

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q013

School Name:

P.S. 013 CLEMENT C. MOORE

Principal:

EVELYN VELEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Clement C. Moore School Number (DBN): 24Q013
Grades Served: Kindergarten – Grade 5
School Address: 55-01 94th Street Elmhurst, NY 11373
Phone Number: 718-271-1021 Fax: 718-699-3008
School Contact Person: Mrs. Evelyn Velez Email Address: Evelez10@schools.nyc.gov
Principal: Mrs. Evelyn Velez
UFT Chapter Leader: Mrs. Rosie Iannotta
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 58th Avenue, Room 102 Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mrs. Evelyn Velez	*Principal or Designee	
Mrs. Rosie Iannotta	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Amy Sauer	Member/ Teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 13 is located in Elmhurst, Queens and serves approximately 1630 students in K-5 in a stimulating environment that tries to nurture the highest academic standards in all of its students. In 2015-2016 our school has 11 Kindergarten classes which include 2 dual language classes, 2 ICT classes and 1 self-contained Special Education Class. There are 10 First Grade classes, including 5 ENL classes, 2 ICTs (one of which is bilingual), and 1 self-contained Special Education class. There are 10 Second Grade classes, which include 3 ENL classes, 2 English ICT classes and a self-contained Special Education class. Third Grade has 10 classes, including 2 ENL classes and 2 English ICT classes. There are 10 Fourth Grade classes, including 2 ENL classes, 1 English ICT and one self-contained Special Education class. The Fifth grade has 9 classes, 2 of which are ENL, 1 English ICT, and 1 self-contained Special Education class. The 5th grade has departmentalized this year for the first time, splitting the ELA and Math instruction. All classes average about 30-32 students, except Kindergarten which registers are holding at 25.

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

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

*Last year we implemented several new initiatives that were well received and a huge success and we are enhancing those changes for 2015-2016. As a result of the Superintendent's focus on character education we started a new literacy program called the **Book of the Month**. This year we are using the **Leader in Me** program and will include teachers in a study group to maintain coherency across the school. In addition the students will be using each chapter of the student version as the monthly reading selection. The readings are recorded each month by a staff member and posted on the PS 13 website (www.ps13queens.com). The classes participate in a variety of learning activities based on the book which unifies our school community. There is a bulletin board in the entrance of the school that showcases the book and a myriad of student work from grades K-5. Another initiative that was successful was the creation of the PS 13 website. The site was established by our technology teachers and is a great resource for parents and students, as well as teachers. In addition to the staff photo directory, school events are listed, short videos of staff demonstrations/read alouds are available, online educational games, etc. Parents have already expressed their appreciation for this new resource. The Physical Education Department has been integral in implementing an initiative that has increased physical activities amongst our children. Each day we begin with JAMmin' Minutes which fosters an environment where physical activity is valued. The website has teachers demonstrating the various exercises and classroom teachers show the video each morning during the morning announcements. Teachers are collaborating together to roll out these new initiatives and increase student engagement. Parents are showing an increased amount of interest in their children's education by attending more school events/programs. We anticipate seeing the positive trends reflected in several of the goals set forth in this CEP. In particular, students and parents will hopefully surpass the anticipated goal set when they take their respective surveys later this year.*

24Q013 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1620	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	68.6%	% Attendance Rate		95.5%
% Free Lunch	65.6%	% Reduced Lunch		1.4%
% Limited English Proficient	32.6%	% Students with Disabilities		11.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		10.5%
% Hispanic or Latino	55.8%	% Asian or Native Hawaiian/Pacific Islander		31.1%
% White	1.9%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		7.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	35.1%	Mathematics Performance at levels 3 & 4		53.0%
Science Performance at levels 3 & 4 (4th Grade)	86.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Some areas where we anticipate progress are the NYS Assessments as evidenced by the 2013-2014 proficiency scores of 54% and 45%. The 2015-2016 proficiency scores have not been released as of June 2015. To address these areas, supervisors are conducting their informal observations and providing concrete examples of how teachers can improve their teacher practice. The decrease in the ELA proficiency scores has indicated the need for an increased focus on literacy and literacy instruction. Some areas of Professional Development that will be given surround the Danielson Framework to address the weak areas of teacher practice include the following: Questioning (provided by the Teacher Development Coach from the Office of Teacher Effectiveness); and Planning and Preparation (provided by the Literacy and Math Coaches). In addition, there are several teachers returning to a classroom position and teachers that are changing grades that will need extensive professional development and inter-visitations to address their needs. The creation of a 2nd literacy coach will allow for more in-depth training.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers and administrators will work collaboratively to embed all four Domains of the Danielson Framework for Teacher, to develop a common understanding of instructional excellence as related to teacher effectiveness and student outcomes that result in a minimum 75% of teachers with a final end of year Measures of Teacher Practice (MoTP) rating of Effective/Highly Effective.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development will be provided for specific topics and teachers in need in regards to the Danielson components. Intervisitations will be scheduled based on teacher need, as well as by teacher request.</p>	<p>Teachers returning to the classroom or changing grades</p>	<p>September to June</p>	<p>Adminstration, Participating teachers, Staff Developers/Coaches</p>
<p>The subgroups will show academic growth as the strategies from the Questioning and Planning/Preparation PDs are implemented.</p>	<p>Students in targeted teacher's class</p>	<p>September to June</p>	<p>Teachers rated ineffective or developing</p>
<p>Common Planning periods will be established to provide an opportunity to share best practices and procedures.</p>	<p>All classroom teachers</p>	<p>September to June</p>	<p>Literacy and Math Coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Money has been set aside for qualified substitutes to cover teacher schedules to ensure all teachers are able to attend actionable professional development. Extra certified teachers have been hired which will allow common planning periods to be set up throughout the school. Money has been allocated to allow outside organizations to provide actionable professional development to staff. Money has been budgeted to allow for a second literacy coach to work with k through 2nd grade teachers. This will allow our more senior literacy coach to focus her efforts on 3rd through 5th grade. Per diem money has also been allocated to allow for teacher coverage which will permit increased intervisitation amongst teachers. Per session money has been ear marked to allow for a multitude of after school programs which will focus on areas of greatest need, including ENL, SWD, SIFE, and high achieving students. Money has also been allocated to allow for the creation of a grant writing committee which will help to infuse the school with outside funding sources.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As of May 22, 2015 there were a total of 30 incident reports at P.S. 13 for the 2014-2015 school year according to the Office of Safety and Youth Development. Nearly half of those occur in the classrooms and therefore it is imperative that the teachers are trained to intervene appropriately in all situations. It is our intention to decrease that number to provide the safest possible educational environment for our students

