, while only 16% of children Citiwide did the same. Grade 4 (15% to 14%) and 5 (26% to 10%) also out scored their Citiwide peers. This trend continues over Borough and District comparisons.

On the ELA it is a bit more mixed. Our third grade did comparatively well with 9% of our ELLs scoring a 3 or a 4, while Citiwide they

had only 7% scoring a 3 or a 4. In Fifth grade, 47% of our students scored a 2 while only 25% of Citiwide did the same. Unfortunately, we only had .07% scoring a 3 or 4, while Citiwide had 3.4% scoring 3 or 4. This trend continues in the 4th grade. In grade 4, 21% of our students scored a 2 and none scored a 3 or 4. Citiwide had 25% scoring a 2 and 4% scoring a 3 or 4. Similar comparisons can be made Borough and District wide.

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?

a. For the 2013 school year, the NYSESLAT was aligned to the CCLS and is impossible to compare to the prior years results. The NYSESLAT proficiency percentages can not be compared directly with prior-year results. This year's proficiency is now based on the Common Core – a more demanding set of knowledge and skills necessary for 21st century college and careers

After reviewing and analyzing the assessment data on the NYS Math and Science tests an unclear pattern has emerged. Students who took the 3rd grade Native Language math test scored about the same as the ELLs taking the English Language Math test. Of our 3rd grade ELLs who took the test in English, 25% earned a 3 or 4 score while the Native Language 3rd graders scored 24%. In 4th grade, ELLs who took the math test in English seems to do much worse, only 9% of them score a 3 or 4 while 20% of the Native language test takers scored 3 or 4. These numbers may be misleading though, because only five 4th graders took the Native Language test and the sample may be just too small to draw any information from. This trend continues on the 4th grade Science test. Our data shows that 60% of ELLs taking the English language Science test achieved a score of 3 or 4. Equally, 60% of the ELL students taking the Native Language test earned a 3 or 4 on this test. Students who took the English content area test did about the same. It is P.S.13's policy to use native language supports in all content areas to help make the content areas comprehensible to our ELLs.

In order to improve the achievement of the ELL students who take the ELA, Math, and other content area state tests in English or a native language, the Data Team collects data on all state tests and then creates charts showing the areas of weaknesses with instructional implications (strategies and scaffolds to use with ELLs). ESL and bilingual teachers in past years also did test prep lessons with native language practice tests. Those Native Language Test Prep-Materials are no longer used in math because the test has been changed to be aligned with the CCLS. The Science Native Language test materials are still used. Parents are asked at the start of the year if they would like to have their child take the state content area tests in a native language and it is discussed at the December Parent Association Meeting. In this way the ESL Specialist can make copies of the native language glossaries for students to take home and leave in the classroom so that the teacher and family can help to familiarize their student with the format and use of the glossaries. The ESL Specialist also makes multiple copies of past NYS Science tests that can be used as practice at home and at school. On the day of the NYS test, the ELL students who have chosen the native language test receives a new copy of the glossary to be used that day.

The ELL Periodic will not be given this year.

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](#).)

P.S.13 uses the Response to Intervention (RTI) framework in all of its classrooms to guide instruction. All ESL and bilingual students receive high-quality, evidence-based core instruction, in Tier I. ESL, bilingual, and classroom teachers are always assessing their student's text comprehension and their oral and written fluency. Our teachers' regular classroom practice is flexible, based on short-cycle (over seconds or minutes within a single lesson) formative assessments, and longer cycle, medium to long-term assessments, summative assessments, such as unit tests, periodic assessments, and state tests. ESL strategies are intertwined into Tiers I, II, and III lesson plans for ELLs.

Students who do not progress at the rate expected based on the progress of "true peers", receive Tier II targeted interventions in addition to high-quality core instruction. When at least 80% of the class shows evidence of comprehension, the remaining students that did not, are targeted to receive Tier II interventions in small groups. Students who respond to Tier II interventions are removed from the targeted interventions.

Students who do not respond to Tier II interventions receive Tier III intensive interventions. Teachers continue to analyze data through a language acquisition lens, while designing and implementing targeted supplemental supports. Students in Tier III receive one-on-one interventions with the classroom teacher or with the ESL teacher using additional ESL strategies. Students who respond to Tier III interventions may go back to Tier II or Tier I.

After sufficient time for intervention to be effective, students who do not respond to Tier III interventions, despite targeted, high-quality classroom-level instruction and additional supplemental supports, may be referred to the Committee on Special Education. Within the RTI model, there is a systematic approach to determining when struggling ELLs need special education services and P.S.13 adheres strictly to that model.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Insuring that a child's second language development is considered in instructional decisions starts with planning high-quality, evidence-based core instruction. After looking at the data taken from multiple sources and grouping students according to need, ESL and classroom teachers collaborate to identify language objectives for each lesson and unit.

There is a focus on language (vocabulary & language structure) in our ELL lesson plans. Our teachers provide many opportunities to practice the structure of the language and the vocabulary of the content curriculum. We encourage our English Language Learners at every level to talk and discuss their opinions and ideas. Teachers plan differentiation of supports between groupings for ELLs along with incentives for the use of the targeted language taught.

We also support literacy instruction by our organization of the classroom environment. We scaffold content area vocabulary (tier III vocabulary) and words in context (tier II vocabulary) by having interactive word walls, language charts to support conversation, and sentence frame charts to support writing and discussion.

ReadyGen, our new Common Core Aligned Curriculum, guides our teachers and students to a more effective use of "close reading" of texts which in turn gives students a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. Through the ReadyGen Scaffold Strategies Handbook, ESL teachers use targeted ELL strategies. Teachers use Spanish cognates to help students understand challenging vocabulary and use sentence frames to help students analyze the structure of language. All of these activities make language more accessible to students.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

P.S.13 evaluates the success of our programs for ELLs by looking for yearly progress. We compare our year-to-year results on the NYSESLAT, ELA, and State Math exams for trends and yearly improvements. We also look at our results and compare them to comparable schools, our district, and to the whole city. Last year New York City Schools had a new tool available to them to find out their AYP. The Title III AMAO Estimator Tool was developed to allow for the automatic estimation of AMAOs 1 and 2 at the school level for the first time. The tool allowed schools to project their status through the 2016-2017 school year. Last year, this tool stated that P.S.13 was on track to make our yearly progress for next year and had made our Annual Yearly Progress for 2013.

