2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 19K013
School Name: P.S. 013 ROBERTO CLEMENTE
Principal: MAXINE CAMERON
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Roberto Clemente
School Number (DBN): 19K013
BEDS Code: PreK-5
Grades Served: PreK-5
School Address: 557 Pennsylvania Ave.
Phone Number: 718-498-3717
Fax: 718-345-2396
School Contact Person: Maxine Cameron
Email Address: MCameron2@schools.nyc.gov
Principal: Maxine Cameron
UFT Chapter Leader: Nellie Rosario
Parents’ Association President: Theresa Jenkins-Kenion
SLT Chairperson: Monica Archer
Title I Parent Representative (or Parent Advisory Council Chairperson): Blanca Calixto
Student Representative(s): n/a
CBO Representative: n/a

District Information

Geographical District: 19
Superintendent: Dr. Thomas McBryde Jr.
Superintendent’s Office Address: 557 Pennsylvania Blvd, Brooklyn, NY 11207
Superintendent’s Email Address: TMcBryde@schools.nyc.gov
Phone Number: 718-240-2741
Fax: 718-240-2747

Field Support Center (FSC)

FSC: Brooklyn
Executive Director: Bernadette Fitzgerald
Executive Director’s Office Address: 131 Livingston Street, Brooklyn, NY 11201
Executive Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954  Fax: 718-935-2382
**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maxine Cameron</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Judith Isaac-Gomez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Theresa Jenkins-Kenion</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Janet Santiago</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Blanca Calixto</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>CBO Representative, if applicable/</td>
<td></td>
</tr>
<tr>
<td>Monica Archer</td>
<td>Chair Person</td>
<td></td>
</tr>
<tr>
<td>Lucian Black</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Lizzie Arthur</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>-------------------------------------------</td>
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</tr>
<tr>
<td>Magdaih Algahiti</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Richelle Ellis</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Gabrielle Vernord</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>n/a</td>
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<tr>
<td>n/a</td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

   The Roberto Clemente School's mission is to have student achievement by providing a safe and collaborative environment that will develop academic talents, promote critical thinking, and nurture the social and emotional strengths of our students.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 13K is a Pre-Kindergarten through Grade 5 elementary school, with a student enrollment of approximately 500 students. The school is located in East New York, Brooklyn. Our student population is diverse in nature - 63% African American descent, 30% Hispanic, 4% White and 3% Asia. Our English Language Learners constitute 15% of our student body. 25% of our students are Students With Special Needs. Our pedagogues are experienced in elementary education - 81% of the teachers have 3 or more years of experience as educators.

At P.S. 13K significant focus is placed on professional development for all staff members. As a result, we have partnered with The Teachers College Reading and Writing Project. In so doing, teachers have opportunities to participate in professional development conference days at Teachers College. Furthermore, Teachers College staff developers visit the K-2 and 3-5 grade bands throughout the school year to collaborate with teachers in enhancing their pedagogical practices in literacy, specifically in reading and writing. Additionally, a litany of mathematics professional learning sessions and Lunch and Learn offerings are made available to all teachers during the school year to propel their instruction in mathematics.

We have placed much emphasis on Science, Technology, Engineering, Arts, and Music (S.T.E.A.M.) As a result of being awarded the Keys of Inspiration/Lang Lang Grant, our students currently have the privilege of learning music theory and classical piano in a $100,000 Piano lab. Due to this music education, students are now learning how to read music and play with both the right and left hands and they are ecstatic to perform during the quarterly Arts Festivals. We applied for and have been awarded a $500,000 Reso Grant from the Brooklyn Borough President. Due to this award, all students in grades 2 - 5 have access to individual lap tops and we now have a newly state of the arts Mac Computer Lab. We have been gifted with a licensed Visual Arts teacher who is committed to exposing our students to different art and showcases their art work throughout the school. Encouraging students to become critical thinkers is a gravid focus; hence, much emphasis is placed on student engagement in inquiry during science classes. Moreover, our school has an after school dance program by way of our partnership with Rhema Dance Company. Students in Pre-Kindergarten through the fifth grade have the opportunity of participating in this program. Students learn a plethora of dances such as Ballet, African, Modern, Jazz, Broadway, Hip-Hop, and Contemporary.

Students engage weekly in Enrichment Clubs. Presently there are twenty-two clubs in existence. Some of the clubs include: drama, quilting, kick-boxing, chess, yoga, french club, ping-pong, lacrosse, scrap booking, ensemble, track and field, i-movie, lego-fantasy, young engineers, re-art and graphic design. Our youngsters are also engaged in a myriad of extra-curricular activities such as dance, martial arts, the Step Team and District 19's Basketball League.

To enhance the social and emotional well beings of our youngsters, we have partnered with TRIAD. In so doing, all staff members have been empowered with varying strategies to support students to reach their utmost potential. In addition, due to the collaboration with the Community Based Organization, Institute for Community Living, additional social and emotional supports have been rendered to our students, as well as their families.

The Roberto Clemente School has cultivated other partnerships with:

- Arts Connection - Residency program where students learn the basics of theater
- District 19's My Brother's Keeper Program - Young men are being groomed to become strong and successful future leaders
- District 19's G.E.M.S. Program - Young ladies are being groomed to become gracious and successful future leaders
- Cookshop/Food Bank - Students and parents learn how to create and eat healthy meals
- The Wellness Program - Students are taught how to remain healthy by exercising and eating healthy meals
- Ballet Tech - Students have auditioned and have been selected to participate in Ballet Tech's classes

We have incorporated and encouraged the enhancement of home school connection and the celebration of student achievement during quarterly Awards Assemblies, Monthly Grade Wide Assemblies that focus on Student of the Month and Perfect Attendance, Family Fridays, monthly field trips in alignment with varying content areas of study.

Our ultimate goal is to maximize our students’ achievement by providing all students access to learning based on their learning styles and differentiated instruction contingent on their individual academic needs.

3. Describe any special student populations and what their specific needs are.

Of our 500 students, 15% of our student population are English Language Learners. Our English Language Learners vary in their levels from Entering, Emerging, Transitioning, Expanding to Commanding. These youngsters have specific needs regarding language acquisition, both orally and written as well as a need to for vocabulary development. Additionally, 25% of our student population are Students with Disabilities. Our students with disabilities have specific classifications, inclusive of Learning Disability, Speech and Language, and Emotional Disability. Further, 22.6% of our student population live in temporary housing. We currently partner with the "Bridging the Gap" Program to support the academic and social emotional needs of our students in temporary housing.

