Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: P.S. 13/MARGARET LINDEMEYER SCHOOL

DBN (*i.e. 01M001*): 31R013

Principal: MR. PAUL MARTUCCIO

Principal Email: PMARTUC2@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Paul Martuccio	*Principal or Designee	
Lillie Ogieste	*UFT Chapter Leader or Designee	
Michelle Sammarco	*PA/PTA President or Designated Co-President	
Carol Caputo	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Lisa Weber	Member/ Teacher Grade 5	
Christopher Serrano	Member/ Teacher Grade 4	
Joseph Russo	Member/ Parent/Grade 2 Student	
Marci Dispenza	Member/ Parent/Grade 5 Student	
Michele Love	Member/ Parent/Grade 3 Student	
Michael Rosen	Member/ Parent/Grade 4 Student	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 25% (8) out of 30 of our lower performing Grade 4 and Grade 5 students will attain a lexile growth equivalent to the expected average Year-to-Year Growth of students as determined by MetaMetrics.

- MetaMetrics Table determining one year's growth by lexile:

Grade	Expected Growth During One Year
2	300L
3	100L
4	100L
5	100L
6	70L

Comprehensive Needs Assessment

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

- Citing our *School Quality Snapshot*, although we rated "excellent" for all students in **Improvement on the State English Test**, we rated only "fair" in the same category for our lowest performing students.
- 29.4% of our student population was determined to be categorized as part of the lowest third citywide in ELA. Of these students, we succeeded in *Closing the Achievement Gap* for 50.6% of those students.
- Feedback from our *2013-2014 Quality Review* detailed that one area of focus is to pursue research-based effective instruction that yields high student work. In the *Educator Guide to the 2014 Common Core ELA Test*, the following lexile ranges for quantitative measures were use: Grades 2-3 Common Core Band: Lexile Range of 420 to 820; Grades 4-5 Common Core Band : Lexile Range of 740 to 1010.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Identify 3 lowest performing students in each 4th and 5th Grade class
2. Determine targeted students' Baseline Lexile Level through myON's Placement Test (lexile levels of targeted students range from 100 to 605 with an average Lexile Level of 333.6, well below the lexile ranges used to identify texts for the NYS ELA Assessment
3. Provide these students with access to the web-based supplemental program, myON, during class time (stations) and school library visits
4. Strongly urge the targeted students to attend our After School and Saturday Academies
5. Provide opportunities for additional conferencing and remediation lessons by the classroom teacher
6. Careful analysis of quality of time spent on myON and results of myON's Benchmark Assessments after the completion of 5 books or at least 3 hours of reading time
7. Targeted students will keep a log of books completed for submission to the Assistant Principal every week
8. Informing parents of initiative and recommending strategies for students to utilize myON at home

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teachers, Assistant Principal, Data Specialist
2. Data Specialist
3. Classroom Teachers, School Librarian
4. Administration, Coach, Classroom Teachers
5. Classroom Teachers
6. Classroom Teachers, Assistant Principal, Data Specialist
7. Assistant Principal
8. Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Meetings between Assistant Principal and Data Specialist; meetings between Assistant Principal and Classroom Teachers
2. Determination that students selected comprise lowest performers in class through analysis of 2014 ELA Proficiency Level, myON Baseline Assessment, teacher observation, and Running Records
3. Determine the amount of time spent on myON and record number of books completed; evaluate results of quiz scores for each completed book
4. Percentage of targeted students attending the academies and their attendance for these after school programs
5. Classroom teachers' conference notes
6. Analysis of myON reports
7. Determination if students are on target with their assignments
8. Analysis of reports on myON determining the times students log on during the late afternoon and early evening hours

D. Timeline for implementation and completion including start and end dates

1. November 2014
2. November 2014
3. November 2014 to June 2015
4. January 2015 to March 2015
5. November 2014 to June 2015
6. November 2014 to June 2015
7. December 2014 to June 2015
8. December 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Utilization and cost of myON; Data Specialist's salary
2. 2014 NYS ELA test, running records, myON reports
3. myON; School Librarian's salary
4. Utilization of letters and phone calls to inform parents of the academies
5. Teacher input through conference notes
6. Data Specialist; classroom teachers
7. Copies of logs to be distributed to students
8. Meeting with parents and Assistant Principal; Data Specialist's salary

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide materials and training to help parents work with their children to improve their achievement level
- Provide written and verbal progress reports periodically to keep parents informed of their children's progress;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families.
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Provide written information relating to school and parent programs, meetings and other activities of participating children in a format practicable in a language that parents can understand;
- Facilitate a session on the benefits and expectations of myON during a Parent Teacher Conference week

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**		**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, parents will be given opportunities to attend at least 4 **Open School Week** sessions, including one during the regularly scheduled DOE **Open School Week,** particular to the Common Core Standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Decades of research show that when parents are involved in their child's education, students have higher grades and test scores, better school attendance, increased motivation, and lower suspension rates. We have successfully built a school community where parents feel welcome and respected and, in turn, have had an increase in the number of parents in attendance at highly participated programs, such as, Writers Celebrations and Arts Events. We are extending this success to **Open School Week** parental sessions which focus on communicating our high academic expectations and provide supports to achieve these expectations.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Four **Open School Week** sessions in which classroom teachers detail the requirements of the Common Core Standards in ELA and Math and model lessons to the parents to attain buy-in and understanding in terms of the expectations of the common core lesson modeled. These sessions will offer recommendations and suggestions on how parents can support their child's academic learning as well as provide suggestions to reinforce the standards at home. 2. An agenda will be formulated and adhered to at each session. 3. When needed, a translator will be provided, if possible 4. Classroom teachers will specifically refer to and detail our newest web-based program, "Pupil Path" by *Datication*, which provides real-time information to parents on their child's progress in class
B. Key personnel and other resources used to implement each strategy/activity
1. Administration, Classroom Teachers, Parent Coordinator 2. Administration 3. Parent Coordinator 4. Classroom Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Attendance during Open School Week events 2. Feedback from parents/Parent Survey 3. Feedback from parents/Parent Survey 4. Feedback from parents through "Pupil Path"
D. Timeline for implementation and completion including start and end dates
1. Ongoing from October 2014 through April 2015; the first Open School Week took place November Nov. 17 through Nov. 21, 2014; remainder: TBD 2. Ongoing from October 2014 through April 2015 3. Ongoing from October 2014 through April 2015 4. Ongoing from December 2014 through June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Handouts will be made available to parents, when necessary; Parent Coordinator's salary 2. Attendance Sheets 3. Utilization of translators whenever possible; Parent Coordinator's salary 4. Explanation of "Pupil Path" through the use of White Boards