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Part IV: ELL Identification Process

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

- 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](#).)
 - ELLs are identified when parents register their children for school for the first time in the NYC School System. The parent or guardian fills out the Home Language Identification Survey (HLIS) with the assistance of an ESL pedagogue, who then determines if the home language is other than English. The ESL Specialist, a licensed and trained pedagogue, then conducts an interview with the child and parent with the help of a native language translator. The translators P.S. 13 uses are either ESL teachers (Spanish, Urdu, Indian, & Bengali) or school aids (Mandarin, Cantonese, and Spanish). Then if necessary, the ESL Specialist a licensed and trained pedagogue, administers the formal English proficiency test called the Language Assessment Battery- Revised (LAB-R) to the student within 10 days of admittance. Starting in February 2014 a new initial assessment will be administered, the NYSITELL. Performance on the LAB-R (now) or the NYSITELL (starting in February 2014), determines the child's entitlement to English language development support services. Students who pass the test do not require ESL services. Those who score at the Beginner, Intermediate, or Advanced levels are considered Limited English Proficient (LEP). The student is then initially placed in a bilingual education or freestanding ESL Program. The parent is then invited to a parent orientation meeting presented in the parents' native language, to learn about all of NYC Schools programs. The school sends the ELL Entitlement letter on school letterhead (in the parents'/guardians' preferred language) to parents/guardians informing them of their child's entitlement to ELL services and the parents'/guardians' right to choose one of the three ELL programs offered in NYC. At the meeting, the ESL Specialist or another licensed and trained pedagogue ESL teacher, shows the parent orientation video in the parents'/guardians' preferred language and gives out parent brochures in the different languages that are available. The parent has an opportunity to ask questions (in the parent's native language), in order to make an informed decision about his or her child's final placement. The school allows parents/guardians to choose one of the three ELL programs offered in NYC (Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding ESL). The ESL Specialist or other licensed and trained pedagogue, collects and reviews each Parent Survey and Program Selection Form for accuracy and signature and places students in programs based on parent choice in accordance with ASPIRA Consent Degree. The required information for newly identified ELLs is then entered onto the ELPC screen in ATS. All new entrants whose HLIS responses indicate a home language of Spanish and scores below LAB -R cut scores must be administered the Spanish LAB, only once at the time of initial enrollment, during the same testing period (within 10 days) in order to determine language dominance for instructional planning and for providing bilingual and ESL services. The Spanish LAB is administered by a Spanish speaking ESL licensed and trained pedagogue .

Every child identified as an ELL is evaluated annually to determine his or her progress in the English language by using the New York State English as a Second Language Achievement Test (NYSESLAT). New York State developed the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring to determine whether the student will continue to receive services for the next school year. The steps taken to annually administer all sections of the NYSESLAT start with identifying and listing ELLs in self-contained ESL classes, Bilingual classes, mixed advanced/proficient classes, and those ELLs who need testing modifications. Then testing schedules are made to accommodate all groups. Finally, all ELLs are tested on the same days during the morning session of school. If an ELL is absent during the scheduled testing days but returns to school during the NYSESLAT testing window then that student takes the missing parts of the test the day he or she return to school.
- 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.
 - The ESL Department ensures that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) by hosting several parent orientation sessions for all new admits within the first ten days of their admission date starting in September and continuing throughout the year. Parents watch an orientation video developed by the New York City Department of Education Office of English Language Learners, in their own language, and can speak to a native language ESL

teacher or school aid (Spanish, Mandarin, Cantonese, Urdu, Indian, & Bengali). The ESL teacher hosting the orientation informs the parents about all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents are then asked to fill out the Parent Survey Selection Form. If PS13 does not currently have an opening in a preferred program or if we do not offer a preferred program, the ESL Coordinator enters the parent and child information in ELLProgramTransfer@schools.nyc.gov. and a match is attempted. If however, we have 15 or more students in two contiguous grades in K to 5 that prefer a bilingual or Dual Language program then P.S.13 must and will form a bilingual/Dual Language class to satisfy this demand.

Invitations for the parent orientation meetings start to go out in September after all ELLs have been identified and are LAB-R /Spanish LAB tested (as of February 2014, NYSITELL). Times are offered in the morning and in the afternoon for the convenience of the parent. If parents do not come to the meetings then P.S.13's outreach includes offering different dates and times for parents' convenience, and calling home to arrange a one to one meeting at the school or over the phone. These parent orientation meetings take place all year as new ELL students are admitted to our school. It is a priority to P.S. 13 to get a parent choice letter from every parent. Parents have the opportunity to ask questions regarding placement and ESL services. The parents are informed about the state standards, assessments, and school expectations, general requirements that govern the Bilingual and ESL programs, and the importance of parental involvement in the education of their children.

3. 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 [\[see tool kit\]](#).)

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

4. 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.

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

5. 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.

#5

In order to administer all sections of the NYSESLAT to all ELLs each year a thorough examination and identification of all ELLs must be made. The process begins at the start of the school year and continues throughout the year with admissions.

When a child is newly admitted to P.S. 13, the parent/guardian fills out a HLIS which tells us which students need to be tested with

the LAB-R assessment, in February 2014 it will be the NYSITELL . Each child is carefully screened, identified, tested, and has a grid sent in for scoring. If the student does not test out, then he/she is identified as an ELL, and will take the NYSESLAT in the spring. Some new admits who are identified as ELLs after LAB-R testing had been attending an English speaking school somewhere in the US for the past year or so and that information is posted in the UYRE report. New ELLs are identified throughout the year and are correctly coded into ATS. New admits who are transferring from another NYC school will have been already tested and coded. We check the HLIS to make sure it is filled out correctly and look at the ATS reports to see what proficiency levels have been posted. Returning ELLs will have their NYSESLAT scores posted and reviewed in ATS.