4. Identify 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.

Based on the 2017-2018 New York City School Survey, our school community showed significant growth in the area of Trust - there was an increase from 2.33 to 3.60. Throughout the school year, time was allotted for restorative circle conversations amongst staff and administrators and multiple collaborative conversations ensued to heighten knowledge of students and colleagues.

During the 2017-2018 school year, our key areas of focus will include the following elements of the Framework for Great Schools:

- Rigorous Instruction
- Collaborative Teachers

Strengths

- High quality differentiated professional development is provided to all staff internally. Staff members are given opportunities to attend external professional development
- High expectations are communicated to all stakeholders; The Danielson Framework for Teaching is utilized to hold teachers accountable as it relates to instructional practices
- Professional learning cycles are aligned to the needs of staff and students
- The Teachers College Reading and Writing Project is the school wide literacy curriculum. The Staff Developers work with teacher in grades K-2 and 3-5 in lab sites to improve teacher instruction and students learning. The Staff Developers also debrief with administration. During this time an action plan is derived fr the teachers and classrooms that are observe during their visits
Parents/Guardians are informed of their child's progress through interim progress reports, ongoing academic performance updates in Skedula (Pupil Path), Tuesday parent Engagement workshops/meetings and Teachers College Assessment Pro. Parent letters are distributed 5 times per year.

- Varying curriculum of choice provided to ensure rigorous and engaging content aligned to the Common Core Learning Standards.
- Teacher teams meet during common preps to analyze data.
- Teachers use data to drive instruction and create differentiated lessons to help support the needs of all students.
- Teachers collaborate and use the "Tuning Protocol" to identify students strengths and areas of need of all students.
- Teachers College Reading and Writing Project "Units of Study" for reading and writing are used to guide the curriculum team. The GoMath curriculum is used to guide the curriculum team. Teachers consistently modify curricula that all students have access to learning. They are developed to be used as guides for instruction in all subjects.
- School Wide pacing Calendars are also created for Reading, Writing and Mathematics.
- Universal Design for Learning is incorporated to ensure that all students gain access to the curriculum.
- Webb's Depth of Knowledge and Hess Cognitive Matrix are used to ensure higher order thinking questions are rigorous task are embedded in the curricula.
- Curricula-aligned assessment practices that inform instruction.
- Funding is allocated for arts, music, dance and wellness activities to supplement rigorous academic curricula to empower the whole child.

Accomplishments

- Current State Accountability Status: Good Standing
- Most Recent Quality Review 2017-2018: Well Developed in 6 out of 10 Quality Review Indicators
- All staff members have received training in the Teachers College Reading and Writing Project to guarantee optimal education for all students.

Our paramount foci for school year 2018-2019 will hover around rigorous instruction - creation of coherent instruction and utilizing assessment in instruction. Our objective is to support teachers' pedagogy in all content areas of study to impact students’ engagement and achievement.
School Demographics and Accountability Snapshot for 19K013

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>489</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
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</thead>
</table>

**English Language Learner Programs (2018-19)**

<table>
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<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
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</table>

**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>33</th>
<th># SETSS (ELA)</th>
<th>21</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>32</td>
<td># SETSS (Math)</td>
<td>20</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>44</td>
</tr>
<tr>
<td>Types and Number of Special Classes (2018-19)</td>
<td>N/A</td>
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</tbody>
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**# Visual Arts | 13**

**# Foreign Language | 13**

**School Composition (2017-18)**

- % Title I Population: 94.0%
- % Attendance Rate: 89.6%
- % Free Lunch: 92.8%
- % Limited English Proficient: 10.8%
- % Students with Disabilities: 23.7%
- % Black or African American: 64.8%
- % Asian or Native Hawaiian/Pacific Islander: 2.9%
- % Multi-Racial: 1.6%
- % Black or African American: 64.8%
- % Asian or Native Hawaiian/Pacific Islander: 2.9%
- % Multi-Racial: 1.6%

**Racial/Ethnic Origin (2017-18)**

- Years Principal Assigned to School (2018-19): 4.22
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 0%
- % Teaching with Fewer Than 3 Years of Experience: 3%
- Average Teacher Absences (2014-15): 5.1
- Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 28.6%
- Mathematics Performance at levels 3 & 4: 33.3%
- Science Performance at levels 3 & 4 (4th Grade): 74%
- Mathematics Performance at levels 3 & 4 (8th Grade): N/A

**Student Performance for High Schools (2016-17)**

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

**Overall NYSED Accountability Status (2018-19)**

- Reward: No
- Recognition: N/A
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: NO
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - "Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: NO
  - Economically Disadvantaged: NO
  - ALL STUDENTS: NO

- Met Adequate Yearly Progress (AYP) in Math (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: NO
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - "Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: NO
  - Economically Disadvantaged: NO
  - ALL STUDENTS: NO

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - Hispanic or Latino: NO
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - "Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: NO
  - Economically Disadvantaged: NO
  - ALL STUDENTS: NO

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - 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
  - "Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: NO
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - 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
  - "Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: NO
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - 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
  - "Multi-Racial: N/A
  - Students with Disabilities: NO
  - Limited English Proficient: NO
  - Economically Disadvantaged: N/A
  - ALL STUDENTS: 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

<table>
<thead>
<tr>
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</table>

Needs Assessment:

We conducted a comprehensive review of our school’s educational program for school year 2017-2018 data. After analyzing our school’s data, we have identified our school’s strengths, accomplishments and challenges. Based on informal and formal observations, data analysis, formative and summative assessments, there is a need to provide enhanced support to impact practices in Tiers I and II. Feedback for improvement from multiple PPO and visits has revealed the need for consistency in differentiated instruction to provide productive struggle for all students.

Further data analysis disclosed the need for improvement in the Teachers College Running Record Assessment. Hence, collaboratively, we will continue to work arduously to improve students performance on the Teachers College Running Record Assessments. As a school, we will endeavor to generate literacy instruction that meet the needs of all students and promote productive struggle for all scholars.