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% decrease in the number of incidents reported in OORS as a result of the implementation of the *Leader in Me Program* in Grades K-5.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><i>Leader in Me</i> by Steven Covey is a textbook that is being introduced to the staff as a positive leadership philosophy. Each month a chapter will be read with the students that focuses on how a student can develop leadership skills and be a better person.</p>	<p>All students and staff</p>	<p>September to June</p>	<p>Administration, Guidance Counselor, Coaches, Specific Staff Facilitators, Student Leaders, Student Activities Committee, Teachers</p>

Specific grades are invited to particular activities based on program requirements. For example, the INSIDE BROADWAY program was targeting the ENL population to address speaking and listening components of the CCLS.	Various	September to June	Administration, Guidance Counselor, Coaches, Specific Staff Facilitators, Student Leaders, Student Activities Committee, Teachers
All students are included in school-wide activities and programs: Character Day, Literacy Week, Math Week, Book of the Month Program, Family Games Night, JAM minute, Word of the day, Inside Broadway, FDNY classroom visits, Food Drive, Penny Harvest, Debate Team, Clement. C. Moore Day, Scholastic Book Fair, distribution of Queens Library Cards, MyON Reader, Door-decorating contest, Mustang Store, Spirit Week, Student Leader, Afterschool Fitness Program, Field Day, Positive Tuesdays, Future Me Day, 100 th Day of School, DELTA Arts Grant, Student and Parent of the Month, Hats on for Reading, Gym Uniforms, P.S. 13 Website, Writing Celebrations	All students and staff	September to June	Administration, Guidance Counselor, Coaches, Specific Staff Facilitators, Student Leaders, Student Activities Committee, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We have already purchased the Book, <u>The Leader in Me</u> by Stephen Covey. This book is being distributed to all staff including teachers, paraprofessionals, secretaries, custodians, lunch workers, security guards and school aides. We are purchasing a child version entitled <u>The Leader in Me for Kids</u> . This book will be our book for the month of September and will be used throughout the school year. We will be composing a grant to request funding to help implement the Leader in Me program during the 2015-2016 school year. Monies have been ear marked to pay for the programs mentioned above. Administrative periods have been allocated in certain teacher’s schedules to allow for the inclusion of the above mentioned activities. Money has been set aside in OTPS to pay for the above mentioned supplies needed to implement CEP planned programs. Staff has been assigned roles such as grant writer, community liaison, and parent outreach.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2014-2015 Quality Review board suggested that teachers include additional components in their lesson plans and so adjustments are being made, such as the inclusion of Higher Order Thinking Questions and specific activities for the SWD, ENL and Enrichment subgroups. Teachers have been working to update the ReadyGEN unit and lesson plans to include these suggestions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, in an effort to ensure coherence across classrooms of the organization and sequencing of the curriculum and increase the levels of cognitive rigor that is critical for all students (SWD, ENL, and Enrichment) to perform at higher levels of learning, 90% of teachers will collaboratively analyze and revise unit plans and assessments as measured by the revised unit overviews and plans held by the Instructional Coaches.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Strategies will be introduced and shared and utilized by teachers as they meet in their common planning weekly meetings	All students	September to June	Coaches and all teachers

Various English as a Second Language and Students with disabilities strategies, scaffolding strategies, visual representations, manipulatives, modified instruction, etc.	Designated subgroups	September to June	All administration and staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Money has been allocated to allow for intervisitation and common planning. Teacher schedules have been designed in such a way to allow for common planning and coverage for inside and outside school professional development. Money has been ear marked for ENL supplies including books, PD, and other materials. Money has been budgeted to allow for after school and Saturday programs for ESI supplemental services.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In order to meet the Chancellor’s Initiative of Building Capacity we decided to foster an environment of collaboration and distributive leadership. The Capacity Framework outlines how the DOE will partner with schools. The 2013-2014 LES demonstrated that only 38% of the staff strongly agreed that School Leaders provide teachers with leadership opportunities. We do not have the date from the 2014-2015 survey as of June 2015 however, we felt that at least 30% of the teachers in Grade 2 have the ability to lead a professional development and/or can facilitate the sharing of best practices.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, in order to nurture the professional growth of Grade 2 teachers and other staff members, we will create a school wide culture of shared and distributed leadership across all stakeholders so that Grade 2 teachers will conduct at least 30% of professional development for the 2015-2016 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
Established protocols for Teacher Teams, Respect and Rapport has been created across the school community, Encouragement from Administration and Colleagues	All Teachers	September to June	Administration and Teachers

Topics and strategies will vary based on the student populations and best practices that are shared, as well as the make-up of the class	All Teachers	September to June	Administration and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Money has been allocated to allow for lead teachers to be trained in new and innovative pedagogical practices. These teachers will then turn-key these innovative programs which allow more staff members to take on leadership roles. Lead teachers will have their classes covered on a periodic basis to allow for them to visit classes and turn-key the information and strategies they have acquired. Teachers will be given the opportunity to take on greater roles in creation of professional development and encouraged to take on leadership roles in Monday professional development.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After reflecting on the 2013-2014 Learning Environment Survey, it was evident that many of the parents agreed, but not strongly, in the school culture category involving matters safety and a safe environment. For example, only 48% strongly agreed with the prompt – “At my child’s school...my child is safe.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 98% of parents will report on the Learning Environment Survey with a response of Strongly Agree/Agree to the prompt – “At my child’s school...my child is safe.”

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	All Students and Parents	September to June	Administration, Guidance Counselors, and Teachers
A variety of programs and outreach will be utilized to address the needs of the parents and students: Respect for All, Future Me Day, Student and Parent of the Month, Positive Tuesday, PS 13 Website, Family Game Night, D75 Custodial Internship, Student Leaders, School Leadership, Parent Workshops, Parent Newsletter, Parent Orientation, School Based Committee on Special Education Workshops, Parent Association meetings, Celebrations, Future Me Day			