The Listening, Reading, and Writing sections of the NYSESLAT are given over 3 consecutive days. The Speaking portion of the NYSESLAT is given individually to each student by an ESL teacher that does not provide ESL service to that child.

Some ELL students will have an IEP, which identify testing modifications that may be applied. Since this is an English test, not all of the modifications can be applied to each of the modalities being tested. Each IEP is carefully examined for appropriate testing modifications and students with the same modifications are grouped together.

Lists of students are compiled from the RLAT in ATS, into groups based on grade band and testing modification requirements. Testing dates are planned based on the school schedule and written on the school calendar. Letters are sent home to all ELL families (with NYSESLAT test prep materials) explaining about the testing requirements and encouraging families to practice at home with their children. ESL and classroom teachers spend time before the NYSESLAT dates to prepare students for the assessment. Students are assigned a classroom and a testing proctor (classroom teacher or ESL teacher). All ELL students that are in attendance on the assigned days are tested at the same time. Absent ELL students are carefully noted and are tested on the next day they attend school as long as the test period window is still open.

After the testing is over, the grids are carefully counted and examined to make sure that every ELL student was tested and their grids (3 grids for each child) were correctly filled out. Admission records are also carefully examined to be sure that all newly arrived (during the testing window) ELL students were identified and tested in the appropriate grade band and with correct testing modifications.

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. 
After reviewing the Parent Surveys and Program forms for the past few years, the trend in program choices has been overwhelmingly to select a Freestanding ESL classroom. This year 10 families or 8% of our incoming kindergartener parents chose a TBE and 114 families or 92% of kindergarten parents chose an ESL program. P.S.13 program offerings reflect these preferences. Additionally, this trend continues in grades 1-5. We had 19 students in grades 1-5 entering into P.S. 13, the NYC school system, for the first time in September/October 2013. Of the 19 newly tested students, 1 or 5% chose a TBE program . All 19 students were placed in an ESL program at P.S.13. If an opening becomes available for the one student in a TBE then that child will be placed there; or, if 14 other students in two consecutive grades request Bilingual services, then P.S.13 will open a class up as a new TBE class.

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])?
- a.) The Spanish Special Education Transitional Bilingual Program consists of two self contained classes.
Each SE TBE class consists of one fully certified Special Education Teacher with a bilingual extension certification and a full time bilingual para.
 - One Spanish Special Education Bilingual 3rd Grade class with 9 students - one fully certified SP ED/Bilingual Teacher
 - One Spanish Special Education Bilingual 4th Grade classes with 12 students - one fully certified SP ED/Bilingual Teacher

There is one ESL Special Education self contained class in Kindergarden -one fully certified SP ED teacher / Push in ESL

Additionally in ESL, we have one of each self contained ICT classes : Kindergarten, first, second, third, fourth, and fifth grade ICT classes, with 10 Special Education and 15 General Education ELLs who are serviced by our ESL Push-In teachers.

We have 15 other ESL Push-In classes, 12 of which are comprised of a heterogenous mixture of advanced, intermediate, and beginners. We also have 3 (1 in first, third, & fourth grades) ESL classrooms which are comprised of advanced and newly proficient students. Finally, P.S. 13 also has 1 self contained heterogeneously mixed 4th grade ESL class, with a fully certified ESL teacher and one 1st grade ICT class with a fully certified Special Education/ ESL teacher and a fully certified general education teacher.

b.) All Bilingual teachers and Special Education teachers are fully certified. The Transitional Bilingual Education (TBE) classes adhere to the Language Allocation Policy (LAP) as mandated by CR Part 154 which states that Beginners receive 60% instruction in their native language and 40% instruction in English, Intermediates receive 50% native language instruction and 50% instruction in English and Advanced students receive 25% instruction in their native language and 75% instruction in English. As per the Chancellor's Regulations and CR Part 154, Beginner and Intermediate ELL students receive one unit (180 minutes) of Native Language instruction and two units (360 minutes) of ESL instruction weekly. Advanced ELLs receive 1 unit (180 minutes) of ESL, 1 unit (180 minutes) English Language Arts, and 1 unit (180 minutes) of Native Language Arts weekly. The Integrated Co-Teaching (ICT) model that is being used in the Bilingual /ESL K, 1st, 2nd, 3rd, 4th, and 5th grade classes is a service delivery structure in which teachers with different knowledge, skills, and talents have joint responsibility for designing, delivering, monitoring and evaluating instruction for a diverse group of learners. A Special Education and a Bilingual /General Education teacher are simultaneously present in the classroom. There are six models for Integrated Co-Teaching that are used in the classroom –One Teach/One Observe, One Teach/One Drift, Parallel Teaching, Station Teaching, Alternative Teaching and Team Teaching. Parellel Teaching is the method of co-teaching most frequently used in ICT classes.

Classroom charts are color coded; red ink for Spanish, and blue ink for English. Word walls are in different languages on separate walls. The flow of the day indicates the language of instruction. There is no code switching of languages. Bilingual/ Dual language libraries and content area libraries are used in the classrooms. The bilingual students are heterogeneously grouped in their classes based on their LAB-R and NYSESLAT scores.

The Free Standing ESL Program consists of seven licensed, certified ESL teachers who provide ESL instruction to 24 classes of ELL students using the Push-In ESL Model. The ESL teachers service 6 general education Kindergarten, 4 First Grade, 2 Second Grade , 2 Third Grade, 1 Fourth Grade and 2 Fifth Grade classes. They also push into six Integrated Co-Teaching (ICT) classes and 1 Fifth Grade 12:1:1 ESL class. The ICT is a co-teaching model that combines General Education and Special Education students in a shared learning environment.