School Strengths:

- Grade-bands meet during their common preparation periods to analyze Teachers College Running Record Assessment data.
- Teachers create literacy focus based on the Teachers College Running Records data
- Teachers utilize the Teachers College student data to create targeted reading groups
- Teachers utilize an inquiry approach to identify student strengths and weakness to drive instruction
- Teachers work collaboratively to create strategy lessons for all students to support literacy instruction
- The Teachers College Teachers College Reading and Writing Project is the school wide literacy curriculum. The Staff Developers work with teachers in grades K-2 and 3-5 in lab sites to improve teacher instruction and students learning. The Staff Developers also debrief with administration. During this time an action plan is derived for the teachers and classrooms that are observed during their visits
- Teachers teams meet during common preps to analyze data
- Teachers use data to drive instruction and create differentiated lessons to help support the needs of all students
- Teachers collaborate and use the “Tuning Protocol” to identify students strengths and areas of need to help drive instruction
- The Curriculum Team develops School Wide Curriculum Maps. They are developed to be used as guides for instruction in all subjects. Universal Design for Learning is incorporated to ensure that all students gain access to the curriculum
- Teachers College Reading and Writing Project “Units of Study” for reading and writing are used to guide the curriculum team
- School Wide Pacing Calendars are also created for Reading, Writing and Mathematics
- Teachers College Reading and Writing Project Running Records are utilized as data to drive instruction and to support student learning using the “Units of Study” for reading and writing
- Students participate in monthly grade wide field trips which are aligned to different content areas of study. Benchmark assessments are conducted. First, Teachers College Running Records are administered and data is entered into Assessment Pro. This data is used to drive instruction and support grouping of students in the classroom. This data is compiled using Google Doc’s and is used to drive instruction English Language Arts post assessments are conducted
- Teachers and students have access to technology to gain access to resources available for different leveled readers

School Needs:

- Teachers and administration recognize the need to have more instruction by providing resources geared towards intervention services such as multiple copies of leveled books
- Access to various guided reading material to support intervention services; including Scholastic reading library set to further strengthen literacy skills
- Teachers require time within the reading block to address students areas of need in reading
- Teachers will receive additional coaching and training with an English Language Arts Coach
- Monitor Google Docs and Assessment Pro Databases to capture assessments in literacy to conduct data analysis and create action plans that will inform instruction to improve student outcome

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all teachers will incorporate differentiated instruction in small groupings and ongoing assessments that will result in a 10% increase in levels 2, 3, and 4 for all students, including Students with Disabilities and English Language Learners as measured by the Teachers College Running Records Assessments.
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<td>All teachers</td>
<td>Sep 2018-June 2019</td>
<td>Administrators, TC Staff Developers, ULI Coach</td>
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</table>

- Generate a cohesive comprehension of our literacy goals and instructional focus
- Teachers will create and implement literacy instruction aligned to CCLS to provide active student engagement in intellectual challenging lessons
- Administration will engage in informal observations to notate teacher practice in conducting running records
- On site Teachers College Staff Developers will offer professional development to teachers in grade-band K-2 and grade-band 3-5 to support instruction in reading and writing. Lab sites will be used to practice strategies that teachers can integrate in their own pedagogical practices
- Teachers College Staff developers will provide one to one support to teachers during various visits to enhance teachers pedagogy
- Support is given in “Guided Reading,” small group instruction and conferencing to support student learning in reading and writing
- Debriefing session with the cabinet team and Teachers College Staff Developers at the end of the day to discuss strengths and areas of growth
- Teachers will also attend external professional learning sessions at Teachers College throughout the 2018-2019 school year and turnkey information with staff
- Professional learning sessions will be differentiated for teachers based on areas of need and data
- A Universal Literacy Coach will offer professional development and coaching to teachers in the K-2 grade-band to support literacy instruction
- The Academic Coach will render support via coaching and professional development teachers in the classroom during various visits to support teachers' pedagogy
- “Lunch and Learn” professional development will be offered to teachers by the administrative team Academic Coach reflections will be made at the close of the sessions to determine the knowledge gleaned from the professional learning sessions
- Grade-wide teams will collaborate to plan and design lessons to enhance students' critical thinking skills
- Teacher will amass additional literacy strategies and activities to their teacher tool repertoire
- Grade Teams will use protocols to analyze student data from informal and formal assessments administered in classes throughout the instructional units to drive instruction

- Common Planning time will be inserted into the master schedule so teachers can modify units of study to permit multiple entry points for all learners to promote academic growth
- Design opportunities for self and peer assessments using the Teachers College Learning Progressions and student checklists
- Create and implement tool kits that permit students to take ownership of the academic successes
- Teachers will use protocols to conduct inquiry in reading, writing, and math to drive instruction for all students based on the results
- A school-wide assessment calendar will be adhered to in order to support student learning throughout the year
- Data from assessments will be uploaded and monitored in Google Docs and Assessment Pro
- The Data Team will construct graphs using Excel to identify grade-wide and school-wide trends to drive instruction; thereafter, the information will be shared with the entire staff
- Teachers will facilitate grand conversations for small groups and partnerships by incorporating essential questions using Webb’s Depth of Knowledge
- All students will utilize text-based evidence to support their claims and arguments as well will incorporate peer and individual self-assessment of work
- Ongoing data discussion will be conducted to monitor progress of students

- Staff, educational Consultants and the Parent Coordinator will conduct workshops for parents throughout the school year to deepen their knowledge about how to support their children in literacy at home
- Engage students in higher order thinking via academic discourse

- Youngsters will generate questions on their own to ask their peers to promote authentic discussions
- Students will have opportunities to participate in multiple literacy activities such as Book Club and literature circles
- Staff members will engage in professional learning sessions focused on guided reading and norming procedures for Running Records administration

| All teachers | Sep.2018 - June 2019 | Administrators, Teachers |
| School Community | Sep 2018 - June 2019 | Administrators, Teachers and Parents |
| School Community | Sep. 2018- June 2019 | Administrators, Teachers, Students |
- Professional development will be rendered to assist teachers in becoming effective practitioners of using running records data to drive instruction
- Administrators will conduct workshops for Safety, ENL and Special Education to support parents and inform them of changes and updates in these areas
- Teachers will conduct workshops in reading, writing to support parents' understanding of the Teachers College curricula based on areas identified from the English Language Arts state exams
- Parents will become familiar with the research-based curriculum, as well as the expectation of their child's teacher for the year during Curriculum Night in September and throughout the school year
- Quarterly reading nights will be promoted for parents and students to demonstrate good reading strategies
- Quarterly Progress Reports will be shared with parents to ensure that they are kept abreast of their children's performances in literacy
- Strategies to address the needs of Students with Disabilities and English Language Learners will be embedded in all professional development
- "Teachers of Tomorrow" and students in the upper grades will be used as peer tutors for students in the lower grades who need support in reading

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**PS13K** will collaborate with the Parent Teachers' Association and the Parent Coordinator to offer monthly parent workshops where parents will be provided with tools to support their children choice. Teachers will provide parents with specific data about their children's progress in literacy during Tuesday Parent Engagement. Topics for these workshop will focus around rigorous instruction in literacy from September 2018 to June 2019.