Parents will be encouraged to attend the 4 contractual Parent Teacher Events as well as the optional activities that are available, such as Literacy & Math Game Night, Book Fairs, Multicultural Night, etc. in an effort to see the procedures and policies in place to keep their children safe in the school setting	All Parents	September to June	Administration, Guidance Counselors, and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Money has been budgeted to allow for more community and parental outreach. Component 4 of the Danielson Framework will be emphasized and the criteria for achieving an effective or highly effective will be contingent on the staffs level of involvement in volunteer activities. Money has been allocated to establish the Leader in Me program throughout the school. Per session money has been budgeted to allow for an after school grant writing program which will infuse the school with additional money and grant opportunities. School personnel will have time in their schedule to place positive behavioral modification material throughout the school and in classrooms which will be a starting point for social emotion literacy lessons and discussions.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Holdovers, Teacher Recommendation, Previous NYS ELA and Math Level 1, Prior year PID, Current year PID, Screening test (TBD) Performance, Parent Request, Reading Levels , and struggling students highlighted during SIT meetings.	LIG: Literacy Intervention Group Details TBD	Small group instruction One-to-one instruction	During the school day
Mathematics	Teacher Recommendation, NYS Math Level 1 and NYS Math Low Level 2, Teacher Recommendation scores , and struggling students highlighted during SIT meetings.	MIG: Math Intervention Group Details TBD	Small group instruction One-to-one instruction	During the school day
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Educational Plan (IEP) Teacher Recommendation	Additional programs are provided by the following: Speech Teacher Social Worker	Small group instruction One-to-one instruction	During the school day

	<p>Parent Recommendation</p> <p>Struggling students highlighted during SIT meetings.</p>	<p>School Psychologists</p> <p>Occupational Therapists</p> <p>Physical Therapist</p> <p>Hearing Specialist</p> <p>Vision Specialist</p> <p>Guidance Counselor</p> <p>IEP Teacher</p> <p>SETSS Teachers</p> <p>Teams: The following teams meet weekly to discuss programs and student data:</p> <p>Academic Intervention Team (AIT)</p> <p>Response to Intervention (RTI)</p> <p>School Intervention Team (SIT)</p> <p>Data Team</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
As per the new UFT contract, Professional Development is provided weekly on Mondays and is a direct result of the needs assessment survey the PD Team administered to the staff. Staff members have requested specific training, such as Foundations so training was provided for all K-2 teachers. Additionally, some staff members have requested training in RTI/AIS and have attended DOE PD sessions outside of the school. We were a pilot school working with the Office of Teacher Effectiveness and their Teacher Development Coach, who geared their work towards Questioning and Discussion as part of the Danielson Framework. In addition, P.S. 13 has continued to develop the writing rubric used to assess the Instructional Focus: Evidence in Argument and PD sessions on how to deepen that work are forthcoming. Tuesday afternoons Teacher Teams meet together to turnkey information and share best practices/inquiry work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	714,299.00	X	
Title II, Part A	Federal	102,245.00	X	
Title III, Part A	Federal	66,764.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,588,837.00	X	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Clement C. Moore (PS 13Q)** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Clement C. Moore (PS 13Q)** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

Clement C. Moore (PS 13Q), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by

Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Clement C. Moore</u>	DBN: <u>24Q013</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>96</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parent and community involvement continues to be a major component of our school plan. P.S. 13 has just created a new web site which will facilitate greater communication between parents and school. The web site lists upcoming events, a link with the Common Core Standards, educational games, and a read aloud featuring our new principal, Mrs. Velez. The Parent Coordinator teams up with the ESL Specialist as well as the Guidance Counselor, Literacy Coach and the Math Coach to provide monthly workshops on topics related to parents and education. Workshop titles presented in September and October this year include, "Title I - Vote for Where the Money Goes", "Planning for Success: Learning About Things You Can Do to Have a Successful Year", "How to Help Your Child at Home in Reading and Math", and " Grades K, 1, & 2 Math Workshop ". Future topics are as varied as, "How to Understand Your Child's Report Card" and "How to Teach Your Child Responsibility". The monthly workshops include information on standardized tests, a family night of Math and Literacy games, health related topics, immigration, report cards, discipline code, parent-teacher conferences, and summer activities for parents and children. Additionally, all parents are regularly invited to school to share in their students' successes such as our monthly writer's celebrations that take place in the classroom. In March, coinciding with Parent/Teacher Conferences, the parents will be invited to see a display of non-fiction books that were created by the students with the help of the computer department. In June they will be invited to a "Gallery Walk" which consists of student art work displayed either throughout the hallways of the school or in the gym.

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

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

_____ P.S. 13 evaluates the needs of the parents by sending out school wide parent surveys, reviewing

Part D: Parental Engagement Activities

chancellor city-wide survey results, and by getting feedback directly from parents during Parent Association Meetings and Parent Orientation meetings. Parent workshops and Parent Orientations end with an opportunity to fill out a Parent Feedback Form. The Parent Coordinator and ESL Specialist review these to get ideas for future workshops and presentations.

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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 ENL teacher, and one parent.

Principal Evelyn Velez	Assistant Principal Mrs. Mouzaikitis
Coach Ms. Sauer	Coach Cheral Kondel
ENL (English as a New Language)/Bilingual Teacher	School Counselor Benjamin Torress and Ms. Hsu
Teacher/Subject Area	Parent Maxalina Vega
Teacher/Subject Area Mrs. Stenkowski/AIS	Parent Coordinator Mrs. B. Ramirez
Related-Service Provider Mrs. Girin	Borough Field Support Center Staff Member Mr. Goldenback
Superintendent Madeline Chan	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers not currently teaching in a bilingual program	5	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	1631	Total number of ELLs	496	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education		1												0
Dual Language	2													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	496	Newcomers (ELLs receiving service 0-3 years)	394	ELL Students with Disabilities	48
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	133	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	31	0	10	0	0	0	0	0	0	0
DL	15	0	3	0	0	0	0	0	0	0
ENL	334	0	44		0		0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE		31												0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	15	29																	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

* EP=English proficient student

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
6

Number of students who speak three or more languages: 0

Freestanding English as a New 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	75	84	61	37	43	24								0
Chinese	36	25	18	11	13	14								0
Russian	1	0	0	1	1	0								0
Bengali	4	3	2	1	2	1								0
Urdu	1	0	0	0	0	0								0
Arabic	7	2	0	1	2	1								0
Haitian	0	0	0	0	0	0								0
French	2	0	0	0	1	0								0
Korean	1	0	0	0	0	0								0
Punjabi	1	0	0	0	1	0								0
Polish	0	0	0	1	1	0								0
Albanian	2	1	1	0	0	0								0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	33	2	5	3	6	6								0
Emerging (Low Intermediate)	32	16	13	3	9	5								0
Transitioning (High Intermediate)	25	17	10	3	14	2								0
Expanding (Advanced)	32	83	53	42	28	25								0
Commanding (Proficient)	61	38	35	44	15	22								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	38	34	55	27	29								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	34	24	6	1	0
4	48	26	4	1	0
5	29	8	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	25	1	22	1	16	1	6	0	0
4	27	3	35	5	8	0	2	0	0
5	27	1	18	2	11	4	6	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	7	3	21	5	35	0	10	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Data from various assessments is compared throughout the year in order to immediately revise plans when necessary so that the school's goals are continuously being met. Data is routinely gathered, analyzed and discussed to track all ELL students' academic progress and needs. To assess the early literacy skills of our ELL's we use:

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

2014-2015

* End of the Year: Fountas and Pinnell – Reading Levels

In the Spring of 2015, reading levels were assessed using the Fountas and Pinnell running records. Of our 258 Kindergarten students, only 15% of them were reading at or above grade level. In Grade 1, 30% of our 293 students were reading at or above grade level. Thirty-nine percent of our 280 2nd grade students were reading at or above grade level. Of our 268 Grade 3 students, only 31% of them were reading at or above grade level. In Grade 4, 34% of our 276 students were reading at or above grade level. Twenty-three percent of our 227 5th grade students were reading at or above grade level. Clearly, the data shows the need to improve the reading levels of our students and as a result there has been a renewed focus on the K-2 students and the mastery of foundational skills.