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

2. 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)?

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

The Push In ESL teachers have the LAB-R (NYSITELL in February 2014) results and the most recent NYSESLAT scores which indicate each student proficiency level. Beginners receive 360 minutes of instruction per week, intermediates receive 360 minutes of instruction a week and advanced ELL's receive 180 minutes per week of instruction. Teachers also receive ELL Periodic assessments to create an appropriate individualized plan of instruction for their students. The ESL teachers conference with the classroom teachers on a weekly basis to coordinate instruction and provide scaffoldings for learning. The ESL teachers have a mixture of beginners, intermediates and advanced students in all but one 4th grade classroom that is made up of advanced and newly proficient students. ESL teachers are prepared to give the mandated number of instruction minutes to all students. In fact, advanced students tend to get more instructional minutes than required because the ESL teacher is there for the beginners and intermediates for extra sessions. ESL teachers use native language and other supports to make information comprehensible to ELLs.

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

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.

In the TBE model content is delivered by the content area teachers in English and by the classroom teachers in both native language and English. Communication and collaboration between classroom teacher and content area teacher is a constant. Teachers collaborate before units are started so that the bilingual classroom teacher can preview the lesson using native language according to the CR Part 154 mandate. Throughout the unit the bilingual classroom teachers give native language supports and then reviews the unit at the end to see if vocabulary and content has been learned. Additionally, in the kindergarten and 2nd grade ICT classes the push-in Special Education Teacher Support Services (SETSS) teacher, provides small group native language support to Spanish speakers 8 times a week for all content area teachers (Math, Social Studies & Science). The SETSS teacher comes in during the classroom teachers' preparatory or common planning period. The SETSS teacher also provides Spanish speaking Special Education Support Service coverage in the Kindergarten 12:1:1 class. The SETSS teacher gives support services 2 times a week for Social Studies, and once a week during science instruction. It is the content area teacher's responsibility to make content comprehensible to the ELLs. Strategies that our content area teachers use are theme teaching, graphic organizers, picture cues, songs/drama,realia,bilingual libraries/dictionaries/glossaries, and cognate lists.

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

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

P.S. 13 no longer has a TBE early childhood (K-2nd grade) class so we are not using the El Sol Assessment. In grades 3 & 4 the only TBE Spanish class we have is 12-1-1. Teachers of native Spanish speakers informally assess native language throughout the year. They use read alouds for questioning and discussion of comprehension. Teachers also assess students' ability to connect cognates within the context of vocabulary development.

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

5. It is a priority at P.S.13 to make sure each testing modality (Speaking, Listening, Reading, & Writing) is appropriately evaluated.

Our ESL/Bilingual teachers follow the CCLS and the New Language Arts Progressions/Native Language Arts Progressions. Speaking and listening are evaluated throughout the year in all content area learning. Weekly vocabulary building activities in content areas and during literacy development, lay the groundwork for oral fluency. English Language Learners are encouraged to speak and share ideas using the Socratic Method and Evidence in Argument with their classmates and teachers, which in turn leads to more complex language and more effective interactions with others. ESL teachers evaluate listening and speaking during read alouds and other language activities. Teachers frequently ask probing open-ended questions, which allow the ELL to display their listening and speaking skills. ESL teachers take inventory on a monthly basis by using a skills checklist on each child. The 4th and 5th grade ELLs also participate in Delta Arts Connection, a theatre group which helps lay the foundation for ELLs to develop skills for discussion through theatre activities.

Reading and Writing are also evaluated throughout the year in all content area and literacy learning. Vocabulary development is a hallmark of Reading and Writing acquisition. P.S.13 has a Vocabulary Initiative, which is school wide. Academic language as well as more conventional word usage and language features is explicitly taught and evaluated through writing pieces that show use of Evidence in Argument/Text-based Evidence, checklists, reading comprehension questions, sentence frames, and writing rubrics. The Delta Arts Connection also helps ELLs develop ideas through written reflections using theatre activities.

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).

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

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

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

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

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

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

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

Fast ForWord - Fast ForWord LANGUAGE Series build foundational elementary school reading and language skills to help students learn successfully in the ESL and Bilingual classroom. Fast ForWord supports all children in meeting challenging state academic standards and improve state test scores with the Fast ForWord LANGUAGE Series. It provides extra academic support and learning

opportunities in reading and language for struggling students-.

b. ELL students who have been in US schools for less than three years (newcomers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. ESL teachers provide small group instruction to strengthen reading and writing skills and prepare for the ELA and NYSESLAT exams . Additionally, they receive ReadyGenPhonics (K-2) one period a day 5 times a week supplemented by the Sadlier Phonics Program. These programs provide students with phonological/phonemic awareness, phonics, and spelling intervention strategies to build their reading and spelling skills. Our beginners and Special Education students in 1st and 2nd grade participate in the Imagine Learning Computer Program in the computer Lab twice a week. This program uses their own native language to learn English. ELLs & Former ELLs in grades 2-5 participate in our 37 minute extended day program. Small groups of students work on literacy and math skills based on reading / math assessments. Comprehension skills are built up through monitoring comprehension, asking questions, inferring meaning, determining importance, and summarizing and synthesizing.

c. In order to service ELLs who have been receiving service 4 to 6 years, P.S. 13 uses many of the same interventions mentioned above. Our 4-6 year ELLs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Within the mandated instructional time these students receive small group instruction in writing, which has been identified as their major area of weakness. Classroom teachers and ESL teachers give additional strategy lessons to these individuals daily to address their individual writing goals. These goals strongly emphasize elaboration, maintaining focus, and sentence variety. Skills are practiced using computer programs and a variety of ESL web sites in the classroom. These students also attend our 37 minute extended day program where they work in small groups on reading and math comprehension activities. Additionally, these students are invited to attend our Title III ELL After School Program to augment their academic skills. Teachers use the Macmillan/McGraw-Hill Reading Triumph Series, as well as curriculum Associates Focus Strategies Series. The 4th and 5th grade ELLs also participate in Delta Arts Connection, a theatre group which helps lay the foundation for ELLs to develop skills for discussion through theatre activities. The Delta Arts Connection also helps ELLs develop ideas through written reflections using theatre activities.