### 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.

The following resources will be implemented to achieve our goal:

- K-2 Universal Literacy Coach will work with teachers to support pedagogy
- Academic Coach for grades 3-5 will provide raining and coaching for teachers
- Guided Reading materials such as fictional and non-fiction text will be purchased and utilized and made available
- Scholastic Library book sets
- Title I funds will be used to hire Teachers College Staff Developers for K-2 and 3-5 grade-bands to support teacher pedagogy and offer professional development for K-5 staff members
• During the Monday Professional Learning Community time and during Tuesday Parent Engagement time teacher teams will analyze student data, address pedagogical practices and prepare material to support student learning
• Time will be scheduled for school-level professional development, weekly teacher meetings, observation and inter-visit schedules

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
</table>

**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.

**1st Quarter Check-In: September 2018- October 2018**

Implementation of action plan. Administration of Running Record assessments to gather data. By the end of October, routines, material and organization of Literacy Center should be in place in each classroom.

**2nd Quarter Check-In: November 2018/ January 2018**

By the end of January 2019, 80% of students will have moved up at least one reading level based on their Running record Assessment from September 2018. This will be evident through the second benchmark round of administration of the Running Records assessment. Literature Circles, Book Clubs, book talks and comprehension will be encouraged.

**3rd Quarter Check-In: February/March 2018**

By the end of March 2019, 80% of students will have moved up at least one reading level based on their Running Record Assessments from January. This will be evidenced through their third benchmark round of administration of the Running records assessment. Additionally, during this check-in we will look for evidence of proper alignment of students to leveled text and student led discussions. Moreover, pertinent parent workshops would have been held to share particular strategies that should be used at home to assist in enhancing students reading comprehension.

**4th Quarter Check-In: April-June 2018**

By the end of June 2018, 80% of students will have moved up at least one reading level based on their Running Record Assessments from March. At this point in the school year, 100% of students would have moved up at least three reading levels based on their original baseline level in September 2018. In June 2019, a MOSL reading post-assessment will be administered to demonstrate one year’s growth for 80% of students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Teachers College Running Records assessments will be the instruments of measure to assess this progress.

**Part 5c.** In February 2019, 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

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<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Needs Assessment:

After further data analysis of the 2017-2018 school year data, there is a need for an increased focus on the social and emotional development of students.

School Strengths:

- Implementation of a school-wide positive reinforcement program (Cloud 9/Clemente Dollar) to enhance the social and emotional well being of the students through the Clemente Dollar Program
- Initiation of our School Culture Team
- School-wide morning meetings
- School-wide use of the Traffic Light System
- Parental workshops focusing on the social and emotional needs
- Breakfast with the Principal—parents have opportunities to voice their ideas and concerns
- Monthly Safety Committee Meetings—invite teachers and parents to attend
- Usage of surveys to determine teachers’ and parents needs
- Systems to address behavioral concerns
- Monthly Safety Assemblies
- Student of the Month
- 100% Attendance Celebration
- Monthly parent/child activities
- School-wide usage of Class DoJo
- Monthly Grade-wide Assemblies
- Support Team Intervention
- Implementation of Restorative circle practices

School Needs:

- Clemente Dollar distribution on a consistent basis with aligning celebration

Part 2 – Annual Goal
Indicate your school’s 2018-19 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 2019, all students, teachers and parents will take a pertinent role in creating a positive school culture by engaging in the Cloud 9/Clemente Dollar Character Education Program to address students’ social and emotional needs, resulting in a 10% decrease in incidents as reflected in the Online Occurrence Reporting System.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<tr>
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<td>Sept. 2018 - June 2019</td>
<td>Administrators, Teachers, Grade Leaders, Coaches</td>
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</table>

- Commence the implementation of the Cloud 9/Character Education Program in September 2018
- The P.S.13K school website will allow parents to be informed about pertinent information
- Monthly focus on a particular virtue
- Promote culturally responsive teaching
- Monthly Culture Team meeting
- Inter-class visitations will be conducted to support teacher in their implementation for the school-wide Traffic Light System
- Professional Development focused on social and emotional needs will be provided to staff during the school year
- Monthly home-school connection events will be held
- Class Dojo will be used to communicate between parents and teachers
- Teachers will reiterate the school and class promises throughout the school year
- Targeted quarterly teacher/student surveys will be conducted throughout the school year to glean the tone of the building
- All stakeholders are encouraged to share ideas, concerns and questions via the PS13’s Suggestion Box
- Implementation of student government to enhance student voice

- Staff, consultants and Parent Coordinator will conduct workshops for parents throughout the school year
- Increase parent volunteers in the classroom and special events via selection of Class

- Teachers and staff will improve communication with parents via telephone calls, Skedula and Newsletters with parents inviting them to school events
- Staff will attend the Therapeutic Crisis Intervention training

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- Staff members will be trained in the Stanford Harmony Program
- Counseling Department, Guidance Counselor and Students with Disabilities will provide mandated and at risk counseling to enhance student's social and emotional development
- Administration will meet weekly with grade leaders to discuss grade-wide needs pertaining to school climate
- Monthly “Breakfast With The Principal” meeting
- The “Clemente Dollar Program” will foster opportunities to reward students for positive behaviors
- Provision of de-escalation training for parents, teachers and students
- Monthly phone-school connection events will be held
- Training for staff and students in peer mediation and conflict resolution to promote positive behaviors throughout the school
- Quarterly Progress Reports will be shared with parents to ensure that they are kept abreast of their child's behavioral performance
- The PS13 Culture Team will have ongoing monthly meetings throughout the school year
- Monthly Safety Assemblies will be held to reinforce school culture behavior
- Issuance of Clemente Dollars throughout the school day to promote positive behaviors
- Training for staff and students in peer mediation and conflict resolution
- Collaboration with the CBO - Institute for Community Living for parents

### 3b – Parent and Family Engagement

> How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Teachers and staff will facilitate monthly parent workshops throughout the school year 2018-2019 to focus on ways to enhance social and emotional behaviors and provide strategies to augment students achievement.