* End of the Year: Writing – Evidence in Argument

In the Spring of 2015 the final Writing assessment was administered and the results showed growth in our student population

performing at or above grade level in our two focus areas: Making an Inference/State Claim and Using Text Evidence. In Kindergarten, 55% of our 252 students were able to successfully make a claim and 52% were appropriately using text evidence. Of our 290 1st graders, 65% were developing appropriate claims but only 38% were using text evidence accurately. In Grade 2, 72% of our 279 students were writing grade appropriate claims and 59% were using supportive text evidence. In Grade 3, 54% of our 267 students were writing claims and 47% were including appropriate text evidence. Of our 274 4th grade students, 34% of them were able to write an accurate claim and 22% were using text evidence appropriately. In Grade 5, 49% of our 225 students were writing grade appropriate claims and 48% were including supportive text evidence.

2015-2016

* Beginning of the Year: Fountas and Pinnell – Reading Levels

These assessments are still being administered and data is not available as of now (10/26/15). Refer to the End of Year data from 2014-2015 above.

* Beginning of the Year: Writing – Evidence in Argument for Grades 3-5

The data is broken down into several categories and has been averaged for the general population and the ENL population by grade in the chart below. Our primary focus is determining to what degree the students can form a logical inference/claim and use text evidence. As you can see the majority of our students are working below grade level, in particular our ENL students, however; it is clear that our general education students have much work to do in these areas too. The school-wide focus of Engaging Students Through Questioning should assist our students in making progress. Grade 5 currently has 0 ENL students performing on grade level in these two areas. The assessments will be given again in February and May and it is expected there will be a dramatic increase in these percentages.

Topic: Make an Inference/State Claim

Grade	General Education	ENL Students
Grade 3	17% scored Level 3 or higher	
(on grade level)	2% scored Level 3 or higher	
(on grade level)		
Grade 4	33% scored Level 3 or higher	
(on grade level)	3% scored Level 3 or higher	
(on grade level)		
Grade 5	26% scored Level 3 or higher	
(on grade level)	0% scored Level 3 or higher	
(on grade level)		

Topic: Using Text Evidence

Grade	General Education	ENL Students
Grade 3	14% scored Level 3 or higher	
(on grade level)	2% scored Level 3 or higher	
(on grade level)		
Grade 4	24% scored Level 3 or higher	
(on grade level)	3% scored Level 3 or higher	
(on grade level)		
Grade 5	11% scored Level 3 or higher	
(on grade level)	0% scored Level 3 or higher	
(on grade level)		

Amy Saur Literacy Coach grades 3-5

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveals that kindergarten students had the most commanding levels, followed by third, then first, second, fifth, and last fourth. Scoring at entering and emergent levels, kindergarten had the most, followed by second, then fourth, first, and fifth. At the Transitioning and expanding levels, kindergarten scored the highest, followed by first grade, then fourth grade, second grade, third grade, last fifth. On the NYSITELL, we had the most students test out, 33 at entering, 23 at emerging, 25 at transitioning, and 32 at expanding. The data reveals that levels entering, emerging, transitioning, and expanding are very close for our newcomers. All levels are essentially even. Teachers will differentiate for each level in order to help our students reach English proficiency.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Instruction will be based on the needs of each individual student. The NYSESLAT scores and scores on the NYSESLAT modalities help the teacher plan how the content will be taught, which children will be grouped together and how instruction needs to be differentiated. Since we use flexible groupings, the teachers change students in each group based on their skills and current assessments. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening, speaking, reading and writing will spend more time improving in all areas. Goals will be set throughout the year to focus on areas the child needs improvements in. The ENL teacher, AIS teacher, classroom teacher, literacy coach, math coach and SETTS teacher(if applicable) will be involved in the process. AMAOs are used to improve instruction for ELLs and to decide which grades and students need additional services because they have not made enough improvements. It also helps to see which grades have made sufficient improvements. The data reveals that students are showing improvements across the grade levels. When we examine our AMAOs, the ELLs at P.S. 13 are making gains from year to year in their progress. @015 being the year where they made the biggest gains toward proficiency.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- a. For the 2014-15 school year, the final changes that were aligned to the CCLS on the NYSESLAT took place.

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

a. The patterns across proficiencies for the ENL program shows that students are making improvements on the NYSESLAT. More students in grades 1 and 4 grades need to show more progress since they have a high number of transitioning level students. ELLs taking tests in both English and their native language are seem to be having difficulties performing well on State tests. The results for the 7 students who took the math test in grade 3 scored a level 1. We do not have a bilingual program or dual language program in grades 3-5. However, we do have a Dual Language Program at our school in Kindergarten, and bi-lingual in first grade.

b. There is no longer an ELL periodic assessment.

c. The ELL Periodic is no longer available. However, information that we gather from classwork, and assessments shows that vocabulary development and grammar instruction need to be implemented daily. Reading and ESL strategies need to be used to facilitate reading comprehension. Native language is used to help students who are new to the school and are entering on the NYSTELL. The school uses the native language for math instruction. Students are given math workbooks and math textbooks in the native language to encourage comprehension in math. Native language is also used in literacy in grades 3- 5 for students who are new to the country and do not know enough English to read English tradebooks.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

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

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

services and P.S.13 adheres strictly to that model.

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

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

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

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

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

a. English-proficient students are assessed based on their HLIS survey and if needed their NYSITELL scores. If a student does not score at 32 (commanding), he/she is a LEP student. If they are English dominant, they are assessed using the Dual language Program interview based on social and academic language and writing.

b. The level of language proficiency is a commanding score on the NYSITELL and passing score on the interview.

c. We have no dual language programs in testing grades.

