

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**31R013**

**School Name:**

**P.S. 013 M. L. LINDEMAYER**

**Principal:**

**PAUL MARTUCCIO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 13/Margaret Lindemeyer School School Number (DBN): 31R013  
Grades Served: Pre-Kindergarten through Fifth  
School Address: 191 Vermont Avenue  
Phone Number: 718-447-1462 Fax: 718-447-8681  
School Contact Person: Paul Martuccio Email Address: Pmartuc2@schools.nyc.gov  
Principal: Paul Martuccio  
UFT Chapter Leader: Jennifer Ormsbee  
Parents' Association President: Ms. Sammarco  
Paul Martuccio  
SLT Chairperson: Jennifer DeMarco  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Sammarco  
Student Representative(s): NA

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace, Staten Island , NY 10301  
Superintendent's Email Address: Alodico@schools.nyc.gov  
Phone Number: 718-420-5657 Fax: 718-420-5677

**Borough Field Support Center (BFSC)**

BFSC: Staten Island Director: Kevin Moran  
Director's Office Address: 52 Chambers Street, New York, NY 10007  
Director's Email Address: Kmoran2@schools.nyc.gov  
Phone Number: 212-374-4254 Fax: 718-390-6109

## 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)
Paul Martuccio	*Principal or Designee	
Jennifer Ormsbee	*UFT Chapter Leader or Designee	
Ms. Sammarco	*PA/PTA President or Designated Co-President	
Carol Caputo	DC 37 Representative (staff), if applicable	
Ms. Sammarco	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. J. McCaig	Member/4 <sup>th</sup> Grade Teacher	
Ms. J. DiMarco	Member/Kindergarten Teacher	
Mr. Russo	Member/Parent of 2 <sup>nd</sup> Grade Student	
Ms. Mitchnick	Member/Parent of 3 <sup>rd</sup> Grade Student	
Mr. Rosen	Member/Parent of 3 <sup>rd</sup> Grade Student	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Dispenza	Member/ Parent of 2 <sup>nd</sup> & 5 <sup>th</sup> Grade Students	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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 a Pre K-5 elementary school situated in the Rosebank neighborhood of Staten Island . The student body is culturally diverse, with many languages spoken at home, including English, Polish, Arabic, Mandarin, Cantonese, Spanish and Albanian, among others. In recognition of this diversity, we embrace efforts that promote cultural awareness, and tolerance of differences.

P.S. 13 is rather unique among Staten Island public elementary schools. While many regions of the island can be insular and culturally homogeneous, P.S. 13 is a true melting pot of cultures and socio-economic strata. We are geographically only minutes from the Staten Island Ferry and the Verrazano Bridge .

P.S. 13 has committed itself to optimizing the mandated curriculum using best instructional practices. We have placed an emphasis on understanding the Common Core Standards so that our students can receive the mandated educational goals. Using collaborative assessment, curriculum mapping, and collection of data from various sources, we have developed a means to implement rigor in the curriculum, differentiate instruction, and promote accountability within the context of school wide goals and support. We utilize Core Knowledge Language Arts curriculum and EngageNY resources throughout the school

We have built strong partnerships with the following local organizations: PAL, UAU, Alice Austen House, and Universal Temple of the Arts. We have also been awarded funding for our newly replenished library, as well as been given the opportunities to host "Parents as Arts Partners" and "Family Reading Nights" events. Through our year-long commitment to preparing our students for College and Career Readiness, we have reached out to our local businesses to make presentations to our children during three "Career Day" functions.

**Mission Statement:** Our goal is to educate all children to their maximum potential. We celebrate our unique differences while focusing on the development of academic skills, creativity, responsibility and citizenship. P.S. 13 functions as a team of teachers, staff members, parents, administrators and the community. By cooperatively working together we will make a difference. We believe that every child who comes to P.S. 13 is worthy of respect and deep consideration. We are here to provide a structured, creative environment for our students. This includes the basic academic areas, computer technology, as well as, the development of social responsibility and self-discipline. We believe that it is our obligation to challenge each child to achieve his/her potential. It is our responsibility to help develop those understandings, skills and attitudes that help each child become an effective human being in society.

The elements of the Framework for Great Schools our school made the most progress over the past year are: Rigorous Instruction and Collaborative Teachers. Professional Development incorporates carefully planned activities designed to be complimentary and interwoven with one another. Throughout all our collaborative professional development sessions, teachers are able to create, consider, evaluate, discuss, and revise rigorous curriculum. After the aforementioned analyses, we hold each other accountable through classroom inter-visitations.

Our area of focus will be Supportive Environment wherein we plan to work rigorously in "Closing the Achievement Gap" in ELA for our lowest third citywide. Part of our plan is have this element incorporated as one the yearly goals of our Assistant Principals as well as optimally utilizing our Library to meet the needs of these students.

### 31R013 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	861	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		69.3%	% Attendance Rate	93.3%
% Free Lunch		57.3%	% Reduced Lunch	2.0%
% Limited English Proficient		14.6%	% Students with Disabilities	22.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	16.5%
% Hispanic or Latino		41.7%	% Asian or Native Hawaiian/Pacific Islander	14.3%
% White		25.4%	% Multi-Racial	2.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.17	# of Assistant Principals (2014-15)	3
# 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)	1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	7.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		34.4%	Mathematics Performance at levels 3 & 4	42.5%
Science Performance at levels 3 & 4 (4th Grade)		84.5%	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			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		YES	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		YES	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	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – 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.

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- Citing our 2013-2014 *School Quality Snapshot*, although we rated “excellent” for all students in **Improvement on the State English Test**, we rated only “fair” in the same category for our lowest performing students.
- One area of focus that the Quality Review recommended was to pursue research based, effective instruction that yield higher student work.
- Citing the Quality Review: “Analysis by teacher teams focuses on smaller groups of students as opposed to trends across grades and subgroups. This limits the school from defining progress or trends across grades for a larger sampling of students. As a result, responses to trends are less timely, impeding a full understanding of the effectiveness of exit tickets and the problem-solving framework on school-wide outcomes.”
- In 2013-2014, 29.4% of our student population was determined to be categorized as part of the lowest third citywide in ELA. Of these students, we succeeded in *Closing the Achievement Gap* for 50.6% of those students.
- In the *Educator Guide to the 2015 Common Core ELA Test*, the following lexile ranges for quantitative measures were used: Grades 2-3 Common Core Band: Lexile Range of 420 to 820; Grades 4-5 Common Core Band : Lexile Range of 740 to 1010.
- Results of the 2015 ELA State Assessment indicate a drop of 10% (35% in 2014 to 25% in 2015) of students who scored at or above proficiency.

### 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, 30% (107) of the targeted 359 students in Grades K through 5 will move the following minimum Independent Reading Levels as determined by Teachers College Assessment:

Kindergarten and Grade 1: 5 IRLs

Grades 2, 3, and 5: 3 IRLs

Grade 4: 4 IRLs

The amount of growth for each grade was established from the chart below:

**Teachers College Reading and Writing Project  
Benchmark Reading Levels and Marking Period Assessments**

Updated December 2012

<b>SEPTEMBER</b>	<b>NOVEMBER</b>	<b>JANUARY</b>	<b>MARCH</b>	<b>JUNE</b>
<b>Kindergarten</b>	<b>Kindergarten</b>	<b>Kindergarten</b>	<b>Kindergarten</b>	<b>Kindergarten</b>
			1=Early Emergent	1=B or below
Emergent Story	Emergent Story		2=A/B (with book intro)	2=C (with book intro)
Books Shared Reading	Books Shared Reading	B/C (with book intro)	3=C (with book intro)	3=D/E
	A/B (with book intro)		4=D/E	4=F or above
<b>Grade 1:</b>	<b>Grade 1:</b>	<b>Grade 1:</b>	<b>Grade 1:</b>	<b>Grade 1:</b>
1=B or below	1=C or below	1=D or below	1=E or below	1=G or below
2=C	2=D/E	2=E/F	2=F/G	2=H
3=D/E	3=F/G	3=G/H	3=H/I/J	3=I/J/K
4=F or above	4=H or above	4=I or above	4=K or above	4=L or above
<b>Grade 2:</b>	<b>Grade 2:</b>	<b>Grade 2:</b>	<b>Grade 2:</b>	<b>Grade 2:</b>
1=F or below	1=G or below	1=H or below	1=I or below	1=J or below
2=G/H	2=H/I	2=I/J	2=J/K	2=K/L
3=I/J/K	3=J/K/L	3=K/L	3=L/M	3=M
4=L or above	4=M or above	4=M or above	4=N or above	4=N or above
<b>Grade 3:</b>	<b>Grade 3:</b>	<b>Grade 3:</b>	<b>Grade 3:</b>	<b>Grade 3:</b>
1=K or below	1=K or below	1=L or below	1=M or below	1=N or below
2=L	2=L/M	2=M/N	2=N	2=O
3=M	3=N	3=O	3=O	3=P
4=N or above	4=O or above	4=P or above	4=P or above	4=Q or above
<b>Grade 4:</b>	<b>Grade 4:</b>	<b>Grade 4:</b>	<b>Grade 4:</b>	<b>Grade 4:</b>
1=M or below	1=N or below	1=O or below	1=O or below	1=P or below
2=N/O	2=O/P	2=P/Q	2=P/Q	2=Q/R
3=P/Q 4=	3=Q/R	3=R/S	3=R/S	3=S/T
R or above	4=S or above	4=T or above	4=T or above	4=U or above
<b>Grade 5:</b>	<b>Grade 5:</b>	<b>Grade 5:</b>	<b>Grade 5:</b>	<b>Grade 5:</b>
1=P or below	1=P or below	1=Q or below	1=Q or below	1=R or below