### 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.

**The following resources will be implemented to achieve our goal:**

- Particular staff members will receive Clemente Dollars to distribute to classes
- The class that earns the most Clemente Dollars will receive the grand prize for the month
During the Mondays Professional Learning Community time and during Tuesday Parent Engagement time teachers will be given time to discuss school-wide observed behaviors and strategies to implement to enhance behaviors.

- Duplication of Clemente Dollars by Parent Coordinator
- Copies of Virtue Books for all teachers by Parent Coordinator
- Online tools for parent and staff communication - Skedula and Class DoJo
- Title I SWP Funds will be used for Students in Temporary Housing for assistance with their educational and social activities

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

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**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.**

**1st Quarter Check-In September/October 2018**

Implementation of Action Plan Administration of assessments to gather data. By the end of September, routines, materials and organization will be implemented.

- Data analysis will be conducted - reports will be reviewed from 2017-2018 school year to establish baseline target outcomes as it pertains to the schools overall attendance participates rates
- Attendance Committee members will be made to families and attempts will be placed in the ILOG system
- The School-Wide Character Education professional development will inform students about civility based on specific text aligned to monthly virtues
- Chancellor’s Regulations regarding bullying
- Integration of daily morning meetings
- Staff will be trained in Restorative Circle Practices
- Staff will be trained in Therapeutic Crisis Intervention training to manage and de-escalate social inappropriate behaviors

**2nd Quarter Check-In October 2017 - January 2019**

- We will be introducing our students to the Sanford Harmony program to improve student relations and reduce the quantity of incident reports
- We will be introducing our students to the Sanford Harmony program which is suppose to improve student relations and reduce the amount of incident reports. When students get to know each other on a deeper level they are less likely to be against each other.
- Offerings of parent workshops on testing anxiety, stress management and behavior modification strategies.
- Administration will measure the goal by noting a five percent decrease in online reporting from the 2017-2018 school year.

**3rd Quarter Check-In February/March 2019**

- Attendance Recognition certificates will be distributed during scheduled student of the month assembly programs.
- School Safety Town Hall meetings will be held. School team members will share with school community members updates regarding OORS reports
Mini workshops will be held before the awards ceremonies to increase the numbers of parents being made aware of future events, workshops, celebrations, and current school information.

4th Quarter Check-In April - June 2019

- The following reports will be reviewed and generated from ATS: RISA (September - June) class monthly attendance, RCVA-Cumulative attendance Report, and OORS.
- We will compare our OORS data from the beginning of the year to the end of the year to decipher if the use of the Cloud9 and Sanford Harmony made any difference with our student population on reducing the incidents of negative behavior.
- Grades 3-5 will participate in a school-wide initiative to support students in the testing grades by taking part in our Test Prep Rally.
- The guidance department will continue to conduct small group and individual counseling to promote thinking and behaviors

**Part 5b. Indicate the specific instrument of measure that is used to assess progress.**

We will utilize OORS reports and ATS Attendance Reports.

**Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Needs Assessment:

After analyzing our data in the Advance portal for enhancing school teacher collaboration, we retrieved the following average ratings for school year 2017-2018:

1a Demonstrating Knowledge of Content and Pedagogy: 3.01
1e Designing Coherent Instruction: 2.71
2a Creating an Environment of Respect and Rapport: 3.33
2d Managing Student Behavior: 3.07
3b Using Questioning and Discussion Techniques: 2.57
3c Engaging Students in Learning: 2.62
3d Using Assessment in Instruction: 2.49
4e Growing and Developing Professionally: 3.49

School Strengths:

- Curriculum Team constructs Curriculum Maps using the GoMath, Teachers College Reading and Writing Project “Units of Study”
- Professional Development during 80 minutes extended time on Mondays where teachers will analyze student work to improve teacher practice

School Needs:

- Based on the data, there is a need for enhancement in designing coherent instruction.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.**

<table>
<thead>
<tr>
<th>Priority Need</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 100% of classroom teachers will collaborate in their grade teams to analyze data and effectively plan differentiated lessons and assessments for small group instruction, evidenced by data-based lesson plans and formative assessment results, resulting in a 10% increase of levels 3 and 4 as as measured by the pre and post-tests.</td>
<td></td>
</tr>
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### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

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<td>Administration, Teachers, Academic Coach, ULIT Coach</td>
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</table>

- Grade-wide teacher teams will convene to reflect and modify curriculum maps
- Grade-wide teacher teams will meet to analyze student work and design lessons to improve student learning
- Teacher facilitation of school-wide professional learning sessions based on teacher information gleaned from previously attended external professional development
- Administrators and coaches will support the grade-wide meetings to target the advancement of student achievement
- Administrators will provide "Glows and Grows" to teachers to share strategies to improve their pedagogical practices in component 1e - Designing Coherent Instruction
- Inter-visitation will be scheduled for teachers to observe best practices in component 1e - Designing Coherent Instruction
- Bi Monthly Common Preps will include inter-visitation in grade model classrooms
- Grade specific Inquiry Teams will meet weekly to review student work using the Tuning Protocol
- Academic Coach will meet weekly with grade-wide teams to facilitate lesson planning

- Teachers will utilize Monday Professional Development sessions to share data needs to modify lesson plans
- Teachers will collaboratively discuss and integrate Pre and Post assessments to support rigorous lesson planning and instruction for all students
- Teachers will meet with the SSST Team to discuss and collect data to determine students in need of Response to Intervention services
- Teacher Teams will analyze student work and develop small group instruction to differentiate
### Action/Strategy: Data Analysis and Adjustment to PD cycle

**Activities**
- Grade-wide creation of rigorous tasks
- Teachers will evaluate lesson plans to monitor and adjust plans for effectiveness by analyzing students' benchmark assessments in reading, writing and mathematics
- Lesson designed to give all students access to learning, including Students With Special Needs and English Language Learners

**Teachers and Paraprofessionals**
- Sept. 2018 - June 2019
- Administration, Teachers, Academic Coach, ULIT Coach

#### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

- Teachers will meet with parents on Tuesday afternoons during the Parent Engagement time to promote teacher-parent collaborations
- P.S. 13K will partner with the Institute For Community Health staff to offer workshops to support parents with the social and emotional needs of their children
- Teachers will utilize Skedula to communicate with parents with up to date information on GoMath assessments. Parent and teachers can communicate with parents using Skedula on a daily basis

#### 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.

- Title 1 Funds for internal and external professional development for pedagogues (on and off site training with Teachers College Staff Developers)
- Per Diem for inter/intra-visitations class professional development sessions during Teachers College Staff Developers' visits
- Title 1 funds for teachers to attend Borough Field Support Center Mathematics and Literacy Cohorts for various teacher in mathematics.
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td>II</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

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.