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

We evaluate the success of our ENL, Bi-lingual, and Dual Language program by studying assessment data. We look at informal assessments and formal assessments such as the NYSESLAT, New York State ELA exams, New York State Math Exams, NY State Science tests, Performance Tasks, MOSL Tests and Fountas and Pinnell Reading levels. In addition, we check to see if we met AYP for the ELLs and our AMAOs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The school must administer the Home language identification Survey (HLIS) to determine the students' home language as part of the general intake procedure. The home language is determined based on the results of the HLIS, which includes an interview with both parent and the student in English and home language. The ENL coordinator or a trained ENL pedagogue will administer the interview and HLIS. A student is considered to have a home language other than English when one question on the HLIS part 1 questions 1-4 indicates that the student used a language other than English, and two questions on the HLIS part 1 questions 5-8 indicate that a student uses a language other than English, and the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews and the responses on the HLIS. For a student who is determined NYSITELL eligible, the NYSITELL will be administered within 10 days of enrollment. School will print NYSITELL answer documents using RLBA function on ATS. After the NYSITELL exam is administered, answer documents are scanned. All new entrants whose HL is Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish

Lab at the time of initial enrollment during the same day testing window. the Spanish lab is used to support schools in instruction planning in providing bilingual and English as a new language services. Schools must print Spanish lab documents using RLSA function in ATS and scan after the administration of the test.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When the ENL teacher or ENL coordinator meets the parents and child at registration, an interview is done with the parent and the child. The teacher looks at the report card from the last school that the child went to in order to determine if the child is a SIFE student. The teacher administers the SIFE Questionnaire to assess the student's academic history. An informal assessment is given as well as the LENS. This helps determine if this student had interrupted or inconsistent formal education. Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from enrollment as CR Part 154, schools have up to one year to make a final determination of SIFE status. SIFE status is removed once ELL scores intermediate/transitioning level or higher on the HYSLEAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Determining eligibility for NYSITELL for students with an IEP is as follows:

When a student has an IEP and the home language is other than English, the Language Proficiency Team (LAP) is formed and reviews evidence of student's English language development. Members of the LAP team are: Ms. Varuzza (ENL Coordinator), Mrs. Moffat (SETTS), and Mrs. Mousakities (ENL supervisor), a student's parent or guardian, and an interpreter. LPT recommends the student take the NYSITELL or not based on findings or not. If the LPT team recommends the NYSITELL, the ELL identification process continues as with all students. If the LPT team recommends the student not take the NYSITELL, the LPT team sends it to the principal for review. Upon review, the principal determines the student should take the NYSITELL or not. If the student takes the NYSITELL, the identification process continues as with all students. If the principal determines the student should not take the NYSITELL, his/her determination is sent to the superintendent for review. The parent or guardian is notified within three (3) days. Upon review, the superintendent determines if the student should take the NYSITELL. The parent is notified. The ELL identification process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is administered and scanned. Students who score below the commanding level and appear on the RLAT are placed in either bi-lingual, dual language, or ENL classes depending on parent choice at the time of orientation when parents are informed of their child's entitlement and complete parent selection form. Students who score at the commanding level on the NYSITELL, their parents are notified that their child is not an ELL and is not entitled to ENL services. All correspondence to parents is sent in their preferred languages. The ENL coordinator, Ms. Varuzza, prepares the notifications and sends them home. Copies are made and kept in binders in the ENL office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After the NYSITELL is administered and scores are checked after scanning. An Entitlement or Non-Entitlement after NYSITELL letter that informs parents the right to appeal ELL status is sent home to all parents in their preferred language by the ENL coordinator Ms. Varuzza. These letters are kept in a binder in the ENL office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Our school holds several parent orientation meetings during the first month of school for parents of new students and then, when new students are admitted throughout the year if necessary. The parent coordinator, Ms. Varuzza, the ENL teachers, and guidance play a big part in this process. The ENL teachers send home the entitlement letters and hold the meeting. This is done within the first 10 days of admission but after the student takes the NYSITELL and scores a proficiency level of entering, emerging, transitioning or expanding. The parents come to the school. The orientation film is shown to the parents at this time. We also provide translators. Written information is given to the parents. Parents and teachers are also at hand to speak about the program. The orientation video and meeting with parents is held during the first ten days of admission. The structures that are in place to ensure that parents understand all 3 choices include translators are available to answer questions that the parents may have. Parents can also visit other schools that offer a bilingual or dual language program. If parents do not come, the ENL coordinator, Ms. Varuzza, calls the parents to come to the school for the meeting. If parents do not respond, and no selection form is returned, the child is placed in the bi-lingual program. If a parent chooses a TBLDL program and is not available, when a seat opens up, the parent is notified and given the opportunity to change.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Mrs. Horan, Ms. squillari, and Mr. Cekovic are all available to assist parents and translate if needed. Attendance is taken for parents who attend and complete the selection form. These meeting are offered until all parents attend and fill out a form. If needed, Ms. Varuzza, the ENL coordinatore call parents to come in for individual meeting.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL coordiantor sends additional notices in parents preferred language and makes phone calls to the parents to schedule orientation appointments. At that time program selection forms are explained and completed with parents. Parents surveys are kept in a binder with the ENL specialist.
If openings become available parents are contacted based on their parent survey selections.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL department ensures that parent notification letters are distributed to the students based on RLAT scores to all entitled students in the parents preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documentation is kept in binders with in the ENL department accessible to administration and anyone who requires the information.
11. 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.
The procedure for administering the NYSESLAT includes making a schedule for testing each subtest and grade level. Before the NYSESLAT testing begins, a copy of the RLER is printed from the ATS, the list is compared with the list of ELL students in the building receiving Dual Language and ENL services. A list of students taking the exam is kept with a checklist. After each part of the NYSESLAT is taken, the subtest is checked off next to each child's name. If a child has an answer sheet but the name is neither on the RLER nor the list of ELLs, the child's name and ID number are checked on the ATS to determine why an answer sheet was generated for that child. The RLAT is checked to see if this child took the NYSESLAT or NYSITELL. In this way, we can determine if this child should be tested or if he or she received an answer grid in error. The ENL teachers, administer the NYSESLAT. In addition, after the students are tested, a list of students who were absent during part or all of the administration of the test and make-ups are given. A checklist of names of students who took the NYSESLAT are kept for each section of the NYSESLAT. The names of each child who has a completed answer grid for Listening, Reading and Speaking/Writing is checked off on the checklist.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. These letter are distributed based on the results of the RLAT reports to all continued entitled students in the parents preferred languageby Ms. Varuzza the ENL coordinator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent selection forms for the past few years, the trend of parent choices is clearly ENL, Dual language, and TBE. After three parent orientations only 79 parents attended and filled out selection forms. Of that 79, 51 parents chose ENL as their first choice. Twenty-two parents chose DL, which their child in currently in. We have two Kindergarten DL classes to accommodate parents requests which were 22.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