d. P.S. 13 continues to service its long-term ELLs. Long-term ELLs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Long -Term ELLs are invited to our 37 minute Extended Day Program which meets 2 days a week. These students are also invited to attend our Title III ELL After School Program - The ELL After School Program provides intensive after school instruction in English language development ,primarily in reading and writing using scaffolds to make information more comprehensible. Some of the scaffolds that are used are graphic organizers and story maps. Teachers use the Macmillan/McGraw-Hill Reading Triumphs Series and Curriculum Associates' Focus Strategies Series .

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?

In order to provide access to academic content areas and to accelerate English language development , ESL and content area teachers of ELLs and SWDs use the following instructional strategies and grade level materials:

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

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?

P.S.13 uses curricular, instructional and scheduling flexibility to meet the needs of our ELLs and SWDs. Last year we created a

bridge class for our 4th and 5th grade SWDs. This year we are continuing it, to allow for consistency of instruction for last year's 4th grade SWD ELLs. These students benefit from a sheltered environment while still being challenged with grade level academic curriculum. Many of our SWDs are native Spanish speakers so we use a Spanish speaking SETSS teacher in the Kindergarten, and 2nd grade ICT classes. The SETSS teachers push-in to these classes and provides small group native language support for literacy and content area subjects such as Social Studies and Science. The SETSS teacher comes in during the classroom teachers' preparatory or common planning period 8x a week to scaffold the content subject prep teachers' lessons. Scaffolding that the SETSS teachers use are lesson introductions and summaries, direct translations, graphic organizers, picture cues, realia, bilingual libraries/dictionaries/glossaries, and cognate lists. ELLs identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Push-in ESL instruction is the preferred model used to support their academic needs in reading and writing to maximize the flow of instruction within their normal class setting. Within their class, they receive one to one and small group instruction. Early childhood Special Education students receive ReadyGen Phonics instruction supplemented by Sadlier Phonics. Students in grades 2-5 attend our 37 minute Extended Day Program, students in grades 3-5 attend our Title III ELL After School Program. In addition, for our students who have special needs, we provide related services as per their I.E.P.

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

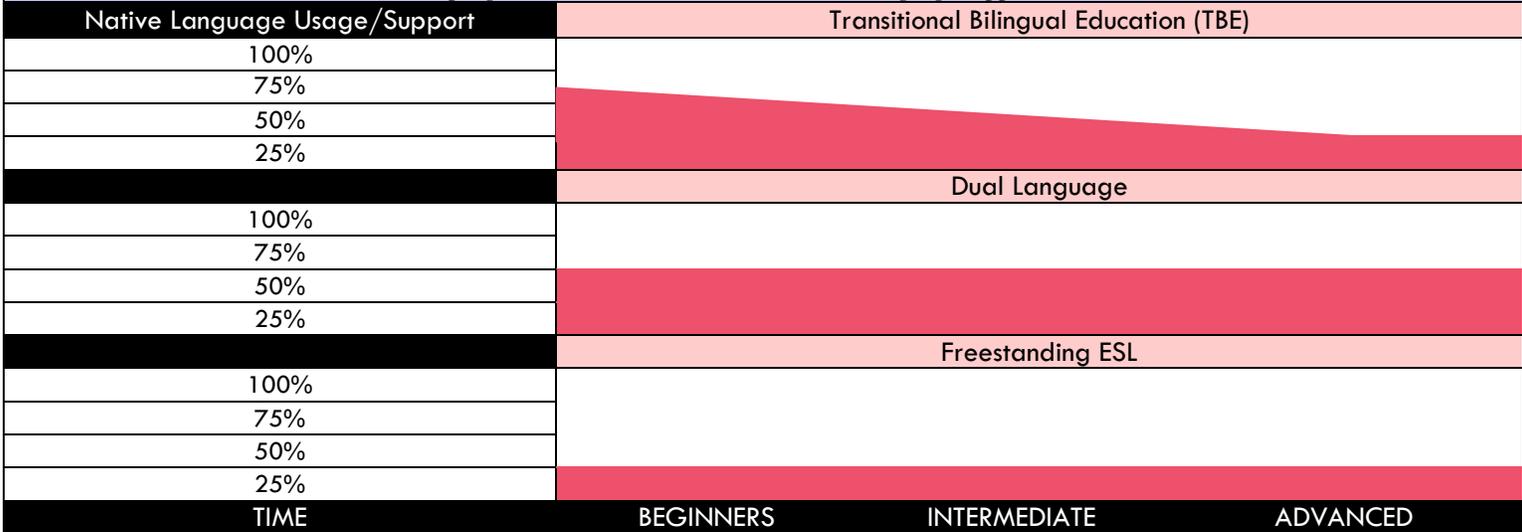
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

AIS (Academic Intervention Services) targets instruction for many of our ELLs in the 4th, and 5th grades that scored a level 1 or low 2 on the ELA or State Math test. These students receive targeted instruction in small groups . 3rd grade ELLs receive AIS based on teacher recommendation. The AIS teachers determine the nature of a student's particular reading difficulties through informal assessments. At risk students also take an on line test , "Edperformance.com" at least 4 times per year. This assessment gives a Lexile score and charts progress throughout the year. AIS additionally uses the Comprehensive Assessment of Reading Strategies (CARS) program, a program which diagnoses students' performance in reading and comprehension skills. It Identifies gaps and drives instruction where each student needs it most and the Students Achieving Reading Success (STARS) program, an educational intervention program for academically failing students which focuses on visual perceptual skills and learning. In addition, 3rd, 4th and 5th grade ELL students (beginner and intermediate) are receiving instruction using the Fast Forward Program. This instruction is 2x per week for 45 minutes.