2=Q/R	2=Q/R/S	2=R/S/T	2=R/S/T	2=S/T/U (
3=S	3=T	3=U	3=U	3=V
4=T or above	4=U or above	4=V or above	4=V or above	4=W or above

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Rigorous Instruction: P.S. 13 will continue to utilize <i>Core Knowledge Language Arts (CKLA)</i>, a comprehensive, Common Core aligned, research-based “K through 5 program for teaching reading, writing, listening, and speaking, while also building students’ vocabulary and knowledge”. CKLA can be adapted to meet the needs of special education students and English Language Learners.</p> <p>Primary grades will be supported through the <i>Leveled Literacy Intervention</i> program (LLI) as well as grouped according to Independent Reading Levels. Students in Grades 3 through 5 will engage in close readings of complex texts.</p> <p>In addition, ongoing meetings for data analysis and strategy implications among Assistant Principals, Data Specialist, Coach, and Principal will be scheduled.</p>	<p>Lowest 1/3 in each class</p>	<p>September 2015 through June 2016</p>	<p>Teachers; Assistant Principals;  Principal;  Data Specialist  Service Providers</p>
<p>Supportive Environment and Collaborative Teachers (to support Element 5A): Funds have been earmarked for 6 additional RTI/SGI teachers to rotate through general education classrooms two days per week. This will allow them to work collaboratively with classroom teachers and provide small group, differentiated instruction to our neediest students for 2 periods per week.</p> <p>Other strategies to be utilized:</p>	<p>Lowest 1/3 in each class</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principals; Principal;  LLI Facilitator;  Teachers;  Coach;</p>

<ul style="list-style-type: none"> <li>Professional Development in LLI facilitated by trained LLI staff member</li> <li><i>Wilson</i> Professional Development for participating teachers</li> <li>Different delivery models for CCT teachers</li> </ul>			Data Specialist Parent Coordinator
Effective School Leadership (to support Element 5A): Administration will strategically schedule and place effective RTI/SGL staff member so that each classroom has an equal amount of support throughout the school year. The goal is to schedule each class with RTI/SGL support personnel for at least 2 periods per week.	Lowest 1/3 in each class	September 2015 through June 2016	Principal; Assistant Principals
Strong Family/Community Ties (to support Element 5A): <ul style="list-style-type: none"> <li>Parents entrust our staff with their children to provide rigorous instruction for all</li> <li>Our two after-school programs, PAL and UAU, are invited to work with our students in the Library</li> <li>School Library will be open after school 2x per week, pending funding</li> <li>Grant funding through the Staten Island Foundation to provide Leveled Literacy Intervention Professional Development</li> </ul>	Lowest 1/3 in each class	September 2015 through June 2016	Principal; ELA Cluster; PAL staff; UAU staff Teachers; Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional Resources: <i>Core Knowledge</i> curriculum; LLI programs; myON Supplemental Reading Program											
Human Resources: 6 additional RTI/SGL teachers ; staff member to facilitate after-school library;											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016, 30% (107) of targeted 359 students will move at least 2 Independent Reading Levels as determined by Teachers College Assessment.
<b>Part 5b.</b> In <b>February 2016</b> , 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.
  - Citing our 2013-2014 *School Quality Snapshot*, although we rated “excellent” for all students in **Improvement on the State English Test**, we rated only “fair” in the same category for our lowest performing students.
  - In 2013-2014, 29.4% of our student population was determined to be categorized as part of the lowest third citywide in ELA. Of these students, we succeeded in *Closing the Achievement Gap* for 50.6% of those students.
  - Although rated but not written about in our school’s final 2013-2014 Quality Review report, we earned a “proficient” for Indicator 3.4 (Establish a culture for learning that communicates higher expectations to staff, students, and families, and provide supports to achieve those expectations.)
  - Data result from the 2014-2015 ELA NYS Assessment: 80.7% of our current Grade 4 students scored below proficiency on the 2015 Grade 3 ELA Assessment

### 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, 30% (18) of our 60 targeted Grade 4th and 5th grade students will move a minimum of 4 Independent Reading Levels as determined by Teachers College Reading and Writing Assessment.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	
<p>Supportive Environment: Pending funding, P.S. 13 will provide before-school instruction 3 days per week for our neediest Grade 4 students, and after-school instruction for our 3rd through 5<sup>th</sup> grade students. Before-school attendees will develop success through the criteria based identification of priority standards. Classroom teachers will organize our Core Knowledge Language Arts curriculum to meet the demands of each selected standard. Attendees will be grouped within their needs and will participate in shared reading, independent reading, and utilize the web-based supplemental reading program myON.</p>	<p>60 Fourth Grade students with lowest proficiency levels and/or Tclass levels</p>	<p>September 2015 to June 2016</p>	<p>Before-school staff (Teachers: Ms. DiMarco, Ms. Derenzis, Mr. Santarpia, Ms. Stapleton, Mr. Van Pelt; Paras: Mr. Dipilato, Ms. Bavaro); Principal; Assistant Principals; Coach;</p> <p>Classroom Teachers; ELA Cluster Teacher</p>
<p>Effective School Leadership (to support Element 5B): Subject to teacher application, administration will strategically place staff members in positions of their strengths, i.e., ELL teachers with ELL students, speech teachers with students who have problems with phonetics, etc.; participating staff will have the opportunity to attend Professional Development within the school day or after school; all participating staff will take part in the Professional Learning Cycles offered on Mondays and Tuesdays.</p>	<p>60 Fourth Grade students with lowest proficiency levels and/or Tclass levels</p>	<p>September 2015 to June 2016</p>	<p>Principal</p>
<p>Collaborative Teachers (to support Element 5B):</p> <ul style="list-style-type: none"> <li>• Before-school staff will meet with classroom teachers to develop next steps for targeted students</li> </ul>	<p>60 Fourth Grade students with lowest proficiency levels and/or Tclass levels</p>	<p>September 2015 to June 2016</p>	<p>Before-school staff (Teachers: Ms. DiMarco, Ms. Derenzis, Mr. Santarpia, Ms. Stapleton, Mr. Van Pelt; Paras: Mr. Dipilato, Ms. Bavaro); Principal; Assistant Principal; Coach;</p> <p>Classroom Teachers</p>
<p>Strong Family/Community Ties (to support Element 5B):</p>	<p>60 Fourth Grade students with lowest</p>	<p>September 2015 to June 2016</p>	<p>Principal; Assistant Principals; Coach; Before-school staff (Teachers: Ms. DiMarco, Ms.</p>

<ul style="list-style-type: none"> <li>Parents will be strongly urged to have their child participate in the program</li> <li>Parents will be invited to utilize the after-school library</li> <li>In order for parents to develop a clear understanding of their child's progress and specified goals in ELA, meetings will be scheduled during Parent-Engagement Tuesdays</li> <li>If awarded the "Family Reading Night" grant again, parents will be invited for a series of parent workshops focusing on how to motivate their child to read and strategies to use to help their child become better readers</li> </ul>	proficiency levels and/or Tclass levels		Derenzis, Mr. Santarpia, Ms. Stapleton, Mr. Van Pelt; Paras: Mr. Dipilato, Ms. Bavaro); Classroom Teachers; Parent Coordinator
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional Resources: <i>Core Knowledge</i> Curriculum; myON supplemental reading program											
Human Resources: before-school staff; Assistant Principals; Principal; Coach; Parent Coordinator											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016, 30% ((18) of our 60 targeted 4th and 5th grade students will move at least 2 Independent Reading Levels as determined by Teachers College Reading and Writing Assessment
<b>Part 5b.</b> In <b>February 2016</b> , 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.

In comparing the 2013-2014 and 2014-2015 State Assessments, data indicate that the percentage of students in grades 3-5 scoring below proficiency in both ELA and Math has increased. This is evident by the following tables:

<b>ELA NYS ASSESSMENT</b>	
<b>School Year</b>	<b>% Below Proficiency</b>
2013-2014	64.7
2014-2015	75.0

<b>MATH NYS ASSESSMENT</b>	
<b>School Year</b>	<b>% Below Proficiency</b>
2013-2014	57.5
2014-2015	61.1

In addition, the mean scale score in ELA decreased significantly: from 303 in 2014 to 296 in 2015. There was a decrease in the mean scale score in Math: from 308 in 2014 to 304 in 2015.