The Free Standing ENL Program provides instruction in English with home language support, emphasizing English Language acquisition. Students in free standing ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL:

 1. Stand-alone ENL is instruction to develop English language skills so that the students can succeed in core content. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core-content area instruction.
 2. Integrated ENL is instruction to build English language instruction through content area. It is delivered by a dually certified ENL and content area teacher or a co-teaching by a certified ENL teacher and a content area teacher. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after existing ELL status must receive a minimum number of units of integrated ENL.
 3. TBE classes are designed so that the students develop conceptual skills in their home language as they learn English. All instruction is common core aligned to accelerate student achievement. As students develop English language skills, time decreases in the home language. content areas are taught in both languages. PS13 has one TBE in first grade.
 4. PS13 as two Dual language classes in kindergarten. They are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English proficient students are given the opportunity to learn a new language. Both groups provide good linguistic role models for each other, and through these interactions, support language development in both languages. Students in this program should remain in the program during their tenure in the school system. DL students receive half their instruction in the target or new language. language is taught in content areas as well as through literacy.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
 4. PS13 as two Dual language classes in kindergarten. They are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English proficient students are given the opportunity to learn a new language. Both groups provide good linguistic role models for each other, and through these interactions, support language development in both languages. Students in this program should remain in the program during their tenure in the school system. DL students receive half their instruction in the target or new language. language is taught in content areas as well as through literacy.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students receive 360 minutes per week of ENL for the Entering and Emerging students. These students receive 180 minutes of standalone services by a certified ENL teacher and 180 minutes of integrated ENL services by two individually certified teachers (co-teaching). The transitioning and expanding students receive 180 minutes. The transitioning students receive 90 minutes of integrated ENL and 90 minutes of flexible ENL instruction. The expanding students receive 180 minutes of integrated ENL. The commanding students will receive 90 minutes of ENL services. These services are built into their daily schedules. HLA is taught in our Dual Language Program
3. Describe how core content is delivered in each program model. 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.

All content areas are taught in English using current approaches and methods. We use a hands on, visual and auditory method in order to include all 4 modalities of learning (listening, speaking, reading and writing). Language Experience Approach, Total Physical Response, Q-TEL, Culturally and Linguistically Responsive Core Instruction and CALLA are also methodologies that are used to foster language development and meet the demands of Common Core Learning Standards. The ESL program uses English to teach the students. ReadyGen, Time for Kids, Imagine Learning, On Our Way to English, and Rewards Vocabulary Instruction Program as well as Go Math are used to teach the ELL students content area knowledge, concepts, literacy and thinking skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students who come to school for the first time are given the Spanish LAB after they are tested on the NYSITELL and are entering, emerging, transitioning, or expanding Native language tests for students are made available when needed.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 P.S.13 ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by administering informal assessments, class participation, written work, Fountas and Pinnel reading levels, Kindergarten-grade 2 Fountas and Pinnel Diagnostic Options(Early Literacy assessment and Sight Words), running records, end of unit tests, MOSL tests, ELL Assessments, NYSESLAT scores and performances tasks. Teachers meet during inquiry periods each week and discuss student work. We ensure that ELL students are evaluated in all modalities by keeping a binder of student data for each child listing the students scores on rubric based assessments, NYSESLAT/NYSITELL scores and record of interactions with students.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- SIFE students would be given individual instruction using phonics instruction, grammar, developing listening skills along with reading and writing. Number sense and basic math skills would also be part of the daily curriculum.
 - Students receiving services for less than 3 years would receive instruction in oral language skills, writing, reading and developing listening skills. ELLs taking ELA tests would require instruction focused mainly on reading, reading comprehension, answering questions and writing.
 - Our plan for ELLs receiving service for 4 to 6 years would focus on vocabulary building, reading comprehension, writing skills and listening skills and developing speaking skills. We also provide these children with a great deal of reading materials of different genres. ESL strategies will be used such as CALLA and Q-TEL.
 - Our plan for long term ELLs includes receiving intervention services both in and out of the classroom. After school enrichment programs along with classroom instructional plan of action that is tailored to the students' needs. The student will be provided with a variety of reading materials from different genres. We will provide strategies to develop comprehension and language acquisition.
 - Former ELLs(in years 1 and 2 after testing proficient will receive additional ESL intervention in the classroom. These students will bbe given additional literacy and content area support for 2 years. They will attend the after school program for enrichment. and AIS support. The students will, also, have an instructional plan of action to help them. They will also receive testing accommodations for 2 years. These accommodations are time and a half on all New York State tests.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
 For students that have been re-identified as ELLs or non-ELLs, the schools ensures that the academic progress has not been affected by the re-identification process by having an instructional academic plan for these students to make certain that they are receiving the assistance that they need to succeed in class. These students will also receive AIS services if necessary. ENL teachers will follow-up with classroom teachers to find out how these students are progressing in class.
8. 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?
 ELLs with special needs are provided with plenty of visuals and dramatized reading material. Total Physical Response methodologies buiding academic vocabulary, simplifying content and concept knowledge are ways to provide access to academic content and accelerate English language development. The technology that is used to help these students includes Smart Boards, CD players and computers. The ENL teacher meets with the School Based Support Team and the Assistant Principal and/or the Principal to make sure ELL-SWDs get the correct ELL services. In some cases, a Bilingual Assistant helps the student in class throughout the day. The ELL- SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student's abilities and on the IEP. Some students may need simpified instruction using only one or two words while others may need simpler language or have the task broken down into smaller components. Furthermore, multiple intelligence problem solving strategies are also used by teachers to promote academic success. These strategies include linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart school uses curricular, instructional and schedule flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment through afterschool programs, small group instruction, trips, special events like Field Day, lunch time and recess. P.S. 13 ensures that flexible programming is used to maximize time spent with non-disabled peers through meetings between the general education teachers, special education teachers, the out of classroom teachers, SETTs teacher and School Based Support Team as well as the administration. At lunch time, ELLs -SWDs eat at the same tables and at the same time as the non-disabled students. They also play together at recess. By encouraging mainstream children to interact with ELL-SWDs, we are able to help these children achieve their IEP goals. :