Initial Indicator - September 2018

- Baseline Assessment GoMath Benchmark September 2018
- Teachers College Running Record Assessment for September 2018

Mid-Year Progress indicator – January 2019

- January Teachers College Running Record Assessment Data
- January - GoMath Benchmark Assessment Data Mid-Year GoMath Assessment Data

End of Year Assessment – June 2019

- June's Teachers College MOSL Running Record Assessment Data
- June's End of Year GoMath Assessment Data

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

We will measure the progress of this goal through the Advance Observations portal to determine progress towards meeting an increase in the average rating of component 1e.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Needs Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
</tr>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Needs Assessment:**

School administrators will monitor grade level teacher teams throughout the school year, as well as small group and individual planning sessions to help meet the specific needs of new and veteran teachers. School administrators need to schedule early grade inter-visitation with upper grade classrooms to observe the use of discussion prompts to promote student-to-student discussions. The professional growths of teachers are addressed via ongoing differentiated professional development and inter-visitations as a result of needs derived from sources such as observations, data, and/or professional requests.

School leaders ensure that the school community collaboratively create and share SMART goals/mission and long-term vision inclusive of core values that address the priorities outlined in the CEP. School leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. After conducting a comprehensive needs assessment of our schools academic program in response to this element of the Framework for Great Schools (Effective School Leadership) using such data sources as Advance, Quality Review, School Quality Snapshot, the NYC School Survey and other relevant data sources:

On the School Quality Review the school was found to be well developed in school leaders consistently communicating high expectations, including elements of the Danielson Framework for teaching, through professional development to the entire staff. School leader and staff effectively communicate expectations connected to college and career readiness and partner with families to support student progress.

**Areas of Strength:**

- All administrators in our school are supervisors as well as instructional leaders and communicate high expectations on an ongoing basis either via parent meetings, professional development workshops, memos, observation feedback, learning walk-throughs, common planning time, inquiry focused meetings, etc.
- Supervisors use the Framework for Great Schools (FfGT) to establish clear expectations for classroom practices and support teacher development.
- School administrators provide effective feedback that highlights strengths, identifies challenges and provides next steps to promote professional growth and improve classroom practice based on the FfGT.
- School Administrators continue to stay abreast of any updates or changes in the advance system.
- The school leaders have ensured that the school community collaboratively works on setting the school’s annual goal.
- School leaders facilitate the collaboration of staff members in formulating our Instructional Focus.
**Area Of Need:**

- Our priority will be improving teacher effectiveness and pedagogy. Based on the Danielson Rubric there will be a focus on 1a-Demonstrating Knowledge and Content; 3b-Questioning and Discussion Techniques and 1e-Designing Coherent Instruction.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leaders will engage 100% of teachers in professional development cycles focused on planning differentiated instruction for small groups resulting in a 10% increase in effective ratings in 1e, 3b and 3d of the Danielson Rubric as noted in the Advance Rating System.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infusion of cycles of professional development focused on Danielson Components - 1e, 3b and 3d</td>
<td>Teachers, Students</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Grade Leaders, Students</td>
</tr>
<tr>
<td>Engage grade teams in targeted collaborative activities focused on enhancing pedagogy</td>
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<tr>
<td>Integrate the practice of “looking at student work” to drive instruction</td>
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<tr>
<td>Modify lesson plans to align with student data</td>
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<tr>
<td>Insert reflection time to acquire staff feedback regarding professional development</td>
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<tr>
<td>Infuse inter-visitation to enhance teachers’ instructional practice.</td>
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<tr>
<td>Expose staff to a myriad of videos highlighting best practices in pedagogy</td>
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<tr>
<td>Provide Lunch and Learns focused on differentiation, questioning techniques and assessments</td>
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<tr>
<td>Design activities that permit student choice and offer opportunities for students to work with each other</td>
<td></td>
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<tr>
<td>Plan and design lessons using Universal Design for Learning principals and Specially Designed Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generate and organize instructional groups to support student learning</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reiteration of the need for mastery of content prior to the execution of the lesson</td>
<td>Teachers, Students</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Grade Leaders</td>
</tr>
<tr>
<td>Utilize student data to ensure access to learning by all students, including Students with Disabilities and English Language Learners</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor the impact of the professional development cycles based on the Advance Data</td>
<td>Teachers</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Grade Leaders</td>
</tr>
<tr>
<td>Provide support for teachers in self and peer assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic Coach will facilitate coaching sessions focused on differentiation and small grouping</td>
<td>Teachers, Staff</td>
<td>Sept. 2018 - June 2019</td>
<td>Administration, Grade Leaders</td>
</tr>
<tr>
<td>Professional development focused on inquiry</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Grade-wide professional development focus on units of study prior to execution of lessons
Professional development will be provided for new teachers on the Danielson Components, emphasis on 1e, 3b and 3c

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The following engagement and family support strategies will support the understanding of the goal:

Parents will:

- Be invited and encouraged to participate in Breakfast with the Principal
- Parents will be solicited to engage in workshops where they will introduce units of study during parent engagement time.
- Receive monthly newsletters regarding each unit of study
- Have the opportunity to meet with teachers during conferences to address student progress towards meeting learning goals
- Be invited to view classroom activities and discussions during school-wide instructional learning walks
- Will be invited to academic celebrations where they can observe students growth in varying content area of study

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.