It has been determined that students who understand how to effectively self-assess make positive academic strides. Guiding teachers on how to coach their students to correctly self-assess should result in gains in student academic progress.

### 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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 2 classes per grade will show evidence of, at minimum, "Effective" Success Criteria as determined by formal and informal observations.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Collaborative Teachers: 2 teachers per grade will participate in at least 2 full-day Professional Development sessions, facilitated by Barb Pitchford, on the implementation of Teacher Clarity and Success Criteria. Participating teachers will then turn-key the knowledge gleaned from these sessions, via the Professional Cycle, with the remainder of teachers on the grade.</p>	<p>Teachers;</p>	<p>September 2015 through June 2016</p>	<p>Coach; Principal; Assistant Principals Outside Facilitator</p>
<p>Supportive Environment (to support Element 5C): Administration and Coach will support teachers on how to best monitor students' ability to self-assess. Indications of success will include, but not be limited to, exit tickets, verbal acknowledgement of the success criteria, checklists, rubrics, and student-teacher conferences.</p>	<p>Teachers;</p>	<p>September 2015 through June 2016</p>	<p>Coach; Principal; Assistant Principals</p>
<p>Effective School Leadership (to support Element 5C): Administration will select those teachers who will participate in the Professional Development sessions and monitor their feedback to the rest of the staff; administration will examine the success of the implementation through observations</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Principal; Assistant Principals</p>
<p>Family/Community Ties (to support Element 5C): Parents will be invited to a parental workshop detailing the effectiveness of Success Criteria. Parents will be shown how to monitor their child's ability to self-assess at home.</p>	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Principal; Assistant Principals; Coach; Teachers; Parent Coordinator</p>

**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.

Human Resources: Principal; Assistant Principals; Literacy Coach; Barb Pitchford, facilitator from "The Core Collaborative"

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By June 2016, at least 1 class per grade will show evidence of, at minimum, "Effective" Success Criteria as determined by formal and informal observations.

**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

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

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**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> 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.

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

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**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.)
<b>English Language Arts (ELA)</b>	Lowest performing 2-3 students in each class as determined by NYS ELA Assessment and Teachers College Independent Running Records Assessment	Differentiated Instruction/Strategy Group (SETSS)  Ready!NY CCLS (Gr. 3-5)  Guided Reading / Conferencing (Gr. 2)  myON  Collaborative teaching between Classroom Teachers and Service Providers, especially ELL and Speech Teachers  Saturday Academy : skills based program  After School Academy : skills based program  Wilson Remediation Reading Program  LLI	Grades 2, 3, and 5, small group instruction (groups of 5-6)  All students grades 3-5, select Grade 3 students; small group instruction  Web-based program which recommends books at their lexile level, all students Grades K-5  Grades K – 5, small group instruction  Grades 3-5; up to 20 students  Grades 3-5; up to 20 students  Grades K-4; small group instruction  Grades K-4; small group instruction	50 minutes per session, 3 days per week  Extended Day, 3 days per week  During school day, 1-2 times per week w/classroom teacher  Push-in; as mandated by IEP (speech); as mandated by NYSESLAT Assessment (LEP)  7sessions; 3 hours/session with focus on an ELL class and reaching our lower level performing students  13 sessions; 1 ½ hours/session with focus on an ELL class and reaching our lower level performing students  As needed, during the school day  As needed, during the school day
<b>Mathematics</b>	Criteria determined on a lesson to lesson basis, utilizing Pre-	Differentiated Instruction/Strategy Group (SETSS)	Grades 2, 3, and 5, small group	50 minutes per session, 2 days per week

	and Post-Assessments and Exit Tickets to inform intervention as needed	Ready!NY CCLS (Gr. 3-5)  Saturday Academy : skills based program  After School Academy : skills based program	instruction (groups of 5-6)  All students grades 3-5, select Grade 3 students; small group instruction  Grades 3-5; up to 20 students  Grades 3-5; up to 20 students	Extended Day, 3 days per week  7sessions; 3 hours/session with focus on an ELL class and reaching our lower level performing students  12sessions; 1 ½ hours/session with focus on an ELL class and reaching our lower level performing students
<b>Science</b>	Criteria determined on a lesson to lesson basis, utilizing Pre- and Post-Assessments and Exit Tickets to inform intervention as needed	Differentiated instruction through conferencing and inquiry model lessons; Cluster teachers assign individualized schoolwork to the struggling Level 1 and 2 students; differentiated instruction is planned and developed according to student performance	Grades K - 5, whole class setting	Every class: 2x per week (Grade 4: 3x per week)
<b>Social Studies</b>	Criteria determined on a lesson to lesson basis, utilizing Pre- and Post-Assessments and Exit Tickets to inform intervention as needed	Differentiated instruction: Interdisciplinary approach through Literacy with themes dictated by NYC Scope and Sequence	Grades K - 5, whole class setting	As per teacher's schedule
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determination through Positive Discipline discussions, parental requests, parental conferences, day-to-day student behavior	Crisis Intervention services provided by <b>School Psychologist</b> and <b>School Social Worker</b>  <b>School Guidance Counselor:</b>  a. Discussion of social/emotional issues, such as,	Grades K - 5; small group and one-on-one  Grades K - 5, whole class setting  Grades K-5; small group and one-on-one  Grades 3-5; small group setting	On an as-needs basis  During "Respect for All" week  On an as-needs basis  6 sessions per year  On an as-needs basis  1 session per month

		<p>responsibility, respect and tolerance</p> <p>b. Crisis Intervention</p> <p><b>School Nurse:</b></p> <p>a. Open Airways</p> <p>b. Diabetes Counseling</p> <p><b>School Dietician:</b> Nutrition Club</p>	<p>Grades K-5; one-on-one</p> <p>Grades K-5; small group setting</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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>↵</p> <p>Following are the strategies and activities for recruitment, retention, assignments and support, including professional development, which ensures staff is highly qualified:</p> <ul style="list-style-type: none"> <li>• Ensure academic support to all classroom teachers by assigning regular substitute teachers for small group instruction for 2 periods per week</li> <li>• Strategic scheduling and planning for professional learning sessions during contractual after-school professional learning sessions</li> <li>• Provide occasions for teachers to reflect on units of study</li>   <li>• Schedule Professional Development facilitated by Leveled Literacy Intervention liaisons</li> <li>• Base staff assignments on state test data. For example, we departmentalized our 5<sup>th</sup> Grade as a result of determining the overall strength of each teacher on the 2014-2015 State Assessments</li> <li>• Due to the success of our 5<sup>th</sup> Grade departmentalization, we expanded the program into the 4<sup>th</sup> Grade using data from the 2014-2015 State Assessments</li> <li>• Provide Professional Development with facilitators from <i>Positive Discipline</i> and <i>myOn</i></li> <li>• Participation in 3 Full-Day Teacher Planning/Collaboration Sessions (subject to funding)</li> </ul>

#### 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).
The strategies and activities provided for high quality professional development for all staff members that enable all students to meet Common Core Standards are as follows:

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

### **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.).

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

#### 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.

All teachers have a “voice” during the weekly Professional Development sessions. In addition, monthly data meetings facilitated by the administration are held with each grade.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	466,143.00		
Title II, Part A	Federal	119,447.00		
Title III, Part A	Federal	14,216.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,570,880.00		

#### <sup>1</sup>Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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### **Parent Involvement Policy (PIP) Template**

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

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

2) Planning and coordinating parent involvement opportunities through our Parent Coordinator and Coach.

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

1) Distribution of monthly grade newsletters disseminating information particular to the grade.

2) Distribution of our informative monthly PTA Newsletter with announcements on upcoming scheduled activities, such as, School Spirit Week, Open School Weeks, culminating arts activities, and other special events.

3) Notification to parents of their child's progress via report cards, AIS intervention letters, conferences, Pupil Path and Student Assessment Reports.

4) Parental invitations in the fall to special meetings and workshops to discuss annual school reports, review curriculum materials and engage in Open School Week activities.

5) Early written notification of any attendance concerns.

- providing assistance to parents in understanding City, State and Federal standards and assessments;

1) Core curriculum workshops

2) Common Core and Core Knowledge training on strategies and expectations

3) Conferencing upon teacher or parent request

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

1) Translators for workshops and teacher conferences will be available, when possible.

2) Provide a series of workshops for our non-English speaking parents to assist them in communicating better with the school.

3) All parents will receive a copy of the Discipline code, School-Parent Compact, and the PS 13 Parent Handbook, in their native language, when possible.

4) A copy of the Title I School Parent Involvement Policy will be available to all parents and be kept on file.

5) The monthly PTA Newsletter, Grade Newsletter, Telephone relay, and Parent Coordinator emails will inform parents of the scheduled activities and events.

- 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;

1) Scheduling a Positive Discipline staff development session.