The Academic Intervention Team consists of 1 Assistant Principal, the AIS Liaison, the Guidance Counselor, the Parent Coordinator and an IEP Teacher. The purpose of the team is to monitor the interventions/referrals of at risk students. The team meets on a weekly basis to meet with teachers and parents to discuss students who may need a referral. The team ensures that the classroom teacher has implemented Tier 2 and Tier 3 interventions. The team also tracks all services received by the students including the mandated tutorial and after school programs.

At this time there is 1 full time AIS reading provider and 1 part time reading provider for grades 3, 4 and 5. There is 1 full time AIS Math provider services grade K and 1.

The students are selected as follows:

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

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

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

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

Resource Room –Special Education ELLs are provided with one- to- one and small group instruction with a Special Education Teacher Support Services (SETSS) Teacher. The SETSS teacher reteaches and reinforces similar strategy lessons as the classroom teacher with more scaffolding for support such as, extended book introductions, vocabulary development, manipulatives, and additional graphic organizers. Technology supports the SETSS teacher uses includes A+ Math, Star Fall and research based intervention Leap Track programs.

Many of our SWDs are native Spanish speakers so we use a Spanish speaking SETSS teacher in the Kindergarden, and 2nd grade ICT classes. The SETSS teachers push-in to and provides small group native language support for literacy and content area subjects such as Social Studies and Science. The SETSS teacher comes in during the classroom teachers' preparatory or common planning period 8x a week to scaffold the content subject prep teachers' lessons. Scaffolding that the SETSS teachers use are lesson introductions and summaries, direct translations, graphic organizers, picture cues, realia,bilingual libraries/dictionaries/glosseries, and cognate lists. ELLs identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Push-in ESL instruction is the preferred model used to support their academic needs in reading and writing to maximize the flow of instruction within their normal class setting. Within their class, they receive one to one and small group instruction. Early childhood Special Education students

receive ReadyGen Phonics instruction supplemented by Sadlier Phonics. Students in grades 2-5 attend our 37 minute Extended Day Program. Our Title III ELL After School Program is for ELL students in grades 3-5. In addition, for our students who have special needs we provide related services as per their I.E.P.

Imagine Learning –A research-based interactive computer program which teaches students English while providing primary language support as needed. Special Education ELL students from the ICT 2nd grade, General Education ELL students from 2nd grade, and a 5th grade ELL class, use this program in the computer lab once to twice a week for one period from September to June. Imagine Learning has also been installed onto the classroom computers.

Computer Programs- Classroom teachers in grades 2-5 use the computer programs (Starfall.net, StoryLineonline.net and EarlyExplorers.net). These research based programs are used by the classroom teacher 3-5 days a week for 20min. Another “on-line” resource the ELL classroom teachers in grades 2-5 take advantage of is Google Translate. Students can type a word or sentence in their native language and then can read and hear the English translation. This resource is available 5 days a week in every class as needed. Students know they can get up and get a direct translation if they need it.

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

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

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 effectiveness of our current program and how it is meeting the needs of our ELLs is difficult to quantify because 2013 grades 3-5, NYSESLAT, ELA and math proficiency percentages can not be compared directly with prior-year results. Unlike prior years, proficiency is now based on the Common Core – a more demanding set of knowledge and skills necessary for 21st century college and careers.

Last year New York City Schools had a new tool available to them to find out their AYP. The Title III AMAO Estimator Tool was developed to allow for the automatic estimation of AMAOs 1 and 2 at the school level for the first time. The tool allowed schools to project their status through the 2016-2017 school year. Last year, this tool stated that P.S.13 was on track to make our yearly progress for next year and had made our Annual Yearly Progress for 2013.

Unfortunately, this tool was not made available this year. However, P.S.13 continues to keep track of the following factors, home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status, and disability classification.

On the NYS Math test our 3rd, 4th, and 5th grade ELLs compared favorably to the rest of the city. 33% of our 3rd graders scored a 3 or 4, while only 16% of children Citiwide did the same. Grades 4 (15% to 14%) and 5 (26% to 10%) also out scored their Citiwide peers. This trend continues over Borough and District comparisons.

On the ELA it is a bit more mixed. Our third grade did comparatively well with 9% of our ELLs scoring a 3 or a 4, while Citiwide they had only 7% scoring a 3 or a 4. In Fifth grade , 47% of our students scored a 2 while only 25% of Citiwide did the same. Unfortunately, we only had .07% scoring a 3 or 4, while Citiwide had 3.4% scoring 3 or 4. This trend continues in the 4th grade. In grade 4, 21% of our students scored a 2 and none scored a 3 or 4. Citiwide had 25% scoring a 2 and 4% scoring a 3 or 4. Similar comparisons can be made Borough and distric wide.

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

P.S.13 has instituted many new programs for this school year. The use of the Common Core State Standards is in its 2nd year at P.S. 13. This year however we have started to use the ReadyGen Curriculum. ReadyGen provides the classroom teachers with all of the tools to teach and assess the new standards including, Reading and Writing Literacy Performance Tasks, and various other assessments. Also new this year is GoMath. GoMath also provides us with a complete math curriculum including Math Performance Tasks to use in all of our classrooms and across grade levels. Inquiry Teams will look at student's work and compare the work of the students to the CCLS. Results will inform changes. Fountas and Pinnell Assessments will again be used this year in grades K-2. Our Literacy and Math Coaches are teaming up to present many new workshops to our parents in order to empower them to become strong advocates to their children and community. This year we have already had Parent Workshops on the up coming ELA and State Math Tests. Coming soon will be Parent Workshops for parents of K-2nd grade students which will focus on helping parents work at home with their children. These workshops will focus on learning more about the new curriculums in ELA and Math. The Parent Coordinator is planning workshops that will help parents to understand the new standards .