- Teachers College Calendar Days
- Teacher College Staff Developers
- Skedula
- Academic Coach
- Title I funds for basic supplies, fiction and non-fiction books

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.
Bi-Weekly:

- Grade-bands will meet to engage in lesson studies
- Teachers and administrators will engage in progress monitoring to monitor student achievement on grade level specific CCLS to provide next instructional steps based on data
- Teachers and administration will convene on Monday afternoons to participate in the 80 minute extended professional learning sessions
- Teachers will utilize the Tuesday professional work time and common preparation periods to make adjustments to curriculum units of study
- Varying vertical Teams will meet to determine instructional moves, discuss implications of work and monitor the impact of the work on student progress and achievement
- November, February and May stakeholders will visit classrooms during instructional learning walks for peer feedback, and to conduct Instructional Learning Walks Teachers and Administration will look closely at Designing Coherent Instruction data to determine pedagogical strengths and efficiencies in this component.

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. |
| The Advance portal will be used as the measure of progress. |

| Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Needs Assessment:

- The need to enhance community partnerships to promote and provide professional development in social and emotional development and academics to support students success
- Based on the signatures from sign in sheets from Parent Workshops for school year 2017-2018, there is a school-wide need to increase parents participation in our PTA meetings and our parent workshops

Strengths:

- According to our Quality Review Report, we received a rating of well-developed in 3.4. Established a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations
- There has been an increase in parent involvement activities due to the following initiatives: Family Fridays, Breakfast with the Principal, Family Fun Day, Dad and Doughnuts, Grade-Wide Assemblies and Award Assemblies
- Parent workshops on Health/Wellness, Academics, and Social/Emotional well-being
- Partnerships with families to support student progress towards college and career readiness is conducted through workshops given to parents, constant communication to families via phone calls, emails, and teacher generated communications on student progress, both academic and behavioral
- Invite members of our school community to share their occupations with children during Career Day
- Parents are invited to monthly SLT and Safety Meetings
- Parents are informed about curricular through grade-level monthly newsletter
- The Parent Coordinator creates a monthly school calendar of activities, and flyers are disseminated to parents
- We have strong ties in the community with programs such as Boy Scouts, Art program, Dance and Basketball
- Our students participate in various in-service learning projects. Some of which include visiting nursing homes, orphanages, and cleaning environment
- The local Fire Department comes to the school twice a year to teach students about fire safety
- The School’s Safety Officers leads the Turkey Giveaway Event for needy families

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2019, the collaborative partnership with parents will be enhanced by providing targeted workshops twice per month during the Parent Empowerment time on Tuesday afternoons and P.T.A. Meetings, based on
parent surveys resulting in a 10% increase in attendance as evidenced in parent workshops and celebration attendance sign-in sheets.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators, teachers and Parents Coordinator will conduct bi-weekly workshops for parents throughout the school year to deepen their knowledge of the curriculum</td>
<td>All students, Parents</td>
<td>Sept. 2018 - June 2019</td>
<td>Administrators, Teachers, Parent Coordinator, Parents, School Aides and SLT</td>
</tr>
<tr>
<td>Utilize varying models of communication to promote workshops.</td>
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<tr>
<td>Parent workshops will be announced in monthly Parent Teacher Association meetings</td>
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<tr>
<td>A school-generated parent survey to decipher parent needs</td>
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</table>

| Parents will receive pertinent information concerning their children and updates concerning the school community | All Parents | Sept. 2018 - June 2019 | Parent Coordinator, SSST, Coachers, and ESL Teachers |
| Notification will be sent to parents using Pupil Path/Skedula                          |                  |          |                                                                                       |
| Invitations with tear off slips will be sent to families with a minimum of two weeks' notice to provide families with ample notice |                  |          |                                                                                       |

| Parents will receive information concerning initiatives for SY 2018-2019 | All Parents and Speciality Teachers | Sept. 2018 - June 2019 | Administrators, Teachers |
| Speciality teacher will plan parent engagement activities and facilitate workshops and activities for families |                  |          |                                                                                       |

| Breakfast with the principal will be conducted to engage and support families understanding of rigorous instruction and how they can support their child at home | All Parents, Community Members | Sept. 2018 - June 2019 | Administrators, SLT |
| We will continue to communicate with our parents via phone calls, notices, school messenger and through our P.S. 13K Roberto Clemente website of parent workshops |                  |          |                                                                                       |
| We will continue to celebrate student achievement with quarterly award ceremonies     |                  |          |                                                                                       |
| We will continue to celebrate student learning with our monthly grade assemblies where each grade performs a particular theme/ unity of study they have learned for the month |                  |          |                                                                                       |
- Ensure all voices are heard by utilizing translators for meetings, events, and provide printed material in languages of the school
- We will celebrate our differences and similarities by conducting activities and events to honor all cultures. For instance, we will incorporate a multicultural day where parent volunteers will share a particular food or fun activity from their culture
- We will implement Parent Readers - bi-monthly each class will invite a few parents to make a contribution and take a few minutes to read their favorite book to the class
- We will incorporate Learning Leaders, where parents will volunteer, assist teachers in the school community and attend Parent Teacher meetings

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute for Community Living</td>
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<tr>
<td>SUNY Downstate Medical Center</td>
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<tr>
<td>&quot;Bridging The Gap&quot;</td>
</tr>
<tr>
<td>Rhema Dance Company</td>
</tr>
</tbody>
</table>

### 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.

- Adjust schedules of all teachers to ensure parental engagement during Family Fridays
- Adjust schedules of instructional coaches so that they can facilitate professional learning for parents
- Schedule times to facilitate safety meetings to enlighten stakeholders about our school environment and safety
- Schedule administer and teachers to provide workshops for parents/guardians of English Language Learners and Students with Disabilities
- Materials for parent workshops flyers, memorandums and posters

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
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</tbody>
</table>

### 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 February 2019, there will be a 5% increase in family involvement as evidenced by parent sign in sheets.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance sign in sheets