2) Planning our Open School Week parental visitations via our School Leadership Team.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

### **School-Parent Compact (SPC) Template**

Public School 13, 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 1<sup>st</sup> 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>Margaret L. Lindemeyer School</u>	DBN: <u>31R13</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>95</u>
Grades to be served by this program (check all that apply):
<input 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
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>2</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: After School Title III Program:

- Rationale: The After School Title III program will provide our ELL students with a cross curricular program that addresses their areas of weakness, namely reading and writing. After looking at our NYSELAT data it is evident that our ELLs struggle in reading and writing. Instruction will also be given in math with a focus on writing about math. Through shared reading, guided reading, interactive writing, and strategy lessons we plan to increase our students' level of proficiency in reading, writing, and math. The rationale of this program is based on the students' results on the NYSELAT which has shown us that our ELLs speak and listen to English well but struggle in attaining proficiency in reading and writing. In addition, the state ELA and math exams contain academic language and writing responses that are challenging for our ELLs. With this program we plan to help our ELLs improve academically in those areas. Aside from addressing those low performance areas, using accountable talk and whole group sharing, we will help the children to continue to strengthen their listening and speaking skills.

- Subgroups and Grade Levels to be Served: This program will provide additional reading, writing, and math support to our 53 ELL students in grades 3, 4, and 5.

- Schedule and Duration: This program will begin on January 7, 2014 and continue until April 23, 2015. The program will run for 13 weeks and take place 90 minutes, twice a week on Wednesdays and Thursdays.

- Language of Instruction: English

- Number and Types of Certified Teachers: 3 ESL Teachers

- Types of Materials: Our programs are data driven and use teacher created materials. We will also incorporate N.Y. Test Ready and Houghton Mifflin Teaching Resource Kits to conduct guided reading groups while providing language support. Test Prep books will be utilized to teach targeted strategies. Computers with language development programs will be utilized to support the students in their acquisition and understanding of English. In addition, Raz-Kids, United Streaming, and listening centers that will consist of a tape recorder and multiple headsets will be utilized. Consumable supplies for the ELL students to use in the program such as paper, pencils, marble notebooks, highlighters, etc will also be purchased with funding.

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

Students selected for this program were determined by using the data analysis of the information

## Part B: Direct Instruction Supplemental Program Information

provided by the NYSESLAT scores, as well as T-Clas Running Records.

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

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

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Morning Title III Program:

- Rationale:

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

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

- Language of Instruction: English

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

- Types of Materials: TBD

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

## Part C: Professional Development

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

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

Begin description here: \_

- Rationale: Many teachers within the building work with children in the ELL population.

- Teachers to Receive Training: All Staff will be invited to attend, especially Title III Program teachers and new teachers.

- Schedule/Duration and Topics:

- October 2014 (1 hour): Academic Literacy for ELLs Aligned with the Common Core Standards

- November 2014 (1.5 hour): Team Teaching in the ESL Program

- January 2015 (1.5 hours): Academic Language for ELLs in Math

- May 2015 (1.5 hours): Scaffolding and Differentiating Instruction for ELL Students

### Part C: Professional Development

- June 2015 (1.5 hours): Building Academic Language for English Language Learners
- In addition, we will have grade conferences, lunch and learn sessions, and workshops before school opens in September and on non-attendance days when teachers will be in attendance.
- Names of Providers: Gina Cicero , Stefanie Castelli, Danielle Germain

### Part D: Parental Engagement Activities

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

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

Begin description here: There are many parental engagement activities targeted toward our ELL parents. Our parent coordinator schedules workshops with Sylvan Learning Center and Health Plus and invites our parents to learn ways in which they can help their child at home. Translators are present to ensure that our parents understand the information. Parents are also invited to monthly family nights where they can participate with their students in learning activities. During these nights and parent teacher conference nights, workshops are held to explain different learning tools to our parents such as Myon, the online science textbooks, and our school's website which can be translated into different languages. Parents of ELLs are also invited to attend numerous Open School Weeks during the year. These events are literacy or math based. The parents are invited to watch a lesson and complete work with their children in their classroom. They then debrief with the literacy and math coach to further understand the work that was completed. Translators are present to help explain this information in the home language of the parents. We also utilize Tuesday afternoon to communicate with our parents and discuss student progress. Translators assist where necessary.

Current/Tentative Schedule of Parent Engagement Activities:

Family Fun Night (Career Night) (10/16)

Title III Parent Meeting (10/2014) to be followed by subsequent parent committee meetings held as needed

March of Dimes Parade (10/31)

Open School Week (11/17-11/21, next Open School week TBD)

Parent Teacher Conferences (9/16, 11/13, 3/18, May 2015 (TBD))

Student of the Month (10/7, 11/18, upcoming dates TBD)

PTA Meetings (held monthly)

### Part E: Budget

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

Allocation Amount: \$14100

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$14100

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

**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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>013</b>
School Name <b>The Margaret L. Lindemeyer School</b>		

### 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 <b>Paul Martuccio</b>	Assistant Principal <b>V. Panzella; S. Fremer</b>
Coach <b>Danielle Nola</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Gina Cicero, ENL</b>	School Counselor <b>Annie Calendar</b>
Teacher/Subject Area <b>Stefanie Camardo, ENL</b>	Parent
Teacher/Subject Area <b>Danielle Germain, ENL</b>	Parent Coordinator <b>Alice DeJesus</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	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	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>861</b>	Total number of ELLs	<b>109</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	109	<b>Newcomers</b> (ELLs receiving service 0-3 years)	69	<b>ELL Students with Disabilities</b>	29
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	38	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	69		15	38		19	2		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	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): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

### 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	9	18	12	13	9	8								0
Chinese	7	5	4	1	2	2								0
Russian														0
Bengali														0
Urdu														0
Arabic	3	3	1	2		3								0
Haitian														0
French			1			1								0
Korean														0
Punjabi														0
Polish					2									0
Albanian			1											0
Other					1	1								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	2	1	3	1	3	0								0
<b>Emerging</b> (Low Intermediate)	9	3	1	5	2	1								0
<b>Transitioning</b> (High Intermediate)	4	7	1	2	1	0								0
<b>Expanding</b> (Advanced)	11	8	11	6	9	8								0
<b>Commanding</b> (Proficient)	1	0	7	6	6	4								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	1								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	1	1	17	10	7									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	10	0	0	0
4	9	10	2	0	0
5	7	7	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	7	1	10		2		0		0
4	5	4	10		3		1		0
5	6	1	4		2		0	1	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	1	3	4		9	1	4		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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
 The early literacy skills of our ELLs are assessed using the Teacher's College Reading and Writing Project assessment tools, namely T-Clas and running records. T-Clas assesses the students letter and word recognition, reading fluency, retelling and comprehension. Our data provides us with a great deal of insight about our ELL population. In grade K our data shows that many new ELLs lack early literacy skills, such as letter and sound identification and print concepts. Additionally we find that our ELLs in grades 1-5 tend to experience a 1 to 2 level decrease in their running record reading level from June. Using this data, children are placed into small groups where instruction can be differentiated and scaffolded according to their needs and level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 After reviewing our 2015 NYSESLAT data, we've noticed trends across grade levels. In Kindergarten our ELLs scored very well in listening and reading, but show difficulty in speaking and writing. Our ELLs in grades one through five scored lower in the reading and writing modalities, while their speaking scores were higher. This year, the ELLs in grades one through five also scored slightly lower on the listening modality. This is different from past years, but may be attributed to a difference in the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 The AMAO tool breaks down our data and helps us to see trends among subgroups. We use this information to help us make instructional decisions.
- 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?
    - Our ELLs do not show a significant improvement when taking tests in their home language.
    - Our school does not use the ELL periodic assessment.
    - Our school does not use this assessment.

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](#).] Our school implements RTI within each classroom. At grade meetings classroom level achievement is examined. Teacher teams discuss student work samples by drawing on multiple sources of information. For example, teachers look at student work, such as lesson based exit slips and unit tasks, across the grade, including samples from ELLs, general education students, and special education students. In these meetings teachers analyze the work and decide upon appropriate interventions that can be put in place. Once the appropriate supplemental support is identified, teachers conduct meaningful small group work designed to target the student's deficiency. Progress is monitored over time to plan for appropriate mid-course corrections or further academic support for specific students. Assessments are conducted within the RTI cycle depending upon the intervention. The assessments will serve as a tool to measure whether or not the intervention is working. RTI groupings and topics change according to assessment and group work data.
6. How do you make sure that a student's new language development is considered in instructional decisions? Initially, for our Spanish speaking ELLs, the Spanish LAB is administered. These results aid the ELL teacher and classroom teacher in gaining a better understanding of which language the student has a greater level of proficiency. All of our students are initially invited to use their native language both orally and in writing, if necessary. Additionally, the use of bilingual dictionaries are utilized while reading and writing. Students are also given the opportunity to read books in their native language. Instructional decisions are made by all teachers considering the students' new language development. ELL teachers and classroom teachers meet and plan appropriate work and interventions to help the children work at their specific level using data from the NYSITELL and NYSESLAT.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- Our school does not have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We evaluate the success of our programs for ELLs by utilizing Academic Yearly Progress of our students on the NYSESLAT. We also look at the growth of our ELLs on their state reading and math assessments. Based on their scores on these assessments, we can determine what adjustments need to be made to our ELL program. We make appropriate instructional decisions based on the data from these assessments.