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

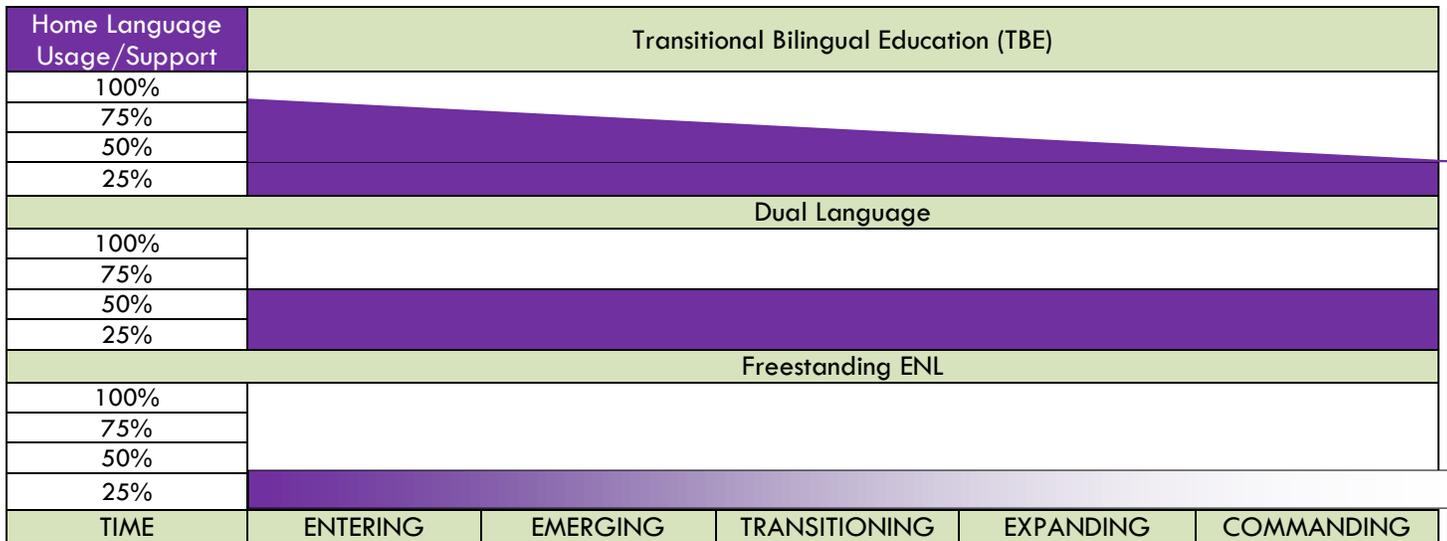


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our intervention plans for ELLs include AIS (Academic intervention services) and RTI (Response to intervention). There are after school programs to work with students in grades 3-5 who are performing at Level 1 in math and/or literacy. These ELL students are entering, emerging, transitioning, and expanding students who are below level on assessments, performance tasks and state tests. Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies are used in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces. Differentiating instruction, simplifying language, simplified reading materials, using graphic organizers and pictures are also used in targeted intervention programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective and meets the need of our ELLs in both content and language development because our ELL students have shown improvements on the 2015 NYSESLAT, NYS ELA and Math tests as well as performance tasks and in-house assessments. By analyzing our NYSESLAT scores, we see that most students moved up a proficiency level. In 2015 we had the most students reach commanding and expanding levels compared to 2014 students reaching advanced and proficient levels.
12. What new programs or improvements will be considered for the upcoming school year?
For the next school year, we plan on continuing after school and Saturday enrichment. In 2015, we opened two Dual Language programs in Kindergarten.
13. What programs/services for ELLs will be discontinued and why?
No programs and services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are welcome to join in any activities that the school provides. The classroom teachers, ELL teachers, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. Signs are posted outside the school as well. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 1 to 5. The RTI program is also available for those students who need academic support services. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language. Other services include, career day, wrestling. This year our students are receiving dance.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Currently, we are using the Wilson Foundations program, and double dose phonics program, ReadyGen and Go Math. We also have On Our Way to English, ESL series, Mondo (supplements), Focused Reading Intervention Time for Kids Non-Fiction Readers and Hot Topics. Houghton Mifflin Social Studies Series, Science Harcourt curriculum, Finishline series. In terms of technology, the students use computers and Smart Boards. They research subjects on the internet. They play internet games that reinforce math and literacy skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language is used in ENL classes on a need basis. Spanish story books and Spanish content area books are available in classrooms where there are ELLs. Math worksheets are available to students and teachers to assist non-English speaking students. There are also English/Spanish and English/Chinese picture dictionaries to assist these students as well. For The Dual Language Program, we use Estrellita phonics and tradebooks in English and Spanish. We, also, use Spanish math books. If we did, we would have story books in the native language as well as content books in the native language. This would help students learn to read and further their concept development in their native language. Language arts books would also be needed to assist in NLA.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The support services are based on student needs, assessments and teacher input. Teachers, Administrators and other personnel take into consideration the student's age and grade level in deciding whether an ELL student needs additional support services and which ones they need developmentally.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Parents and students are given a tour of the building. They also have the opportunity to meet with the ENL teachers during registration and orientations, support staff, Administrators and parent coordinator to express any concerns or needs before the child comes into the building.
19. What language electives are offered to ELLs?
We do not offer language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. The Dual Language model that our school uses is self- contained English only, and a self-contained ICT. The classes alternate each day teaching 50% Spanish and 50% English.

b. Math, science and social studies are taught in both languages.

c. Students travel to self-contained English class one day, and the next day they receive Spanish instruction in another class.

c. Both languages are taught at the same time.

B. Professional Development and Support for School Staff

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

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

The ENL Department plans at least 15% of all professional development sessions dedicated to ENL teachers.

One hour Professional Development sessions for those teachers in the Title III After School Program. The first of these took place in October 2015 and focused on assessment analysis. The ENL Supervisor and Title III teachers analyzed the 2015 NYSESLAT, identifying those students who have been stalled at the entering, emerging, transitioning, and expanding levels for two or more years. Strategies were discussed to academically intervene. In addition, procedures and practices were reviewed for the coming year.

The next Title III after School Professional Development will take place in December 2015. Mrs. Mouzakitis, the ENL Supervisor will talk about "Accessing Complex Texts for ELLs" . The ENL Supervisor and Title III teachers will look at student work and plan interventions.

In addition, ENL Classroom Teachers in grades 3-5 will attend a professional Development workshop by the ENL Coordinator and an ENL Teacher on the CCLS Developing Best Practices in ENL Classrooms on November 5, 2015.

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

Professional Development Goals:

- To provide ongoing professional development to staff in an effort to lift their levels of instruction and to build self-efficacy.
- NYSESLAT – analyzing Spring 2015 data, give teachers who work with ELLs an overview of format and components of NYSESLAT
- To use teacher surveys to provide professional development
- To provide professional development in the use of technology to enhance classroom instruction and students' research opportunities
- Native Language supports in the classroom

#2

During the 2014/15 school year, there were many opportunities for professional development in supporting ELLs as they engage in the Common Core Learning Standards.