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
• Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- 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 assist them in understanding 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;
- 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;
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Develop a website on eCHALK and distribute a school newsletter to keep parents informed about school activities and student progress
- To maintain parent involvement and student engagement, we have initiated an "Exploring Careers" project with various activities scheduled throughout the year

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**	**x**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Title 1 Parent Involvement; **Title 1 School-wide Project** **Fair Student Funding**											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, all classroom teachers will participate in weekly scheduled meetings.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After analysis of the data gleaned from the NYS ELA and Math Assessment, it is imperative that we incorporate best practices and sharing among teachers in all grades. We have decided to look closely at student work to identify the needs of students as they relate to our curriculum and school-wide state assessment data. This may include evidence and /or Professional Development within Domain 1 and Components 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e of the Danielson Framework. Two interest surveys were distributed to staff members to determine areas of concern. It has been determined that the main focus of these meetings will be to unpack the rigorous and cohesive *Core Knowledge* curriculum in order to develop a coherent set of strategies to provide students with the highest quality of academic education. Also reviewed were the of the results of "NYCDOE's New Teacher Evaluation and Development System: Advance": **MOTP Rating:** 52 teachers observed • 28 (53.8%) – Highly Effective • 21 (40.3%) – Effective • 2 (3.8%) – Developing • 1 (1.9%) – Ineffective **MOSL Rating (State):** 52 teachers observed • 4 (7.6%) – Highly Effective • 46 (88.4%) – Effective • 2 (3.8%) – Developing • 0 (0%) – Ineffective **MOSL Rating (Local):** 52 teachers observed • 52 (100%) – Effective **Overall Rating:** 52 teachers observed (does not reflect Safety Net) • 4 (7.6%) – Highly Effective • 47 (90.3%) – Effective • 0 (0%) – Developing • 1 (1.9%) – Ineffective

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Distribution and analysis of staff interest surveys 2. Strategic scheduling and planning for professional learning sessions during ATM periods and contractual after-school professional learning sessions. Each agenda incorporates initiation of tasks during the ATM sessions with completion during the after-school sessions. **Monday ATM schedule is as follows:** Period 1: Grade 4 staff Period 2: Grade 1 staff Period 3: Grade 5 staff Period 4: Kindergarten staff Period 6: Grade 2 staff Period 7: Grade 3 staff

3. Following is the Roadmap that is adhered to during every Four Week Cycle:

- Distribution of research based articles of professional readings determined by either the Professional Learning Committee or administration
- Develop: planning and creating tiered lessons; developing task specific rubrics
- Apply: utilizing the lessons in the classroom
- Analyze: considering student work and adjusting lessons accordingly
- Refocus: create lesson plans that encompass what teachers learned
- Execute: teachers observe finalized lessons through inter-visitations

B. Key personnel and other resources used to implement each strategy/activity

1. Administration; Coach
2. Administration; Coach
3. Professional Learning Committee; teachers, Administration; Coach; Service Providers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback from teachers
2. Attendance at ATMs and after-school sessions
3. Feedback from teachers, coach, and administration

D. Timeline for implementation and completion including start and end dates

1. September 2014
2. September 2014
3. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Interest Surveys
2. Coach's salary
3. Core Knowledge curriculum; professional articles; inter-visitations; coverage for debriefing presenting teachers; Coach's salary

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, every teacher will be observed at least 5 times.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Following are the results of "NYCDOE's New Teacher Evaluation and Development System: Advance": **MOTP Rating:** 52 teachers observed • 28 (53.8%) – Highly Effective • 21 (40.3%) – Effective • 2 (3.8%) – Developing • 1 (1.9%) – Ineffective **MOSL Rating (State):** 52 teachers observed • 4 (7.6%) – Highly Effective • 46 (88.4%) – Effective • 2 (3.8%) – Developing • 0 (0%) – Ineffective **MOSL Rating (Local):** 52 teachers observed • 52 (100%) – Effective **Overall Rating:** 52 teachers observed (does not reflect Safety Net) • 4 (7.6%) – Highly Effective • 47 (90.3%) – Effective • 0 (0%) – Developing • 1 (1.9%) – Ineffective Meticulous observational techniques must be adhered to in order to improve instructional practices which impacts the improvement of student achievement. These observations will take place within the parameters of the NY State law and the contractual agreement between the DOE and the UFT.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Informal observations 2. Formal observations which include pre-observation conference, observation, and post-observation feedback, all to take place within15 days from onset of pre-observation conference.
B. Key personnel and other resources used to implement each strategy/activity
1. Administration 2. Administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Administrative and teacher feedback 2. Administrative and teacher feedback
D. Timeline for implementation and completion including start and end dates
1. Ongoing from October 2014 through June 2015 2. Ongoing from October 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Inter-visitations and/or professional readings to support “ineffective” or “developing” observation ratings; support from Coach 2. Inter-visitations and/or professional readings to support “ineffective” or “developing” observation ratings; support from Coach

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- 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 assist them in understanding 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;
- 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;
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Support or hosting Family Day events;
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**	**x**	**Set Aside**		**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	**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.)***
ELA	Differentiated Instruction/Strategy Group (SETSS)	Grades 2, 3, and 5, small group instruction (groups of 5-6)	50 minutes per session, 3 days per week
	Ready!NY CCLS (Gr. 3-5) Guided Reading/Conferencing (Gr. 2)	All students grades 3-5, select Grade 3 students; small group instruction	Extended Day, 3 days per week
	myON	Web-based program which recommends books at their lexile level, all students Grades K-5	During school day, 1-2 times per week w/classroom teacher
	Collaborative teaching between Classroom Teachers and Service Providers, especially ELL and Speech Teachers	Grades K – 5, small group instruction	Push-in; as mandated by IEP (speech); as mandated by NYSESLAT Assessment (LEP)
	Saturday Academy: skills based program	Grades 3-5; up to 20 students	7sessions; 3 hours/session with focus on an ELL class and reaching our lower level performing students
	After School Academy: skills based program	Grades 3-5; up to 20 students	13 sessions; 1 ½ hours/session with focus on an ELL class and reaching our lower level performing students
Mathematics	Differentiated Instruction/Strategy Group (SETSS)	Grades 2, 3, and 5, small group instruction (groups of 5-6)	50 minutes per session, 2 days per week
	Ready!NY CCLS (Gr. 3-5)	All students grades 3-5, select Grade 3 students; small group instruction	Extended Day, 3 days per week
	Saturday Academy: skills based program	Grades 3-5; up to 20 students	7sessions; 3 hours/session with focus on an ELL class and reaching our lower level performing students
	After School Academy: skills based program	Grades 3-5; up to 20 students	12sessions; 1 ½ hours/session with focus on an ELL class and reaching our lower level performing students
Science	Differentiated instruction through conferencing and inquiry model lessons; Cluster teachers assign individualized	Grades K - 5, whole class setting	Every class: 2x per week (Grade 4: 3x per week)