## Part IV: ELL Identification Process

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

- 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 ENL teachers, Ms. Cicero, Ms. Camardo and Ms. Germain, all of whom are TESOL certified, carry out the 4 step ELL identification process. They are responsible for conducting the initial screening, administering the HLIS and the NYSITELL. First, a HLIS form is provided for each new admit at our school in English or their native language based on the parents' request. Ms. Cicero, Ms. Camardo or Ms. Germain, conduct an oral interview, in English, with the parent and student and assist the parent in completing the home language survey. A bilingual staff member or the translation unit aides in the oral interview if necessary. The proper OTELE code is added to the HLIS after the interview is conducted. This code is entered into ATS by the pupil accounting secretary. The school then determines if the child is eligible to take the NYSESLAT. If the student qualifies, they are given the NYSITELL exam by one of the ENL teachers. If the student is an ELL, as per the NYSITELL, and the home language is Spanish, the Spanish LAB is also administered. ENL teachers complete the testing with the help of a Spanish translator. If the student is deemed an ELL, the parents are notified in the preferred language that they indicated on their HLIS. Entitlement letters are generated from the DELL. A parent orientation is scheduled to inform the parents of the options available in ELL education. With the help of bilingual staff, our parents are given the opportunity to learn about the choices and make informed decisions. The initial screening, testing, and meeting are held within the first ten days of enrollment.
- 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). Upon enrollment the HLIS is administered. The ENL teacher conducting the interview with the parents and new student inquires about the previous formal education as per the questions on the HLIS. If it is determined that the child has interrupted/inconsistent formal education, the ENL teachers proceed with the SIFE identification process. We first administer the oral interview

questionnaire. If the students home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the LENS is administered. Using these assessments and student work, a determination is made as to whether or not the student is a SIFE. This decision must be made within the first 30 days of initial enrollement.

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).

The identification for newly enrolled ELLs with IEPs begins the same as all other students. The HLIS and interview process is conducted by one of our ENL teachers and a bilingual translator if necessary. If the student has a home language other than English, the LPT works together to determine NYSITELL eligibility. The LPT team consists of the following members: Paul Martuccio – Principal, Gina Cicero – ENL teacher, Judy Schaming – School Psychologist, Marita Limani – IEP teacher, and the student’s parent/guardian. The LPT team use evidence such as the HLIS interview, the student’s history of language use, their individual evaluation for special education, and the report from CSE as to whether the student’s disability is the determining factor affecting whether the student can demonstrate proficiency in English, to come to a conclusion. If it is determined that the student may have second language acquisition needs, the student must take the NYSITELL. If the LPT team determines the student does not have English Language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal accepts the recommendation, the recommendation is sent to the superintendent for review. If the principal rejects the recommendation, the NYSITELL is administered. The final decision is made by the superintendent. Records of the LPT form must be maintained in the cumulative folder. The LPT recommendation but be accepted or rejected within 10 days. If the student must take the NYSITELL, the student must take the assesment and placement must be determined within 20 school days.

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.

Our school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned. It is the responsibility of the ELL coordinator to print a NYSESLAT score report once NYSITELL documents have been scanned to ensure that parents are receiving accurate results. The ENL teachers prepare the entitlement and non-entitlement letters and make a copy to keep at the school. Letters are sent home to notify the parents of the child's results. These letters are sent home in the parents' preferred language.

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).

Parents are notified that they have the right to appeal ELL status within 45 days of enrollment at our September parent meetings. The ENL teachers present this information at the ELL New Parent meeting and at individual grade level meetings that take place within with first few weeks of school. The entitlement letters that are sent home, in the parents' preferred language, also have this information. Copies of these letters are filed and maintained in our ELL Critical Documents binder.

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.

Parents at our school are given many opportunities to understand the three program choices that are available to them. Letters are sent home and phone calls are made to invite parents to a New Parent Orientation or private meeting, should they not be able to attend. Letters and brochures are distributed in the parent’s native language at our ELL Parent Orientation. Pedagogues and staff within our building who speak other languages also attend the parent orientation. They assist parents in understanding the information that has been presented to them by the ENL teachers, parent coordinator, and the video from the EPIC kit. The first meeting takes place within the first 10 days of enrollment. Should parents not attend the New Parent Orientation, subsequent meetings are set up to ensure all parents understand their program choices. Parents can also view this video online in their preferred langauge on the NYC DOE website under Office of ELLs.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are completed by our ELL parents at our ELL New Parent Orientation in the parents' preferred language. The ENL teachers, Ms. Cicero, Ms. Germain, and Ms. Camardo, collect these documents. If a parent cannot attend the group orientation, private meetings or phone conferences take place. Letters are then sent home and asked to be returned within 10 days of enrollement. This ensures that all ELLs are placed in the correct program within the 10 day timeline. We monitor program choice using data tables in our ELL Critical Documents Binder. We keep accurate records of parent choice and update the information each time a new ELL is enrolled. Using these records, if a parent has previously chosen a TBE or DL program, outreach would be conducted by the ENL teachers, with the help of translators, should a TBE/DL program become available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our ENL teachers keep accurate records to monitor which Parent Survey and Program Selection forms have been returned and which still need to be completed. We document this information in our our ELL Critical Documents Binder. If a parent doesn't return the form

after the first meeting or call home, second and third notices are sent home. ENL teachers also try to reach out to parents at dismissal.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Our school ensures that placement parent notification letters are distributed by placing a high importance on maintaining accurate records. Our ENL teachers distribute placement notification letters and maintain a copy for our records. The ENL coordinator checks to ensure that all new ELLs were given their placement notification letter. These letters are distributed 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 ELL documentation, for each child, is retained in our ELL Critical Documents Binder in the ELL office. The binders are organized by grade level and alphabetically by child. A copy of the student's HLIS, entitlement or non entitlement letters, placement letters, and continuation letters are kept in these binders. The ENL teachers use checklists to ensure that all families receive the appropriate letters and it is constantly updated when new documents are sent home. The originals of these documents are kept in the student's cumulative folder. Our ELL Critical Documents binders are kept in the ELL classroom in a locked closet. The ELL teachers refer to these documents as necessary.
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.  
Initially, an RLAT is printed to determine which students are eligible for NYSESLAT testing. Schedules are made for each grade level and subtest. These schedules include a checklist of the students' names who are to be tested. Polybags are made containing students answer documents and testing booklets. Absent students are placed separately and tested during the makeup session. The ENL teachers are responsible for administering the NYSESLAT. These teachers include Ms. Cicero, Ms. Camardo, and Ms. Germain. Once testing is completed, checklists are double checked to ensure that all students were assessed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support letters are distributed each September by the ENL teachers in the parents' preferred language. In addition to the ENL teachers records from the previous years, an RLAT is printed and used to ensure that all current ELL students receive a letter. The ENL teachers refer to the NYSESLAT scores to determine which letter to send home. Copies of these letters are kept on file in the ELL Critical Documents Binder.
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 survey and program selection forms for the past few years the main trend for parents remains Freestanding English as a Second Language. This year, 24 surveys were collected. 14 chose ESL, 9 chose Spanish TBE, and 1 chose Chinese TBE. Last year, 17 surveys were collected. All except 3 parents chose ESL. 1 parent chose Dual Language and 2 parents chose Bilingual. In 2012-2013 94% of parents chose Freestanding English as a Second Language. That year, 6% of parents chose Dual Language. In 2011-2012, 99% of the parents chose Freestanding English as a Second Language and 1% chose dual language. A checklist to track the information is kept in the ELL Binder of Critical Documents. The program models offered at our school are aligned with the parent requests. At our school the parent choice is predominantly Freestanding ESL.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.
    1. Instruction is delivered utilizing the two types of ENL instruction, Integrated ENL and Standalone ENL. We provide these types of instruction primarily utilizing a Push-In model. An ENL teacher works in collaboration with a general education classroom teacher to provide language acquisition or vocabulary support within the classroom. The ENL teacher and classroom teacher work collaboratively to plan and implement engaging Common Core based lessons that meet the needs of all learners. Our school uses heterogenous grouping across all grade levels. Within each class the teacher has the ability to make small heterogenous or homogenous groups based on the needs of the student within each content area. Standalone ENL is provided for our Entering and Emerging ELL. These children work in small groups with the ENL teacher. The focus of this work is linked to their assessments. Based on these assessments, ENL teachers plan engaging Common Core lessons that will support their students weaknesses.
 