The Instructional Lead Teachers Team(ILTT) also worked hard this year to “norm” the Evidence in Argument Focus , so that its implementation will be “uniform” across all classrooms and in all grade. The team created a “norming” chart that is posted in each classroom. This chart shows what this initiative should look like for the classrooms, for the teachers, and for the students. Included in this chart are Text -Evidence Prompt, Questions to ask, graphic organizers for support, How to model writing a well developed response, and student conversations showing use of Evidence of Argument.

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

P.S.13 no longer uses Teacher's College Curriculum. We now use ReadyGen.

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

ELL students enjoy equal access to all school programs. The 4th and 5th grade ELLs also participate in Delta Arts Connection, a theatre group which helps lay the foundation for ELLs to develop skills for discussion through theatre activities. The Delta Arts group provide the 4th and 5th teachers with video cameras and an Apple Computer to document the ELLs oral progress.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

P.S. 13 uses many instructional materials and language supports in our ESL and bilingual programs. The Imagine Learning Computer Program is used in the ESL & ICT 2nd grade classrooms and the ESL 5th grade classroom once to twice a week. This program uses the student's home language to make English comprehensible and progresses at the student's individualized reading level and pace. Listening Centers are in all ESL and bilingual classrooms which include English and bilingual books on tape and CD. Additionally, more fiction and non-fiction student and big books are available to borrow from the ESL Resource Room. Classroom teachers in both ESL and bilingual programs use word walls, native language glosseries, cognate lists, along with graphic organizers and story maps to scaffold the work the children are doing in reading and writing workshops.

AIS (Academic Intervention Services) targets instruction for many of our ELLs in the 4th, and 5th grades (also 3rd grade teacher recommended) that scored a level 1 or low 2 on the ELA or State Math test. These students receive targeted instruction in small groups . The AIS teachers determine the nature of a student's particular reading problem through informal assessments. At risk students also take an on line test , “Edperformance.com” at least 4 times per year. This assessment gives a Lexile score and charts progress throughout the year. AIS additionally uses the Comprehensive Assessment of Reading Strategies (CARS) program, a program which diagnoses students' performance in reading and comprehension skills. It Identifies gaps and drives instruction

where each student needs it most and the Students Achieving Reading Success (STARS) program, an educational intervention program for academically failing students which focuses on visual perceptual skills and learning. In addition, 3rd, 4th and 5th grade ELL students (beginner and intermediate) are receiving instruction using the Fast Forward Program. This instruction is 2x per week for 45 minutes.

The Academic Intervention Team consists of 1 Assistant Principal, the AIS Liaison, the Guidance Counselor, the Parent Coordinator and an IEP Teacher. The purpose of the team is to follow the interventions/referrals of at risk students. The team meets on a weekly basis to meet with teachers and parents to discuss students that may need a referral. The team ensures that the classroom teacher has implemented Tier 2 and Tier 3 interventions. The team also tracks all services received by the students including the mandated tutorial and after school programs.

At this time there is 1 full time AIS reading provider and 1 part time reading provider for grades 3, 4 and 5. There is 1 full time AIS Math provider services grade K and 1.

The students are selected as follows:

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

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

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

The ELL Title III After School Program teachers use the Macmillan/McGraw-Hill Reading Triumph Series .

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

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

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

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

P.S.13's services support ELL's ages and grade levels. ELL students in the ESL Program Model receive the mandated number of minutes per week of native language support which is 25% across proficiency levels and in accordance with NYS CR Part 154. In the TBE Program Model native language ELL students receive the mandated number of minutes per week of native language support based on their proficiency level and in accordance with NYS CR Part 154. ESL and bilingual teachers scaffold their lessons according to age, grade and proficiency level. The age and grade appropriate resources that ELL teachers use include: leveled libraries, visual and auditory aids like pictures, realia and stories on tape with comprehension questions, computer programs and web sites. All ELL classrooms also have Smart Boards which allow ESL and General Education teachers to create charts, Graphic Organizers and tap into pictures/videos which can illustrate and explain concepts.

. The 4th and 5th grade ELLs also participate in Delta Arts Connection, a theatre group which helps lay the foundation for ELLs to develop skills for discussion through theatre activities. The Delta Arts Connection also helps ELLs develop ideas through written reflections using theatre activities.

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.

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

As new ELLs enroll throughout the year they are identified by the ESL teacher and classroom teacher that is responsible for them. The teachers carefully examine their LAB-R/Spanish LAB scores and group them to insure foundational support in language.

18. What language electives are offered to ELLs?

No language electives are offered.

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)?

We have no Dual language program

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

Our first professional Development session was held on September 4th, 2013. The entire staff reviewed state testing data (ELA, Math, NYSESLAT) which became available over the summer. We also focused on collaboration and identifying P.S. 13's shared beliefs and strengths. The staff, in addition, reflected on this question "How does this vision reflect the CCLS, Danielson's Framework, and the tenets of the Quality Review Rubric?"

The ESL Department plans at least two one hour Professional Development sessions for those teachers in the Title III After School Program. The first of these took place in October 2013 and focused on assessment analysis. The ESL Supervisor and Title III teachers analyzed the 2013 NYSESLAT, identifying those students who have been stalled at the beginner, intermediate or advanced level for two or more years. Strategies were discussed to academically intervene. In addition, procedures and practices were reviewed for the coming year.

The next Title III after School Professional Development will take place in December 2013. Mrs. Hogan, the ESL Supervisor will talk about "Accessing Complex Texts for ELLs". The ESL Supervisor and Title III teachers will look at student work and plan interventions.

In addition, ESL Classroom Teachers in grades 3-5 will attend a professional Development workshop by the ESL Coordinator and an ESL Teacher on the CCLS Developing Best Practices in ESL Classrooms on November 5th 2013.