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

#4. A minimum of 15% of the 35 hours mandated training for professional licenses are dedicated to ELL training. This training has an emphasis on strategies to improve instruction of academic language for English Language Learners and newly proficient learners. P.S.13 takes this responsibility very seriously because many of our Non-ELL students were at one time ELLs themselves and so all of our teachers will at one time or another be teaching this population .

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The professional development that is offered to teachers of ELLs in supporting ELLs as they engage in CCLS includes providing insights and strategies to help students answer questions, comprehend information taught as well as ways to provide help to those who have difficulties learning concepts. These professional developments include how to teach children to answer different kinds of questions, what information is needed to answer certain questions, simplifying language and text and vocabulary development. These activities help teachers provide support to ELL students in class because the teacher has strategies to help students master the material taught.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The support that we provide to staff (teachers and guidance counselors) to assist with the transition from elementary to middle school includes data on students and Portfolio assessments as well as binder assessments. The guidance counselor is given

professional development on the NYSESLAT and reading the NYSESLAT scores from the ATS as well as information on ARIS for the ELL students. The ENL teachers also meet with guidance counselor to explain potential difficulties ELL parents and children may have in going to middle school and finding the right middle school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

15% of total hours of ELL training for all teachers and 50% hours for Bilingual Education/ ENL teachers will include in-house PDs, District workshops and DELs Citywide workshops. Teachers and paraprofessionals will be provided with professional development on the process of becoming an English Language Learner, NYSITELL and NYSESLAT testing, Second Language Acquisition Theory, Strategies and Methodologies in ESL, Programs for ELLs, helping students meet the CCLS, and data for the ELLs. This is done on Staff Development days and grade meeting and conferences. Attendance sheets and agendas will be kept on file for all in-house staff workshops.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

Additionally, the ENL and AIS Departments are planning a " Reciprocal Meeting" in January 2015. Teachers meet with parents of struggling students and shared student work, reading levels, and teacher observations. Parents share their child's study habits at home and parent concerns with the teachers.

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

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

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are kept with the child's ENL teacher. Throughout the school year on Tuesdays parents meet with their ENL teacher and also Parent Teacher Conferences twice a year. There is an additional parent meeting held once a year for ELL student's parents to meet with their ENL teacher or classroom teacher.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parent Involvement includes several activities throughout the school year. Events such as Math and Literacy Game night, Multicultural Night, Writing Celebrations, ENL workshops for parents, and ENL classes for parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

Parents needs are based on the parent suvey.

6. How do your parental involvement activities address the needs of the parents?

ENL parents are invited to ENL workshops that teach them how to read their child's report cards, how to help their child study for the NYS exams, and study with their child at home. It provides them information in multiple languages.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: Clement C. Moore School School DBN: 24Q13

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Evelyn Velez	Principal		11/1/15
Mr. Corrado	Assistant Principal		11/1/15
Ms. B. Ramirez	Parent Coordinator		11/1/15
Ms. D. Varuzza	ENL/Bilingual Teacher		11/1/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		11/1/15
Ms. Sauer	Coach		11/1/01
Mrs. Kondel	Coach		11/1/15
Mr. Torress	School Counselor		1/1/01
Mrs.M. Chan	Superintendent		1/1/15
Mr. G. Goldenback	Borough Field Support Center Staff Member		1/1/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **PS13Q**
Superintendent: **M**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

P.S.13 uses different methodologies and data to assess language preferences of the parent community including Part III of the Home Language Survey, student emergency contact cards ATS reports of preferred languages, blue emergency cards and informal surveys conducted at our school.. The languages other than English include Spanish, Arabic, Bengali, Chinese, Urdu, and Russian. All communications to parents are translated into their home languages by support personnel who read, write and speak the appropriate languages. Home language is determined at the time the child is registered for the first time at our school through the use of the Home Language Survey. The ESL teacher or a pedogue determines the primary language by responses on the survey and through an oral interview. Records are kept in the office of each parent's primary language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents' preferred languages for both written and oral communication are Spanish, Chinese, Bengali, Arabic, Urdu, and Russian.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents that require translation at our school are monthly calendars, PA meeting notifications, newsletters, handbooks, parent-teacher conference announcements, after-school information, New York State testing dates, student curriculum information, letters from the principal and teachers, and school discipline code information. Most are translated in house or done at the beginning, middle, and end of the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS13 will have several face-to-face meetings with parents throughout the school year. These include Back to School Night in September, parent -teacher conferences in November, March, May, and on Tuesdays. ELL Orientation Workshops throughout the school year. Middle School Meetings for Grade 5 in the Spring as well as NYS ELA and Math Informational meetings in March.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

P.S.13 Q will meet identified translation needs indicated in Part B either by using the translation unit from the Department of Education website or in-house translations by staff members. Communications at PTA meetings are done by bi-lingual parents or staff members that attend the meetings. All parents are informed in their native language so that all parents are part of the community. In addition, a welcome sign in a variety of languages is present at the entrance of the school to make everyone feel at home at P.S. 13. There are also signs inside and outside the building in different languages giving parents information about events and important dates.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school will meet identified interpretation needs indicated in Part B through the use of over-the-phone interpreters via the Translation and Interpretation Unit or in-house by school staff who speak the parent's native language.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through the Translation and Interpretation Brochures, language ID Guides, as well as Language Palm Cards distributed at staff meetings and e-mails.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Chancellor's Regulation A-663 deals with establishing procedures for making certain LEP parents are given opportunities to participate in and have access to services that will benefit their children. This is accomplished at our school by identifying students and parents who speak another language through the registration process which involves parents filling out the Home Language Survey. An interview is also conducted with the parent and the child at this time. Primary language is determined within 30 days of admission to the school. Records are kept in the office of parents who need translated copies of school calendars, notices, letters, and important school notifications. P.S. 253 provides and distributes important information in "covered languages" relating to registration, and selection, standards and performance, safety, conduct and discipline, placement in Special Education, ELL or non-standard academic programs as well as for transfers and discharges. The Parents' Bill of Rights is given out to parents in their native language and explained in their native language as well. There are translators in the school and through the DOE Translation Unit that are always ready to help parents. Outside agencies in the community are also available to help non-English speaking parents who require services as well.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms that P.S.13Q uses to gather feedback for parents on the quality and availability of services include parent surveys. PS13 has an SLT (school Leadership Team) which consists of a focus group inclusive of parents and teachers to gather feedback and discuss best practices.