Sample Student Schedule: 2nd Grade Emerging ELL

AIS	Period 1 and 2	Period 3	Period 4	Period 5 and 6	Period 7
Standalone ENL	Integrated ENL	Writing	Lunch	Math	Art

Sample Student Schedule: 2nd Grade Expanding ELL

AIS	Period 1	Period 2	Period 3	Period 4	Period 5 and 6	Period 7
Positive Discipline	Integrated ENL	ELA	Writing	Lunch	Math	Art
  - b. TBE program. *If applicable.*  
Our school does not have a TBE program.
  - c. DL program. *If applicable.*  
Our school does not have a DL program.
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)?
 

The principal and assistant principals require copies of the ENL teachers schedules. The administration and ELL coordinator monitor that all ELL students are receiving the required number of minutes of instruction. There are three ENL teachers facilitating the ELL program, all of whom are dually certified in ESOL and Common Branch. All Entering and Emerging ELL students receive 360 minutes per week of ENL with the appropriate time of standalone ENL and integrated ENL instructional minutes. All Transitioning and Emerging ELL students receive 180 minutes per week of ENL instruction with the appropriate amount of time utilizing the standalone or intergrated approaches. Commanding students receive 90 minutes of ENL instruction. To further assist in ensuring that the mandated number of minutes are provided we strategically organized our classes in June for the following September. ELLs were place into the same class on each grade level. This enables our ELL teachers to deliever ENL instructional minutes utilizing the integrated ENL and standalone ENL models efficiently and effectively.
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.
 

Since our school uses a Freestanding English as a New Language program, content area subjects are taught in English utilizing ENL strategies and Native Language support if needed. Students are immersed in the English Language through Common Core Standard based reading and writing programs. Our current reading and writing program is CKLA. CKLA units are theme based and have a heavy focus on Social Studies. The ELL teachers push-in to reading and writing periods using a plethora of strategies to help scaffold instruction which is delivered in English. Such methods and instructional approaches include front loading vocabulary, incorporating picture support, deconstructing academic language, leading small groups (guided reading/strategy lessons), accountable talk, higher order thinking questions, and tiered activities. We also utilize MYON in grades k-5 to provide our ELLs with content material at differentiated reading levels . This is a wonderful resource, especially for our Spanish speaking ELLs. MYON has a support setting for Spanish speaking children. Additional native language support is provided by alternate placement paras and bilingual dictionaries. In math, we use Engage New York. These units are translated in Spanish, allowing us to provide support to the students and their parents. In all content areas, ENL teachers provide support to the teachers, and therefore the ELLs, by their work in teacher team meetings. ENL teachers collaborate with content area teachers to provide Common Core based material appropriate for their students' levels. Some examples might incude picture dictionaries specific topics, sentence frames and sentence starters, and differentiated tasks.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

- a. SIFE: SIFE students are placed in a general education classroom where they receive the support of the ELL teacher. Additionally, SIFE students will be pulled out of their class instruction to receive Standalone ENL minutes. We differentiate instruction for our SIFE students by focusing on their areas of academic weakness. Using assessments, we determine the concepts that these students are struggling with. SIFE students work in small groups to improve their listening, speaking, reading and writing. We differentiate the classroom material and also provide SIFE students with foundational support that they may be lacking from their previous school experience. We focus on the standards and break them down as appropriate for our students to be successful.
- b. Newcomer ELLs: These children are placed in a general education classroom where they receive additional support from the ELL teachers. The ELL newcomers are engaged in small group instruction to learn a strategy and then work with a group or a partner to practice the particular skill taught. The students participate in engaging lessons based on the common core standards in reading, writing, listening, and speaking. Additionally, our newcomers throughout grades k-5 attend a standalone ENL group that focuses on language development and basic reading skills. We also invite these children to a morning program or an after school program focused on improving skills in reading and math, depending on their level. These students also use technology throughout the day including laptops, smartboards, and i-pads. They use web-based subscriptions, including MYON, Raz-Kids, BrainPop, and Follett. We also utilize Foundations and Fountas and Pinnell to assist our newcomers in learning how to read and write in English.
- c. Developing ELLs: These children receive their mandated minutes and work in small groups in order to meet their specific needs. If necessary we further evaluate their needs through and offer them many of the interventions being used for our at risk population. After analyzing NYSESLAT results we have determined the need to focus on reading and writing skills with the targeted population. Running records are conducted to make sure that such students make appropriate use of our classrooms leveled libraries and reading for meaning at their appropriate levels while building their vocabulary. MYON enables our ELLs to build reading skills and content based vocabulary, while working at their own level. Students also use a web subscription to Raz-Kids to build reading stamina. In addition, teachers can utilize Follet, an online lending library to provide their students with extra resources.
- d. Long Term ELLs: These students receive instruction specific to their weaknesses while working in small groups with the ELL teacher. Data is utilized to find deficient skills and lessons are differentiated using tactile and visual approaches. Scaffolding techniques such as graphic organizers are utilized to ensure success in completing academic tasks.
- e. Former ELLs: Instruction is provided for the ELL students that have reached proficiency on the NYSESLAT for two years. The ENL teachers monitor their progress within the classroom through conferencing and small group instruction. The ELL teacher meets with the classroom teacher during their common prep to review the former ELLs student work and discuss possible weakness areas. The weakness areas are addressed while working in small groups. Additionally, the ELLs who have reached proficiency are invited to the ELL after school programs. Former ELLs in grades 3-5 are on a master list for test modifications. Their ELL modifications are granted for the 2 years after they pass the NYSESLAT. Furthermore, former ELLs are called upon to assist newcomers in certain routines and activities. They are often placed in groups where they can provide support to their peers in reading and writing.

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.

The re-identification process allows schools, parents, and students who believe that a student may have been misidentified as an ELL or non ELL to request (within 45 days of enrollment only) that the ELL identification process be administered a second time. Between 6-12 months from the date of the superintendent's notification to the principal, parent/guardian, and or student, the principal must review the reidentification process to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL teacher, the classroom teacher and the parent to determine if the student's academic progress was adversely affected. Student work, conference notes, and assessments will be utilized in this discussion to have tangible evidence regarding the child's progress. TCRWP running records will be used as well as unit end tasks to show achievement. In the principal based on the recommendation of the qualified personnel, the ENL teacher, and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and may reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school days.

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?

Our ENL teachers collaborate with our special education teachers to provide accessible and engaging lessons to our ELL students with disabilities. ELL teachers of students with disabilities have access to and utilize grade level common core standards in order to provide the students with academic content on their grade level. They provide this instruction by tiering tasks, differentiating, and scaffolding grade level lessons. The ELL teacher also utilizes ELL techniques and strategies such as front loading vocabulary, visual and tactile lessons, role-playing, realia, technology, and deconstructing language to accelerate English language development. Performance indicators for each grade level are also utilized to ensure that ELLs with disabilities are meeting their grade level goals. I-pads and laptops are used to further support ELL-SWDs. Teachers create "Show Me" lessons where they video themselves modeling a skill. This helps our ELL-SWD to review a skill that has already been taught. We also use podcasts to record parts of the text we're working with and have our students listen to it at another time. Listening to grade appropriate material, will improve the listening and speaking skills of the ELL-SWDs. This will help accelerate their English language development.

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?

Our school uses a variety of curricular and instructional accommodations to meet the needs of our ELL students with disabilities. For example, we utilize an array of tactile and visual techniques to differentiate instruction. Technology in terms of laptops, I-pads, web based subscriptions, and smartboards are used to appeal to the different learning styles and facilitate their learning. "Show me" lessons, where a teacher records their lesson on an I-pad, are offered for students who need to see the material a second time. In terms of scheduling, the ELL teachers work with related service providers and the classroom teacher to ensure that the students are receiving all mandated services without conflict. For our student's with disabilities our school ensures that flexible programming is used to maximize time spent with non-disabled peers.