	schoolwork to the struggling Level 1 and 2 students; differentiated instruction is planned and developed according to student performance		
Social Studies	Differentiated instruction: Interdisciplinary approach through Literacy with themes dictated by NYC Scope and Sequence	Grades K - 5, whole class setting	As per teacher's schedule
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Crisis Intervention services provided by **School Psychologist** and **School Social Worker** **School Guidance Counselor:** a. Discussion of social/emotional issues, such as, responsibility, respect and tolerance b. Crisis Intervention **School Nurse:** 1) Open Airways a. Diabetes Counseling **School Dietician:** Nutrition Club	Grades K - 5; small group and one-on-one Grades K - 5, whole class setting Grades K-5; small group and one-on-one Grades 3-5; small group setting Grades K-5; one-on-one Grades K-5; small group setting	On an as-needs basis During "Respect for All" week On an as-needs basis 6 sessions per year On an as-needs basis 1 session per month

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.
Following are the strategies and activities for recruitment, retention, assignments and support, including professional development, which ensures staff is highly qualified: • Provide weekly lessons to all students in Visual Arts and Social Studies facilitated by substitute cluster teachers in order to afford teachers additional team meetings • Strategic scheduling and planning for professional learning sessions during ATM periods and contractual after-school professional learning sessions • Provide occasions for teachers to reflect on units of study • Schedule Professional Development facilitated by Instructional Specialists from CFN • Ensure that all weekly additional team meetings serve as professional development meetings where, through the expertise of our colleagues, we learn from one another • Base staff assignments on state test data. For example, we departmentalized our 5th Grade as a result of determining the overall strength of each teacher on the 2011-2012 State Assessments • Due to the success of our 5th Grade departmentalization, we expanded the program into the 4th Grade using data from the 2013-2014 State Assessments • Provide Professional Development with facilitators from *Positive Discipline* and *myOn* • Participation in 3 Full-Day Teacher Planning/Collaboration Sessions

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).
• The strategies and activities provided for high quality professional development for all staff members that enable all students to meet Common Core Standards are as follows: • Continuation of our ATMs scheduled on Mondays and the inclusion of the contractual after-school professional learning sessions which emphasize the Common Core standards, the examination of student work to inform and identify coherent instructional practices, planning and creating tiered lessons, and developing task specific rubrics. • Strategic programming of Common Planning/Preparation Periods where teachers on each grade have the opportunity to meet at least twice per week to plan lessons, share best practices, and collectively calibrate the scoring of common assessments. • Attendance at monthly Grade Meetings that are particular to more global/class specific data. The Assistant Principals facilitate these meetings during the grade's common preparation period. An overarching question is presented and each teacher responds with thoughts and ideas particular to his/her class, resulting in the identification of trends across the grade and school. • Professional learning through inter-visitations, professional conversations and video analysis regarding the Danielson Framework. • A collective understanding of our focus on components 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e during the Danielson observation process and professional development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds garnered under Title 1 SWP for Students in Temporary Housing are set aside to purchase supplies (pencils, backpacks, etc.) with the intent to distribute these items to any temporary housing student identified throughout the school year.

SWP Schools Only

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.).
• Our Pre-Kindergarten Social Worker facilitates monthly parent workshop to inform parents on expectations in Kindergarten and how best to prepare their child. • The administration hosts a Pre-Kindergarten Tea in June to speak with the parents and conduct a walk-through of the school.

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.
All teachers have a “voice” during the weekly Additional Team Meetings (ATMs). In addition, monthly data meetings facilitated by the administration are held with each grade.

TA Schools Only

Use of Program Resources

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

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).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

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

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  1) Scheduling of parental sessions during 4 Open School Week events particular to the aspects of the Common Core Standards which will incorporate the discussion and training on Common Core tasks in Math and ELA and introduce Core Knowledge curriculum.
  2) Parental workshops on navigating ARIS, Pupil Path, and myON (our supplemental non-fiction reading program) in order to assist their child at home with assigned tasks.
  3) Training in the utilization of a Science Project Rubric to be conducted during the Science Fair.
  4) Grade-specific content area meetings in Mathematics, Science, Social Studies, Health, and ELA are provided in the fall.
  5) Parents receive suggested on-line websites to provide information as well as interactive resources for their child(ren).
  6) Notifying parents of their child's goals via student goal letters.
  7) Disseminating important school activities and programs through monthly call-outs via or Telephone Relay System, through Parent Coordinator emails, and/or through eCHALK.

- 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;
  1) Asking parents to contribute in the implementation of special programs during our School Leadership meetings.
  2) Planning and coordinating parent involvement opportunities through our Parent Coordinator and Coach.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  1) Distribution of monthly grade newsletters disseminating information particular to the grade.
  2) Distribution of our informative monthly PTA Newsletter with announcements on upcoming scheduled activities, such as, School Spirit Week, Open School Weeks, Writers' Celebrations, and other special events.
  3) Notification to parents of their child's progress via report cards, AIS intervention letters, conferences, Pupil Path and Student Assessment Reports.
  4) Parental invitations in the fall to special meetings and workshops to discuss annual school reports, review curriculum materials and engage in Open School Week activities.
  5) Early written notification of any attendance concerns.