Finally, P.S.13 is participating in PD DELTA (Developing English Language Literacy through the Arts), a three year professional development program for 4 teams of ESL and classroom teachers in grades 4 and 5, and a visual arts teacher who works with students in these grades. The first professional development session was held on October 3rd and was titled, "What is the nature of teaching and learning in dance and theater: and in what ways do they influence second language acquisition in English language learners?" Future Delta Workshops are planned for November 20th, February 27th, and June 10th.

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

Professional Development Goals:

- To provide ongoing professional development to staff in an effort to lift their levels of instruction and to build self-efficacy.
- NYSESLAT – analyzing Spring 2013 data, give teachers who work with ELLs an overview of format and components of NYSESLAT
- To use teacher surveys to provide professional development
- To provide professional development in the use of technology to enhance classroom instruction and students' research opportunities
- Native Language supports in the classroom

#2

During the 2012/13 school year, there were many opportunities for professional development in supporting ELLs as they engage in the Common Core Learning Standards.

Throughout the school year, teachers and administrators go to ARIS Learn to watch Learning Opportunity (LO) videos and read more about planning for the Common Core and to reflect on their strengths and growth areas. Another on-line resource that teachers of ELLs frequent is Engage NY. The featured classroom resources are, curriculum modules for ELA and Mathematics, New Language Arts Progressions (NLAP) & Home Language Arts Progressions (HLAP), Instructional practice videos, ELL Scaffolds for sample lessons, along with the NYS P-12 CCLS.

Starting September 4th, 2012, Dr. Giselle O. Martin-Kniep, from Learner-Centered Initiatives LCI, provided the teachers at P.S.13 with professional development to help teachers refine their units to reflect the changes in the Common Core Standards. Dr. Martin-Kniep visited our school 9 times, from September 2012 to May 2013. Dr. Martin-Kniep worked with coaches, lead teachers and teachers to develop and refine quality curriculum aligned to the Common Core Standards by supporting their understanding and use of attributes of quality curriculum and assessment, deepening incorporation of instructional shifts with school's operational curriculum, and developing and refining quality curriculum units and maps. Dr. Martin-Kniep also included strategies to enhance instruction to ELLs.

On January 29th 2013, Paul Perskin, a math specialist from CFN204, came to P.S.13 to provide professional development on Problem Solving & Reading for Understanding Through Vocabulary Development. Mr. Perskin gave us a task analysis guide. This document can help teachers develop and evaluate the math tasks they are creating. This guide provides guidelines to create tasks that require complex thinking and require students to explore the nature of mathematical concepts, processes, and relationships. Mr. Perskin also included strategies to enhance instruction to ELLs.

In June 2013, the ESL Specialist and a 4th grade ESL Certified classroom teacher, attended a 2- day workshop entitled "RTI for ELLs". The goal of the workshop was to establish an on-going relationship between data and instruction in meeting the needs of ELLs. The two ESL teachers will turnkey this important information on the structure of the RTI model, differentiating instruction, and core literacy practices in November 2013, to all teachers of ELLs.

Also in June 2013, there was a full staff professional development day which studied the Common Core Instructional Shifts 1e, 3b, and 3d through teacher reflection and development using the Danielson Framework. Special attention was paid to scaffoldings that will help our special education and English Learners.

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

#4. A minimum of 7.5 hours of ELL training is provided to all teachers at P.S.13 with an emphasis on strategies to improve instruction of academic language for English Language Learners and newly proficient learners. P.S.13 takes this responsibility very seriously because many of our Non-ELL students were at one time ELLs themselves and so all of our teachers will at one time or another be teaching this population .

In October one of our Assistant Principals provided a PD on the role of Teacher Teams. ESL Teacher Team collects student work, analysis it for weaknesses and makes recommendations for their own use and to inform classroom teacher work. ESL Teacher Team also does research on topics related to ELLs and the CCLS. ESL Teachers identify strategies and insert them into their instructional plans. Classroom Teachers are also given instruction on how to put language objectives into classroom teachers curriculum maps.

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

Additionally, the ESL and AIS Departments are planning a " Reciprocal Meeting" in January 2014. Teachers meet with parents of strugg

ling students and shared student work, reading levels, and teacher observations. Parents share their child's study habits at home and parent concerns with the teachers.

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

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

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

4. P.S. 13 addressess the needs of its parents by closely attending to parent requests and comments stated in the Learning Environment Survey. Workshop requests are collected and are used for future workshop topics. Based on the results of these school and city-wide surveys along with feedback from parents directly, P.S.13 conducts various workshops to address the needs of the parents. Some of these workshops include "English Classes for Parents", "How to Understand Your Child's Report Card" and "Strategies for Preparing Your Child for Standardized Testing" . Their was a workshop titled "CCLS -How to prepare for the Math State Test" in October 2013 and another "CCLS -Strategies for Preparing Your Child for the NYS ELA Assessment" was held at the end of October 2013. A NYSESLAT and NYS Science Test preparation workshop will be held in March 2014.

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.

Paste response to question here:

School Name: PS13

School DBN: 204

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Yvonne Angelastro	Principal		11/15/13
Ms. D. Dickson	Assistant Principal		11/15/13
Ms. B. Ramirez	Parent Coordinator		11/15/13
Mrs. M. Horan	ESL Teacher		11/15/13
	Parent		
Mrs. C. Kondel ESL Teacher	Teacher/Subject Area		11/15/13
Mrs. G. Stemkowski	Teacher/Subject Area		11/15/13
Ms. A. Sauer	Coach		11/15/13
Mrs. E. Slattery	Coach		11/15/13
Ms. L. Nelson	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

The findings show that our largest ethnic groups are communicating in Spanish and Chinese. The data indicates that 44% of the parents prefer to communicate in English, 40% in Spanish, 14% in Chinese and 2 % in a mixture of Urdu, Bengali and Russian. The results were reported at P.A. meetings through verbal translations and to the SLT. The school uses the DOE Translation Unit as well as staff members to translate various notices.

Part B: Strategies and Activities

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

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

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

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

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

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