Chart

**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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

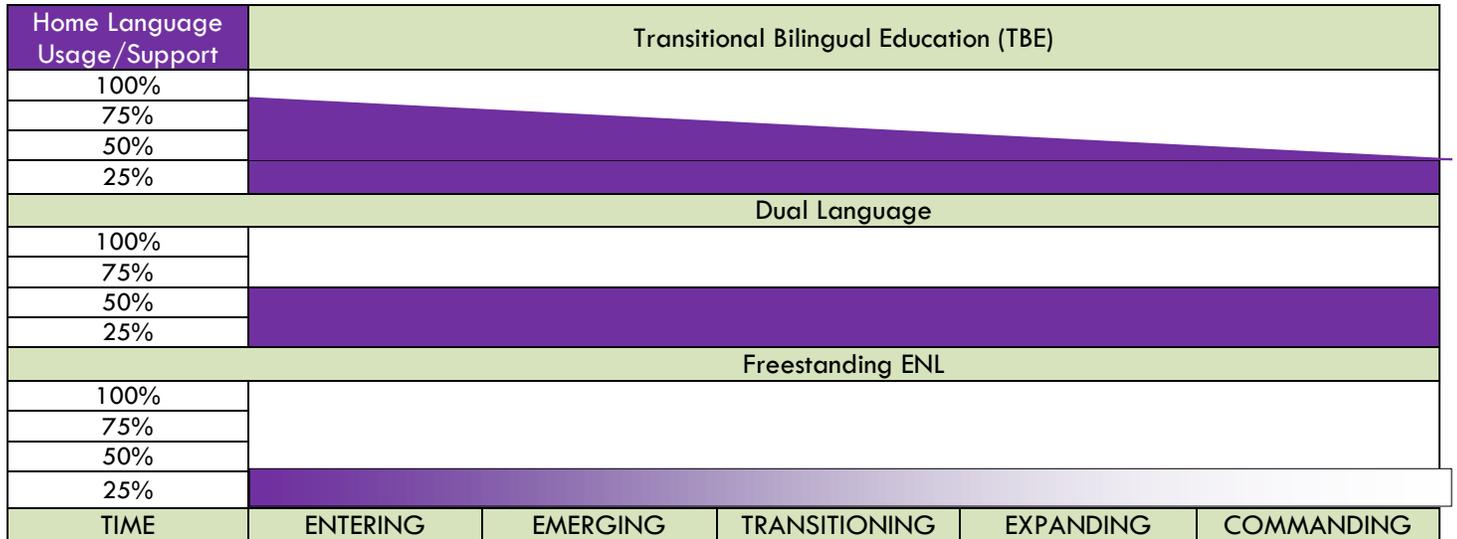


\*Note “other approved services” does not apply to New York City at this time.

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. Intervention programs are provided for all ELL students in math and ELA. Our After School Reading and Math Academy is in place for all ELL students in grades 3-5. In addition, students in the lower grades have the opportunity to receive additional support in reading. Our Morning Reading Academy is in place to offer children in grades k-2, as well as newcomer ELLs in grade 3-5, with support geared towards increasing their reading proficiency. The language of instruction is English. The new ELL students are encouraged to use their native language as a tool for learning. Materials are used to help transfer their native skills into English skills with the assistance of math resource books, picture dictionaries, bilingual glossaries in their native language, and google translator on our I-pads. Our Leveled Literacy Intervention specialist also provides support to struggling ELL readers in first and second grade. Social Studies is taught through literacy with our CKLA program. Visual posters are used to explain difficult concepts. We also use smartboards, I-Pads, and laptops to show children clips or images of certain historical moments. This helps ELLs to develop prior knowledge in English. In Science, our ELLs benefit from hands on models and experiments that they conduct in their classroom. Science materials are also provided in Spanish for those students that would benefit from that intervention.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We evaluate the effectiveness of our current ENL program by using the NYSESLAT results and content based assessments from our CKLA program. Data is reviewed at monthly teacher team meetings. Teachers use this data to plan appropriate, targeted instruction for their students. Based on our data, our program is effective, as most of our students are making annual yearly progress in their language development and content area. With the increased demands of the Common Core Standards, we are seeing a need to push our ELLs in improving their academic vocabulary in ELA, math, social studies, and science. We're also increasing the focus on language functions and deconstructing text. This is helping our ELLs to be able to make more meaning with complex level texts. In order to further meet the needs of our ELLs, we ensure that their classroom and content area teachers are aware that they are ELL children. The ENL teachers provide the classroom teachers with rosters indicating the ELL and former ELLs in their classroom. By making the classroom or content teacher aware that they have ELL children in their classroom allows them to tier and differentiate instruction appropriately.
12. What new programs or improvements will be considered for the upcoming school year?

We plan on continuing our current programs for the upcoming school year. We will continue using CKLA for reading and writing. CKLA units are theme based which is proven to help ELLs be more successful in their academic progress. CKLA also provides a focus on content and academic vocabulary. Professional development will be given to continue our efforts in scaffolding the units to make them accessible for our ELLs. We will continue utilizing MYON for all students. Accessing information about the content they are studying, on their level, will help the ELLs to be more successful when working with their content.
13. What programs/services for ELLs will be discontinued and why?

We will continue to make improvements on the programs already being implemented for our ELLs. At this time no programs or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our title III funding will be used to run a Morning Reading Academy, an After School Reading Academy, and an After School Math Academy. The Morning Reading Academy was established to help children who are below grade level in reading. There is an intense emphasis on phonemic awareness, decoding, and fluency, as well as comprehension strategies. Our After School Reading and Math Academy offers enrichment in these core content areas. These programs use classroom data to group the children and plan material that targets their areas of weakness. Our ELLs are invited to attend these programs. Notices are sent home in their home language, or phone calls are made with the help of translators. Currently, our school offers an after school chorus and basketball program, both of which our ELLs are invited to join.
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.

Web based subscriptions are used to supplement the curriculum for our ELL students. MYON, Starfall.com, Razkids.com, and Brainpop.com have been purchased and are utilized. These programs are used independently on classroom laptops or used during small group and whole class instruction with the use of Smartboards. Our school website also offers support as it has a translation tool. All correspondence sent home to parents can be viewed on the website in their native languages. Our ENL office has a lending library of picture dictionaries and bilingual dictionaries to offer to our ELLs in their native languages. In addition our school utilizes MYON online reading program. This program can be used at home and in school to help our students grow as readers. This website also provides access to books in Spanish. Our school also utilizes I-pads as a tool for instruction. Teachers record "Show Me" lessons to re-teach concepts or provide additional practice to students. I-pads are also utilized to provide prior knowledge to students about certain topics or show quick visuals. Foundations kits including letter magnets and dry erase boards are used by teachers to review phonics concepts. Teachers also utilize an array of guided reading books to teach reading skills at different levels.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We currently have a Freestanding ENL program and based on our parent surveys, a Bilingual or Dual Language program has not been created. The use of the Home language is encouraged for students who are new to this country. Since we have a large population of students that are proficient ELLs, those students work with newly enrolled students to translate information. Our newcomer ELL students are encouraged to write in their native language and translate it into English through the use of translators, a translation web site, or a bilingual dictionary. In math, students and parents have access to translated materials. We also have translated materials in Science. Alternate placement paras provide support to specific children in their home language throughout the day. They can translate directions or concepts being discussed in the classroom. Correspondence with parents is provided in their native language. Additionally, our school website enables parent's to read about upcoming events in their native language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
All required services and resources correspond to the ELLs' ages and grade levels. This is ensured by utilizing the Common Core Standards and performance indicators. The ENL teachers work alongside classroom teachers to provide service and resources that support and correspond to the child's specific grade level. The ENL teachers are responsible for providing support for the ELLs to be successful within their classroom. During ENL teacher team meetings, best practices and resources are shared.
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).  
Our ENL teachers, with the help of the Parent Coordinator, work hard to assist newly enrolled ELLs with beginning their school year successfully. Newly enrolled ELL students are introduced to the ELL teachers before beginning their school year. The ELL teachers find a classmate of the newly enrolled ELL who can assist in translating if necessary. Students are also given a welcome packet with activities to assist them at home. Additionally newly enrolled ELLs are offered bilingual materials to assist in classroom tasks. ENL teachers meet with parents of ELLs to discuss how the ENL program works at school and what they can do to help their child at home. Parents are made aware of websites that may help their child learn some English vocabulary.
19. What language electives are offered to ELLs?  
Currently, there are no language electives offered.
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

## 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.)

The ENL teachers at our school attend numerous professional development workshops throughout the year. They turnkey the professional development during a series of teacher workshops held on Monday afternoons. Assistant Principals, common branch teachers, paraprofessionals, bilingual coordinators, ENL teachers, guidance counselors, special education teachers, secretaries, and parent coordinators are all invited to attend.

This year's workshops are:

  - October 2015: Integrated ENL – A Team Approach
  - November 2015: Incorporating ToMs and PLDs into ELL Instruction
  - December 2015: Scaffolding CKLA – Creating an Entry Point for ELLs
  - March 2016: Using Common Core State Standards to Differentiate Instruction
  - April 2016: Building Academic Language for ELLs in Content Areas
  - May 2016: Meeting the Educational Needs of Long Term ELLs
  - June 2016: Instructional Strategies for English Language Learners with Special Needs
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 ELL teachers have numerous opportunities for professional development in supporting ELLs as they engage in the common core learning standards. They attend meetings at the district office led by the ELL compliance specialist or an instructional specialist. In addition, the teachers attend workshops sponsored by the United Federation of Teachers, the network, and other schools. These professional development sessions are on topics that include information about delivering common core-aligned instruction. Teachers are able to use strategies learned at these workshops, along with materials acquired within their classrooms. Teachers of ELLs receive training on breaking down the Common Core Learning Standards and making them manageable for their students. Teachers receive training in creating student friendly success criteria to help their ELLs know and understand what is expected of them.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

The aforementioned after school workshops are offered to teachers to account for the 15% of total hours for ELL professional development. The additional school level, network, UFT, and ELL liason meetings make up the 50% of total hours for our ENL teachers. The training sessions assist teachers throughout the building in scaffolding and differentiating grade level work for their ELLs. We intend for all staff members to be able to incorporate ELL strategies into their teaching. Records are maintained in the school ELL compliance binder. Agendas are kept on file in the binder, as well as attendance.