- providing assistance to parents in understanding City, State and Federal standards and assessments;
    1) Core curriculum workshops
    2) Common Core and Core Knowledge training on strategies and expectations
    3) Conferencing upon teacher or parent request

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
    1) Translators for workshops and teacher conferences will be available, when possible.
    2) Provide a series of workshops for our non-English speaking parents to assist them in communicating better with the school.
    3) All parents will receive a copy of the Discipline code, School-Parent Compact, and the PS 13 Parent Handbook, in their native language, when possible.
    4) A copy of the Title I School Parent Involvement Policy will be available to all parents and be kept on file.
    5) The monthly PTA Newsletter, Grade Newsletter, Telephone relay, and Parent Coordinator emails will inform parents of the scheduled activities and events.
    6) Give parents the opportunity to participate with their child in 5 after-school arts sessions through Parents as Arts Partner Grant.

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
    1) Scheduling a Positive Discipline staff development session.
    2) Planning our Open School Week parental visitations via our School Leadership Team.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

DBN: 31R013

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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.	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity

		(Refer to Galaxy for 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	$401,344.02	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$118,548.00	X	See action plan
Title III, Part A	Federal	$14,100.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$4,159,710.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

[2]The **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.

Department of Education
Carmen Fariña, Chancellor

Division of Specialized Instruction and Student Support
Office of English Language Learners
Claudia Aguirre, Chief Executive Officer
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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: Margaret L. Lindemeyer School	DBN: 31R13
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☒Before school ☒After school ☐Saturday academy ☐Other: _____
Total # of ELLs to be served: 95 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: After School Title III Program: - Rationale: The After School Title III program will provide our ELL students with a cross curricular program that addresses their areas of weakness, namely reading and writing. After looking at our NYSELAT data it is evident that our ELLs struggle in reading and writing. Instruction will also be given in math with a focus on writing about math. Through shared reading, guided reading, interactive writing, and strategy lessons we plan to increase our students' level of proficiency in reading, writing, and math. The rationale of this program is based on the students' results on the NYSESLAT which has shown us that our ELLs speak and listen to English well but struggle in attaining proficiency in reading and writing. In addition, the state ELA and math exams contain academic language and writing responses that are challenging for our ELLs. With this program we plan to help our ELLs improve academically in those areas. Aside from addressing those low performance areas, using accountable talk and whole group sharing, we will help the children to continue to strengthen their listening and speaking skills. - Subgroups and Grade Levels to be Served: This program will provide additional reading, writing, and math support to our 53 ELL students in grades 3, 4, and 5. - Schedule and Duration: This program will begin on January 7, 2014 and continue until April 23, 2015. The program will run for 13 weeks and take place 90 minutes, twice a week on Wednesdays and Thursdays. - Language of Instruction: English - Number and Types of Certified Teachers: 3 ESL Teachers - Types of Materials: Our programs are data driven and use teacher created materials. We will also incorporate N.Y. Test Ready and Houghton Mifflin Teaching Resource Kits to conduct guided reading groups while providing language support. Test Prep books will be utilized to teach targeted strategies. Computers with language development programs will be utilized to support the students in their acquisition and understanding of English. In addition, Raz-Kids, United Streaming, and listening centers that will consist of a tape recorder and multiple headsets will be utilized. Consumable supplies for the ELL students to use in the program such as paper, pencils, marble notebooks, highlighters, etc will also be purchased with funding.

Part B: Direct Instruction Supplemental Program Information

Our other after school Title III program will begin in March for 60 minutes, twice a week and last for 5 weeks. The program will meet on Mondays and Wednesdays and run from April 1, 2013 through May 7, 2013. There will be four after school ESL classes. We will have 3 ESL certified teachers and 1 common branch teacher co-teaching in the Title III program. Using the ESL methodology and the workshop model, we will instruct the 49 first and second grade ELL students who are eligible for the program in English. The students will receive instruction in a cross curricular program that addresses the areas of weakness, namely writing and reading. Instruction will also be given on test-taking strategies. Through shared reading, guided reading, interactive writing, and writing strategy lessons we plan to increase our students' level of proficiency in reading and writing. The rationale of this program is based on the students' results on the NYSESLAT which has shown us that for our ELLs are taking longer to attain proficiency in these areas. In addition to addressing those low performance areas, using accountable talk and whole group sharing, we will help the children to continue to strengthen their listening and speaking skills. Test-taking strategies will be incorporated to introduce our first and second graders to standardized testing.

Students selected for this program were determined by using the data analysis of the information provided by the NYSESLAT scores, as well as T-Clas Running Records.

The teachers in the program who are trained in ESL methodologies used running records, student work, student observations, turn and talks, student tasks, and standardized test scores to assess the success of the students.

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

Morning Title III Program:

- Rationale:

- Subgroups and Grade Levels to be Served: This program will provide additional small group reading support for ELLs in grades 1-5 that are currently receiving a reading grade of a Level 1 or low Level 2.

- Schedule and Duration: This program will begin in December 2014 and continue through April 2015. The program will run for 16 weeks and take place 30 minutes, three times per week on Wednesdays, Thursdays, and Fridays.

- Language of Instruction: English

- Number and Types of Certified Teachers: 3 ESL Teachers and 2 Common Branch Teachers

Part B: Direct Instruction Supplemental Program Information
- Types of Materials: TBD Our program allocates that ESL teachers working in the program will have 100% of the instructional time spent with the students. This is direct instruction from the ESL teacher using strategies that are geared towards the needs of the English Language Learners in the group. If need be, Content or Common Branch teachers that would be working the Title III program will be in a co-teaching environment. The ESL teacher will co-teach with the Content or Common Branch teacher. This environment creates the setting where direct instruction would be split 50/50 between the ESL teacher and content and common branch teacher. The content or common branch teacher would implement instruction geared towards the general education curriculum while the ESL teacher infuses ESL strategies during lessons. Also both teachers will be working with ESL standards on the modalities of speaking, listening, reading and writing. Currently, the time ration of ESL teachers to common branch teachers for this Title III program is contingent upon applications received.

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: - Rationale: Many teachers within the building work with children in the ELL population. - Teachers to Receive Training: All Staff will be invited to attend, especially Title III Program teachers and new teachers. - Schedule/Duration and Topics: - October 2014 (1 hour): Academic Literacy for ELLs Aligned with the Common Core Standards - November 2014 (1.5 hour): Team Teaching in the ESL Program - January 2015 (1.5 hours): Academic Language for ELLs in Math - May 2015 (1.5 hours): Scaffolding and Differentiating Instruction for ELL Students - June 2015 (1.5 hours): Building Academic Language for English Language Learners In addition, we will have grade conferences, lunch and learn sessions, and workshops before school opens in September and on non-attendance days when teachers will be in attendance.