### 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?

Throughout the school year our school provides for individual meetings with parents of ELLs. In addition to our 2 parent teacher conference days we also have 2 additional parent teacher evening sessions, one in September and one in May to meet with ELL parents to discuss their students. Our school also utilizes the Tuesday afternoon parent involvement time that we have been given. During this time, ENL teachers meet with parents alongside classroom or content teachers, hold individual conferences, or make telephone calls to speak with parents or set up a face-to-face conferences. At these meetings, we discuss goals, the language development progress, assessment results, and language development needs specific to their child. Bilingual staff and the Translation and Interpretation Unit are utilized to ensure clarity and understanding. We focus on building a collaboration with the parents and classroom teachers. We strive to leave the parents with some useful tips on how they can also help at home. We discuss their student's strengths and next steps for academic success. As needed, translators are present to help the parents understand the information. If a translator is not available in the building, we call the translation unit.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
  2. All ENL teachers maintain a Parent Engagement and Communication binder. These binders are organized by grade level and alphabetically by student. ENL teachers keep Parent Communication Logs containing information regarding the purpose of the meeting and the next steps for the student, the parent at home, and for the school. Within the binder is also a gradewide spreadsheet to ensure the the ENL teacher meets with all ELL parents throughout the year. By maintaining these records, we can ensure that there is followthrough from all parties involved on helping the student improve.

3. Our ELL parents are very involved in our school community. Our ELL parents feel comfortable attending meetings or school events due to our large number of bilingual staff. Our bilingual staff members make it easy for our parents to participate in our school community. Our school has a large, active Parent Teacher Association. Our parent coordinator is very effective with involving the parents of our ELL students in the PTA and serves as a translator during P.T.A. meetings. Throughout the year, various agencies come to our school to provide our parents with information to help their children in terms of health and academics. Adult English classes are also offered after school. Curriculum conferences are held to inform parents of what their child is learning in school and parent meetings are held throughout the year to inform them of their student's progress. At all of these activities, translators are present to ensure that the parents understand the information. In addition, parents are invited to visit the school and go into their child's classroom during reading, writing, and math lessons. Parents are also invited to our numerous school-wide family nights, student of the month celebrations, our annual staff vs. student basketball game, and annual dance festival. New to P.S. 13, is our library. Wednesday and Friday from 2:40-4:00, our library is open to our parents to work with their children by reading books or using the computer. Our librarian also provides workshops to parents discussing reading strategies that they can use at home. Bilingual staff members attend these workshops and provide translations for ELL parents. All invitations for our school events and family nights are sent home in numerous translated versions and can be found on the school website in the parents' native languages. ENL teachers also use their Tuesday parent-engagement time to reach out to ELL parents. The goal is to help the parents be aware of their child's progress and what they can work on at home. All of these activities ensure that our ELL parents are involved in our school community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with many agencies to provide workshops to our ELL parents. The parent coordinator works with the Jewish Community Center to provide an adult English class after school. Health Plus comes to our school once a month and provides workshops to our parents on various health topics. Additionally, Sylvan Learning Center hosts parent workshops at our school to teach parents ways to help their children academically.
5. How do you evaluate the needs of the parents?

The parents' needs are evaluated with the help of the parent coordinator, the teachers, and the administration. Parents are asked to come to members of the school community for support or with their concerns. Additionally, we utilize the parent section of our school survey as a mode of gathering information on our parents' needs. We also gather data at ELL Orientation, parent teacher meetings, PTA meetings and SLT meetings. Parents also complete surveys after various workshops or visits into their classroom asking them to indicate any further questions or concerns they may have regarding their child's education. The HLIS also gives us information about the languages of the families in our school community. Additionally, a letter is sent home to the parents in the beginning of year introducing our parent coordinator and letting them know that she is available to assist them. The letter also

notifies the parent that the parent coordinator can aide them with translation services. Translation services are utilized each day to help us have open communication with our parents who speak other languages. Our parent coordinator organizes monthly workshop through Health Plus and requests a bilingual facilitator. A translator is also present during our monthly PTA meetings. This helps our Spanish speaking population to feel involved in our school community. During parent teacher meetings we utilize translators to ensure that the parents are given accurate information about their child. With our bilinugal staff we are able to meet the needs of the speakers of Spanish, Albanian, Arabic, Italian, and Chinese. If necessary we utilize the translation unit for additional languages.

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

Our parental involvement activities address the needs of the parents by helping them to be involved in their child's academic career. Additionally, the translation services assist in their understanding of this information. Many parents are interested in learning how to help their child at home. During curriculum conferences and parent meetings strategies are given to the parents to help their ELLs in their learning. Many workshops coordinated by the school are based on the needs of our parents. At our school, we also ensure that our parental involvment activities address the needs of our parents by using feedback we have collected from our parents. The school survey and various surveys collected at parent workshops enable us to be aware of and plan activities that suit the needs of our parents.

#### **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.

**School Name: P.S. 13**

**School DBN: 31R013**

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)
Paul Martuccio	Principal		10/23/15
Valerie Panzella	Assistant Principal		10/23/15
Alice DeJesus	Parent Coordinator		10/23/15
Gina Cicero	ENL/Bilingual Teacher		10/23/15
	Parent		10/23/15
Danielle Germain/ENL	Teacher/Subject Area		10/23/15
Stefanie Camardo/ENL	Teacher/Subject Area		10/23/15
Danielle Nola	Coach		10/23/15
	Coach		1/1/01
Annie Calendar	School Counselor		10/23/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	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: 31R13**      **School Name: P.S. 13 Margaret L. Lindemeyer**  
**Superintendent: Anthony Lodico**

### 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](http://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

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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.

In order to assess our school's written translation and oral interpretation needs, our school uses an array of methodologies. Some of the methodologies include, the Home Language Survey, student emergency contact cards, the school report card, parent coordinator's survey, attendance in the ESL adult classes, a verbal survey of the staff, data provided by the ENL teacher, and the beginning of the year school survey.

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.

Our current ELL population consists of 123 students. The native language breakdown of these students is as follows: 54% speak Spanish, 13% speak Chinese, 1% speaks Russian, 1% speak Urdu, 10% speak Arabic, 7% speak Albanian, 3% speak Haitian, 5% speak Polish, 1% speak Bengali, and 9% speak a language other than these. Some of our lower incident languages are French, Bengali, and Tagalog. The findings are reported to the school community by the ELL teachers, the School Report Card, PTA newsletter and meetings, and correspondence from the Parent Coordinator. The ENL teachers maintain records of the parents' preferred languages for written and oral communication.

From findings through the survey, it was determined that letters to the parents in their native language were necessary to involve the parents in their child's education. It is also necessary to translate the Parent Handbook. This can be done via our school's website. The translation tool allows parents to

read and download information in every language. In addition, our staff must utilize the services of our translators on our staff and the Office of Language Translation and Interpretation to help facilitate translation of essential day-to-day information, such as, letters to the parents, trip slips, invitations to classroom activities, etc. We continue to use, our school website where teachers and administrators can post information for parents. Parents can select their language from a drop down menu and the entire site is translated into their language. This helps parents to receive important school news in a timely fashion in their own language.

## **Part B: Creating a Communications Calendar**

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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.)

September: school handbook  
                    Parent-teacher night announcement  
October: Parent-teacher conference announcement  
November: After School Program Information  
February: Parent-teacher conference announcement  
March: New York State testing dates  
April: Parent-teacher night announcement

Monthly: Grade Level Newsletters  
            PTA Newsletters  
            SLT Newsletters  
            Family Night Notifications

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.

Formal face-to-face meetings:  
- September 17, 2015 - Parent/Teacher Night  
- November 5, 2015 - Parent Teacher Conferences  
- March 3 2015 - Parent Teacher Conferences  
- May 12, 2015 - Parent Teacher Conferences

Tuesday afternoons from 2:30-3:45, throughout the year, are utilized by all teachers for face-to-face or phone conferences with parents.

## Part C: Providing Language Assistance Services

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

2. Describe 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.

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

Examples of oral interpretation services the school will provide are:

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

## Part D: Training Staff on Policies and Procedures

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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.)

In September our ENL teachers will provide professional development to our staff on effective modes of communicating with our ELL parents. The ENL teachers will assist the staff in understanding how to use

the Translation and Interpretation Unit. Additionally, the ENL teachers will create a list of available translators on our staff.

## **Part E: Providing Notice of Language Assistance Services**

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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

## **Part F: Monitoring and Quality Control**

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

Our school uses the school parent survey to gather feedback from our parents. We also collect feedback by distributing surveys after workshops that we hold. Using these documents we can assess the quality of the services we are providing. Improvements are made when necessary.