Part C: Professional Development
- Names of Providers: Gina Cicero , Stefanie Castelli, Danielle Germain

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: There are many parental engagement activities targeted toward our ELL parents. Our parent coordinator schedules workshops with Sylvan Learning Center and Health Plus and invites our parents to learn ways in which they can help their child at home. Translators are present to ensure that our parents understand the information. Parents are also invited to monthly family nights where they can participate with their students in learning activities. During these nights and parent teacher conference nights, workshops are held to explain different learning tools to our parents such as Myon, the online science textbooks, and our school's website which can be translated into different languages. Parents of ELLs are also invited to attend numerous Open School Weeks during the year. These events are literacy or math based. The parents are invited to watch a lesson and complete work with their children in their classroom. They then debrief with the literacy and math coach to further understand the work that was completed. Translators are present to help explain this information in the home language of the parents. We also utilize Tuesday afternoon to communicate with our parents and discuss student progress. Translators assist where necessary. Current/Tentative Schedule of Parent Engagement Activities: Family Fun Night (Career Night) (10/16) Title III Parent Meeting (10/2014) to be followed by subsequent parent committee meetings held as needed March of Dimes Parade (10/31) Open School Week (11/17-11/21, next Open School week TBD Parent Teacher Conferences (9/16, 11/13, 3/18, May 2015 (TBD) Student of the Month (10/7, 11/18, upcoming dates TBD) PTA Meetings (held monthly)

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $14100		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • 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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 013
School Name Margaret L. Lindemeyer		

B. Language Allocation Policy Team Composition ⓘ

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 Paul M. Martuccio	Assistant Principal B. McCue, S. Taylor
Coach Danielle Nola	Coach
ESL Teacher Gina Cicero	Guidance Counselor
Teacher/Subject Area Stefanie Castelli (ESL)	Parent
Teacher/Subject Area	Parent Coordinator Alice DeJesus
Related Service Provider	Other Joann Toto (Data Specialist)
Network Leader(Only if working with the LAP team)	Other

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.	3	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	818	Total number of ELLs	123	ELLs as share of total student population (%)	15.04%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained		1												1
Push-In	2		2	2	2	2								10
Total	2	1	2	2	2	2	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	**Newcomers (ELLs receiving service 0-3 years)**	84	**ELL Students with Disabilities**	32
SIFE	0	**ELLs receiving service 4-6 years**	36	**Long-Term (completed 6+ years)**	3

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. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	84	0	16	36		14	3		2	123

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	84	0	16	36	0	14	3	0	2	123
Number of ELLs who have an alternate placement paraprofessional: 3										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	19	12	7	13	4								66
Chinese	2	6	3	1	3	1								16
Russian						1								1
Bengali				1										1
Urdu					1									1
Arabic	1	5	2	2	2									12
Haitian		1		1	1	1								4
French														0
Korean														0
Punjabi														0
Polish	1		3	1	1									6
Albanian	1	2		2		4								9
Other		1	2	1	2	1								7
TOTAL	**16**	**34**	**22**	**16**	**23**	**12**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**123**

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)	3	7	0	1	2	1								14
Intermediate(I)	2	11	6	2	7	3								31
Advanced (A)	11	16	16	13	14	8								78
Total	16	34	22	16	23	12	0	0	0	0	0	0	0	123

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	9	13	2	0	24
4	9	5	1	0	15
5	4	1	1	0	6
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	6		9		8		1		24
4	6	1	7		2		1		17
5	4	1	1		0		1		7
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	2		2	1	10		2		17
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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   The early literacy skills of our ELLs are assessed using the Teacher's College Reading and Writing Project assessment tools, namely T-Clas and running records. We are also using an assessment called Writing on Demand. T-Clas assesses the students letter and word recognition, reading fluency, retelling, and comprehension. The writing on demand piece assesses the students' writing based on

structure, grammar, and mechanics. Our data provides us with a great deal of insight about our ELL population. In grade K our data shows that many new ELLs lack early literacy skills, such as letter and sound identification and print concepts. Additionally we find that our ELLs in grades 1-5 tend to experience a 1 to 2 level decrease in their running record reading level from June. Using this data, children are placed into small groups where instruction can be differentiated and scaffolded according to their needs and level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Generally we find that our Kindergarten through Second grade students are varied in their proficiency levels. However, we see that by third grade our students often score at an advanced level on the NYSESLAT and continue to score advanced through fourth and fifth grades. We notice that our students often grow in their English proficiency as they complete each grade level.
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)
   As of September 20, 2013 the RNMR is not available.
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. After analyzing the results of the New York State Math and Science exams the majority of students fell into the category of level 1 and 2. Children receiving native language exams scored similarly to their peers. The use of native language tests in these cases did not improve scores. This data shows that those students are having difficulty in math and that language is not necessarily the reason for their low performance.

b. School leadship and teachers are using their data from all standardized exams and practice exmas to drive instruction. The data enables teachers to provide their students with rigorous and need based small group instruction. Our school does not use the ELL Periodic Assessments.

c. Our school did not use the Periodic Assessment this past 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*.)
   Our school implements RtI within each classroom. At grade meetings classroom level acheivment is examined. Teacher teams discuss student work samples by drawing on multiple sources of information. For example, teachers look at student work, such as lesson based exit slips and unit tasks, across the grade, including samples from ELLs, general education students, and special education students. In these meetings teachers anaylze the work and decide upon appropriate interventions that can be put in place. Once identifying the appropriate supplemental support, teachers conduct meaningful small group work designed to target the student's deficiency. Progress is monitored overtime to plan for appropriate mid-course corrections or further academic support for specific students. Assessments are conducted within the RtI cycle. The assessments will serve as a tool to measure whether or not the intervention is working.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   Initially, for our Spanish speaking ELLs, the Spanish LAB is administered. These results aid the ELL teacher and classroom teacher in gaining a better understanding of which language the student has a greater level of proficiency. All of our students are initially invited to use their native language both orally and in writing, if necessary. Additionally, the use of bilingual dictionaries are utilized while reading and writing. Students are also given the opportunity to read books in their native language.
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.).
   We evaluate the success of our ELLs by utilizing Academic Yearly Progress of our students on the NYSESLAT. Based on our data our ELLs from K-5 that score beginner or intermidiate on the NYSESLAT or LAB-R tend to move up 1 to 2 levels on the subsequent NYSESLAT. Our ELLs that score at an advanced level tend to remain advanced ELLs or score proficient.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   A HLIS form is provided for each new admit at our school in English or their native language at the parents' request. The ELL teachers, Ms. Cicero and Ms. Castelli, conduct an informal oral interview with the parent and student and assist the parent in completing the home language survey. Both of our ESL teachers are TESOL certified. They are responsible for conducting the initial screening, administering the HLIS and the LAB-R. A staff member or upper grade student who speaks in the same native language assists in the oral interview if necessary. The proper OTELE code is added to the HLIS after the interview is conducted. This code is entered into ATS by the pupil accounting secretary. If the student qualifies, they are given the LAB-R exam by either of the ELL teachers. If the student is an ELL, and the home language is Spanish, the Spanish LAB is also administered. ELL teachers complete the testing with the help of a Spanish translator. Next, if the student is deemed an ELL the parent's are notified in their native language using the provided letters from the EPIC kit. A parent orientation is scheduled utilizing the bilingual staff and our parents are given the opportunity to learn about the choices and make informed decisions. The initial screening, testing, and meeting are held within the first ten days of school.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. 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].)

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

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.

   We ensure that the students are placed in the correct program by parent choice. Parents are given program selection surveys at the parent orientation. They fill out the form with the help of the ELL teachers and bilingual staff members. The parent coordinator and other translators work closely with the parents who are filling out the appendix D forms to ensure that the parents accurately understand their choices. The parents understand that if there are 15 students who speak the same language on two consecutive grades and indicate a bilingual class, we must look into opening that class. We compile the information into a chart to view the data and decide if it is necessary to open a bilingual class. Once the parent selects their program of choice, placement letters are distributed and a copy is maintained in the HLIS compliance binder. Students currently in the ELL program are issued continued entitlement letters and a copy is maintained in the HLIS compliance binder. These letters also have a tear-off acknowledging that the parents received the letter. This tear-off is collected and maintained in the same binder.

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.

   Initially, an RLAT is printed to determine which students are eligible for NYSESLAT testing. Schedules are made for each grade level and subtest. These schedules include a checklist of the students' names who are to be tested. Polybags are made containing students answer documents and testing booklets. Absent students are placed separately and tested during the makeup session. The ELL teachers are responsible for administering the NYSESLAT. These teachers include Ms. Cicero, Ms. Castelli, and Ms. Germain

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 survey and program selection forms for the past few years the main trend for parents remains Freestanding English as a Second Language. This year, out of 17 surveys collected. All expect 3 parents chose ESL. 1 parent chose Dual Language and 2 parents chose Bilingual. In 2012-2013 94% of parents chose Freestanding English as a Second Language. That year, 6% of parents chose Dual Language. In 2011-2012, 99% of the parents chose Freestanding English as a Second Language and 1% chose dual language. A checklist to track the information is kept in the HLIS Compliance binder. The program models offered at our school are aligned with the parent requests. At our school the parent choice is predominantly Freestanding ESL.

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 organizatinal model primarily utilized in our school is Push-In, or co-teaching. However, when necessary our program includes some pull-out periods. The Push-In program is being used in grades k, 2, 3, 4, and 5. The ELL teacher and classroom teacher work collaboratively to plan and implement engaging Common Core based lessons that meet the needs of all learners. Pull-out periods are used to meet the mandated minutes for ELLs with IEPs who are in ICT, 12:1, or SETSS classes. In addition to these programs, we also have one self-contained ESL class on grade one.

Sample Student Schedule: 2nd Grade Intermediate ELL

Extended Day	AIS	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		ESL	ESL	Writing	Lunch	Math	Math	Art

Sample Student Schedule: 2nd Grade Advanced ELL

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

ESL ELA Writing Lunch Math Math Art

b. Our school uses heterogenous grouping across all grade levels. Within each class the teacher has the ability to make small heterogenous or homogenous groups based on the needs of the student within each content area.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
   a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The principal and assistant principals require copies of the ELL program to monitor that all the ELL students are receiving the required number of minutes of instruction. There are three ELL teachers facilitating the ELL program. All Beginning and Intermediate ELL students are receiving 360 minutes per week of ESL instructional minutes. All Advanced ELL students are receiving 180 minutes per week of ESL instructional minutes. To ensure that the mandated number of minutes are provided we organized our classes in June and placed our ELLs into the same class on each grade level. This enables our ELL teachers to facilitate the push-in program efficiently and effectively. Aditionally, we have a self-contained class on grade 1 to meet the minutes of our first grade ELLs.

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.

Since our school uses a Freestanding English as a Second Language program, content area subjects are taught in English utilizing ESL strategies with Native Language support if needed. Students are submerged in the English Language through Common Core Standard based Balanced Literacy Reading and Writing. The ELL teachers push-in to reading and writing period using a plethora of strategies to help scaffold instruction which is delievered in English. Such methods and instructional approaches include front loading vocabulary, incorporating picture support, deconstructing academic language, leading small groups (guided reading/strategy lessons), accountable talk, and higher order thinking questions. We also utilize Achieve 3000 in grades 3-5. This is a wonderful resource, especially for our Spanish speaking ELLs. Achieve 3000 actually has support in Spanish for these children.

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

Newly enrolled ELLs who speak Spanish at home are tested using the Spanish LAB. The ELL teachers use translators to assist in accurately administering the exam.

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

Student tasks and assessments call upon the ELLs to utilize their knowledge of English in reading and writing, as well as speaking and listening. The teachers strive to incorporate all four modalities into their teaching and assessment. As per the Common Core standards there is an increased focus on the acquisition and use of academic language. Expository writing is also a key element in assessing our ELLs in writing in accordance with the Common Core standards. Initially LAB-R or NYSESLAT assessments are used to determine the student's levels in each modality. Formal assessments for grades k-2 include TCRWP assessments in reading and writing. These are conducted 3 times a year. While grades 3-5 also use the TCRWP assessments, statewide baseline assessments are also administered. Informal reading and writing assessments are given throughout each unit in the form of exit slips, reading responses, unit tasks, and exit projects. In the modalities of listening and speaking we utilize NYSESLAT and LAB-R data as formal assessments. Informal assessments take place daily during class discussions, small group work, and individual conference time.

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).

The ELL teachers differentiate instruction to meet the needs of all ELL subgroups:

a. SIFE: n/a

b. We have 84 ELLs in US schools for less than three years. These children are placed in a general education classroom where they receive additional support from the ELL teachers. The ELL newcomers are engaged in small group instruction to learn a strategy and then work with a group or a partner to practice the particular skill taught. In addition, the students participate in workshop model lessons based on the common core standards in reading writing. Additionally, our newcomers in grades 3-5 come to extended day to work on test-taking strategies. We also invite these children to an after school program focused on improving skills in reading and math and improving test-taking strategies. These students also use technology throughout the day including laptops, smartbaords, and web-based subscriptions. Some subscriptions include Achieve 3000, Raz-Kids, BrainPop, and Follett. We also utilize Fundations and Fountas and Pinnell to assist our newcomers in learning how to read and write in English.

c. We have 36 ELLs who are currently in their fourth, fifth, or sixth year of service. These children receive their mandated

minutes and work in small groups in order to meet their specific needs. If necessary we further evaluate their needs through our PPT team and offer them many of the interventions being used for our at risk population. After analyzing NYSESLAT results we have determined the need to focus on reading and writing skills with the targeted population. Running records are conducted to make sure that such students make appropriate use of our classrooms leveled libraries and reading for meaning at their appropritate levels while building their vocabulary. Achieve 3000 enables students to build reading and writing skills and stamina while reading articles and applying test taking strategies. Students also use a web subscription to Raz-Kids to build reading stamina. In addtion, teachers can utilize Follet, an online lending library to provide their students with extra resources.

d. We currently have 3 long term ELL students who are in the fifth grade. These students receive instruction specific to their weaknesses while working in small groups with the ELL teacher. Data is utilized to find deficient skills and lessons are differentiaeted using tactile and visual approaches. Scaffolding techniques such as graphic organizers are utilized to ensure success in completing academic tasks.

e. Support is provided for the ELL students reaching proficiency on the NYSESLAT by monitoring their progress within the classroom through conferencing and small group instruction. The ELL teacher meets with the classroom teacher during their common prep to discuss and monitor the proficient ELL students progress, and provide interventions if need be. Additionally, the ELLs reaching proficiency are invited to the ELL after school programs. Additionally, former ELLs in grades 3-5 are on a master list for test modifications. Their ELL modifications are granted for the 2 years after they pass the NYSESLAT. Furthermore, former ELLs are called upon to assist newcomers in certain routines and activities. They are often placed in groups where they can provide supprt to their peers in reading and writing.

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?

   ELL students who have been identified as having special needs are placed on a special targeted list with the PPT team. Their general education progress can be monitored and addressed with various intervention strategies where necessary. ELL teachers of students with disabilities have access to and utilize grade level common core standards in order to provide the students with academic content on their grade level. They provide this instruction by differentiaiting and scoffolding grade level lessons . The ELL teacher also utilizes ELL techniques and strategies such as front loading vocabulary, visual and tactile lessons, role-playing, realia, technology, and deconstructing language to accelerate English language development. Performance indicators for each grade level are also utilized to ensure that ELLs with disabilities are meeting their grade level goals.

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?

   Our school uses a variety of curricular and instructional accomodations to meet the needs of our ELL students with disabilities. For example, we utilize an array of tactile and visual techniques to differentiate instruction. Technology in terms of laptops, web based subscriptions, and smartboards are used to appeal to the different learning styles and facilitate their learning. In terms of scheduling, the ELL teachers work with related service providers and the classroom teacher to ensure that the students are receiving all mandated services without conflict. For our student's with disabilities our school ensures that flexible programming is used to maximize time spent with non-diabled peers. We do this during certain pull out periods where children from special classes join non-disabled peers for ELL instruction in the ELL classroom.

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:				

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				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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.

   Intervention programs are provided for all ELL students in math and ELA. An after school test prep program is in place for all ELL students in grades 3-5. These students also benefit from the use of Acuity. Acuity is used to provide students with extra practice in areas where they are deficient. In addition, students in the lower grades have the opportunity to receive additional after school support that correlates with the NYSESLAT. Extended day is utilized to provide students with additional grade level support in math and reading. The language of instruction is English. The new ELL students are encouraged to use their native language as a tool for learning. Materials are used to help transfer their native skills into English skills with the assistance of math resource books, picture dictionaries and bilingual glossaries in their native language. Our Leveled Literacy Intervnetion spcecialist also provides support to sturggling ELL readers in first and second grade.

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

    We evaluate the effectiveness of our current ESL program by using the NYSESLAT results. Based on our data, our progam is effective, as most of our students are making annual yearly progress in their language development. With the increased demands of the Common Core Standards, we are seeing a need to push our ELLs in improving their academic vocabulary in both ELA and math.

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

    We plan on continuing our current programs for the upcoming school year. We will continue implementing the Achieve 3000 program for all students in grades 3-5. This program will greatly improve the reading, writing, and listening skills of our ELLs. Our school is also incorporating ReadyGEN into our already rigorous reading and writing curriculum. The teachers teams have also focused on increasing the level of academic vocabulary in the reading and writing units.

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

    We will continue to make improvements on the programs already being implemented for our ELLs. At this time no programs or services will be discontinued.

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

    Our title III funding will be used to run 3 after-school program, one for math enrichment, one for ELA support, and one targeting all four NYSESLAT modalities. ELL students are invited to particpate in these programs. Aditionally, our school offers an after school cheerleading and basketball program, both of which our ELLs are invited to join.

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

    Web based subscriptions are used to supplement the curriculum for our ELL students. Starfall.com, Razkids.com, Brainpop.com, and United Streaming.com have been purchased and utilized. These programs are used independently on classroom laptops or used during small group and whole class instruction with the use of Smartboards. Our school website also offers support as it has a translation tool. All correspondence sent home to parents can be viewed on the website in their native languages. We have developed a mobile library of supplementary ELL self correcting materials for teachers to utilize in the classroom with their ELL students. We also have a lending library of picture dictionaries and bilingual dictionaries to offer to our ELLs in their native languages. In addition our school untilizes the Achieve 3000 program. This program can be used at home and in school to help our students grow as readers. This website also provides access to books in Spanish.

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

    We currently have a Freestanding ESL program and due to the parent choice forms a Bilingual or Dual Language program has not been necessary. Native language is encouraged for students who are new to this country. Since we have a large amount of students that are proficient ELLs, those students work with newly enrolled students to translate information. The emergent ELL students are encouraged to write in their native language and translate it into English through the use of translators, a translation web site, or a bilingual dictionary. In math, students and parents have access to translated materials. Correspondence with parents is provided in their native language. Additionally, our school website enables parent's to read about upcoming events in their native language.

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

    All required services and resources correspond to the ELLs' ages and grade levels. This is ensured by utilizing the Common Core Standards and performance indicators.

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.

Newly enrolled ELL students are introduced to the ELL teachers before beginning their school year. The ELL teachers find a classmate of the newly enrolled ELL who can assist in translating if necessary. Students are also given a welcome packet with activities to assist them at home. Additionally newly enrolled ELLs are offered bilingual materials to assist in classroom tasks.

18. What language electives are offered to ELLs?

    Currently there are no language electives 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)?

    N/A

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. The ELL teachers turnkey the professional development during a series of teacher workshops held after school , during lunch and learn sessions, and during student non-attendance days. Assistant Pricipals, common branch teachers, paraprofessionals, bilinugal coordinators, ESL teachers, guidance counselors, special education teachers, secretaries, and parent coordinators are all invited to attend.

This year's workshops are:
December 2013: Literacy for ELLs Aligned to the Common Core State Standards
March 2014: Team Teaching in the ESL Program
April 2014: Building Academic Language for ELLs in Content Areas
May 2014: Meeting the Educational Needs of IFE, Long Term ELLs, and ELLS with Disabilities
June 2014: Instructional Strategies for English Language Learners with Special Needs

2. The ELL teachers have numerous opportunities for professional development in supporting ELLs as they engage in the common core leanring standards. They attend meetings at the district office led by the ELL compliance specialist or an instructional specialist. In addition, the teachers attend workshops sponsored by the United Federation of Teachers, the network, and other schools. These professional development sessions are on topics that include information about delivering common core-aligned instruction. Teachers are able to use strategies learned at these workshops, along with materials acquired within their classrooms.

3. Our parent coordinator attends monthly meetings held by the Parent Support Office to assist her in carrying out her responsibilities. She facilitates a Fifth Grade Transition Meeting, with support from school leadership, at the school to assist our ELL sutdents and families in the transition from elementary school to middle school. As usual translators are on hand. Our guidance counselor also offers her services to support ELLs who are in need of support as they transition to another school. Parents, staff, and students are invited to the receiving junior high schools to meet the new staff and learn about the programs offered in the junior high school. The parent coordinator informs the parents when and where the meetings are being offered. In addition, we provide translation services to families who need it. Also, some junior high schools host meeting at our school to inform the parents and students about their school and educational programs.

4. The aforementioned after school workshops are offered to teachers who need to receive 7.5 hours of ELL training. The training sessions assist teachers throughout the building in scaffolding and differentiating grade level work for their ELLs. We intend for all staff members to be able to incorporate ELL stratgies in all facets of their teaching. Records are maintained in the school ELL compliance binder. Attendance is taken at workshops and kept on file. In addtion, certficates of completetion are distributed and added to each teacher's file.

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

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

3. The parents' needs are evaluated with the help of the parent coordinator, the teachers, and the administration. Parents are asked to come to members of the school community for support or with their concerns. Additionally, we utilize the parent section of our school survey as a mode of gathering information on our parents' needs. We also gather data at ELL Orientation, parent teacher meetings, PTA meetings and SLT meetings. The HLIS also gives us information about the languages of the families in our school community. Additionally, a letter is sent home to the parents in the beginning of year introducing our parent coordinator and letting them know that she is available to assist them. The letter also notifies the parent that the parent coordinator can aide them with translation services. Translation services are utilized each day to help us have open communication with our parents who speak other languages. Our parent coordinator organizes monthly workshop through Health Plus and requests a bilingual facilitator. A translator is also present during our monthy PTA meetings. This helps our Spanish speaking popultaion to feel involved in our school community. During parent teacher meetings we utilize translators to ensure that the parents are given accurate information about their child. With our bilinugal staff we are able to meet the needs of the speakers of Spanish, Albanian, Arabic, Italian, and Chinese. If necessary we utilize the translation unit for additional languages.

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: P.S. 13		**School DBN:** 31R13	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Martuccio	Principal		
Brigitte McCue	Assistant Principal		
Alice DeJesus	Parent Coordinator		
Gina Cicero	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
Danielle Nola	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Stephanie Taylor	Other Assistant Principal		
Stefanie Castelli	Other ESL Teacher		
Joann Toto	Other Data Specialist		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R13 **School Name:** P. S. 13 Margaret L. Lindemeyer

Cluster: _____ **Network:** 604

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

Part A: Needs Assessment Findings

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

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

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

Our current ELL population consists of 123 students. The native language breakdown of these students is as follows: 54% speak Spanish, 13% speak Chinese, 1% speaks Russian, 1% speak Urdu, 10% speak Arabic, 7% speak Albanian, 3% speak Haitian, 5% speak Polish, 1% speak Bengali, and 9% speak a language other than these. The findings are reported to the school community by the ELL teachers, the School Report Card, PTA newsletter and meetings, and correspondence from the Parent Coordinator.

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

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.

P.S. 13 provides written translation services that meet the needs of our population. For example, correspondence is sent home in the Native Languages of our parents, whom speak a language other than English. WIth the help of our parent coordinator, bilingual staff members, and the Translation and Interpretation Unit we are able to translate school wide communication and classroom level communication to ensure that our parents are fully informed. We distribute the translated parent handbook, in a variety of languages, to parents in our school. A very helpful tool that we use is our school website. This website ensures that parents can understand important school news since the information is available in their native language. This is also very helpful for lower incident languages.

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

Translation services would be provided between the teacher and the parent in the school by either a member of the Department of Education. Generally we employ the assistance of paraprofessionals, teachers, or other P.S.13 staff members to discuss the educational or behavioral concerns of the student with parent. These translation services will provide the parent with information about their child's academic performance and approaches to increasing achievement. The translator can also provide information about supplemental services in the school.

Examples of oral interpretation services the school will provide are:

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

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

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

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