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students who demonstrate below grade level data (Level 2) in the following areas:</td>
<td>The following programs will be used with students who are in need of intervention: Teachers College Reading and Writing Project, Fundations - phonics and vocabulary support</td>
<td>Reading Coach will work with small groups of students. The push-in/pull out model will be used.</td>
<td>The push-in/pullout model will be used during the school day.</td>
</tr>
<tr>
<td></td>
<td>Running Records</td>
<td>Differentiated instruction will be given to meet the needs of the students.</td>
<td>Teachers will conduct differentiated instruction with small groups in the classroom</td>
<td>ENL: Each class of students will receive instruction from a certified ESL teacher.</td>
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<tr>
<td></td>
<td>Scores from Performance Task</td>
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<tr>
<td></td>
<td>Teacher data analysis based on observation</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students who demonstrate below grade level data (Level 2) in the following areas:</td>
<td>The following programs will be used with students who are in need of intervention material will be used.</td>
<td>Math Coach will work with small groups of students. The push-in/pull out model will be used.</td>
<td>Classroom teachers and the Math Coach provide instruction during the week.</td>
</tr>
<tr>
<td>Running Records</td>
<td>Beginning of the Year Inventory Assessment</td>
<td>Scores from Performance Task</td>
<td>Teachers will conduct differentiated instruction with small groups in the classroom</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Science</td>
<td>Students who demonstrate below grade level data (Level 2) in the following areas:</td>
<td>The following programs will be used with students who are in need of intervention:</td>
<td>Students will receive instruction from the science cluster teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running Records</td>
<td>Harcourt science</td>
<td>Teachers will conduct differentiated instruction with small groups in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher data analysis based on observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who demonstrate below grade level data (Level 2) in the following areas:</td>
<td>The following programs will be used with students who are in need of intervention:</td>
<td>Students will receive instruction from the social studies cluster teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running Records</td>
<td></td>
<td>Teachers will conduct differentiated instruction with small groups in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher data analysis based on observation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Parent Request</td>
<td>Parental outreach will be provided on an ongoing basis. A Guidance Counselor will provide parent classes for parent who need additional</td>
<td>Small group instruction, one-to-one session use peer mediation strategies to increase efficacy of the students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guidance Intervention request</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
| as a result of Teacher Removal |
| Students in need of peer mediation, conflict resolution |
| parenting skills and support. Students are assisted in learning how to deal with various personal issues including school, friends, family, and current events. |
| and to help at-risk students. |

- SchoolPsychologist
- SocialWorker
**Section 7: Support for Students in Temporary Housing (STH)**

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th>PS13K currently serves 85 students in Temporary Housing for the 2017-2018 school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

#### At PS13K to services our students in Temporary Housing we plan to:
- Provide students with school uniforms and school supplies
- Our in service community service program will provide services to students
- Provide counseling sessions with the Guidance Counselor for students once per month and throughout the day based on the needs of the students
- Inform parents about services they can receive through ICL
- Having various activities once a month with their parents (game night, movie night, etc.)
- Create student support groups where children can share regularly
- During the holidays have a food drive and coat drive to help provide care packages for families that need support during the holiday season and breaks from school.
- Offer student enrichment classes to students that need support by having teacher donate time during their lunch or preparation time to support students in need of academic support
- A yearly toy drive is conducted to offer students gifts for the holiday seasons
- A yearly field trip will be implemented to expose the children to cultural elements
- Offer workshops for parents throughout the year around housing and money management where breakfast will be served

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>n/a</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>n/a</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

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.

Professional Development is provided to our teachers on Monday afternoons during the 80 minute extended day. Also, “Lunch and Learns” are also incorporated throughout the school year. These sessions are conducted by coaches, administration and outside Educational Associates such as Teachers College Staff Developers. These professional learning sessions are conducted to ensure that our teachers continue to receive research based best practices to that can be incorporated in their daily instructional practice. Topics range from student engagement, assessment, data driven instruction, differentiation, inquiry, resiliency, etc. Teachers also engage in inter-visitations to schools to observe best teacher practices to enhance their craft. The administrative cabinet also attends various hiring fairs to continue to hire highly qualified staff as the need arises.

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).

Teachers, administrators and staff conduct various professional development sessions throughout the school year around the topics of instruction, engagement, assessment, inquiry, differentiation, team teaching, ENL strategies to improve reading. Teachers, administrators and staff also attend professional development sessions outside of the school building. Information is turn keyed to the staff to enhance teacher practice as well. Teachers, administrators and staff conduct various activities such as, “Reading Night” and “Meet the Principal” where parents are invited to attend workshops and learn strategies in ELA and Math to help support their children’s learning at home.

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

n/a

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.).

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program include parent orientation, community wide activities, early intervention, open access to observe pre-k classrooms, and monthly parent/guardian workshops conducted by the pre-k social worker.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers on designated teams such as the Professional Development team, Curriculum team and Grade Wide Team participate in the selection of appropriate multiple assessment measures. Additionally they provide feedback regarding usage of assessment results to improve instruction and student achievement.

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$510,312.00</td>
<td>✔</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$203,303.00</td>
<td>✔</td>
</tr>
</tbody>
</table>
Title III, Part A | Federal | $11,200.00 | X | Section 5A
Title III, Immigrant | Federal | 0 | [ ] | [ ]
Tax Levy (FSF) | Local | $2,504,771.00 | X | Section 5A,5B

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. PS13K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS13K will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology</td>
</tr>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress</td>
</tr>
<tr>
<td>• Providing assistance to parents in understanding City, State and Federal standards and assessments</td>
</tr>
<tr>
<td>• Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand</td>
</tr>
<tr>
<td>• 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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
</table>

2018-19 CEP
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds 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.

**Encouraging School-Level Parental Involvement**

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

- Holding an annual Title I Parent Curriculum Conference
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
• Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
• Supporting and 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)

P.S. 13K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

• Using academic learning time efficiently
• Respecting cultural, racial and ethnic differences
• Implementing a curriculum aligned to the Common Core State Learning Standards
• Offering high quality instruction in all content areas; providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA)

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- Supporting parental involvement activities as requested by parents
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs

### II. Parent/Guardian Responsibilities

Parent/Guardian:
- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- Check and assist my child in completing homework tasks, when necessary
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time
- Encourage my child to follow school rules and regulations and discuss this Compact with my child
- Volunteer in my child’s school or assist from my home as time permits
- Participate, as appropriate, in the decisions relating to my child’s education
- Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- Respond to surveys, feedback forms and notices when requested
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
- Take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams
- Share responsibility for the improved academic achievement of my child

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☑ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

<table>
<thead>
<tr>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
</table>

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

<table>
<thead>
<tr>
<th>☑ K</th>
<th>☑ 1</th>
<th>☑ 2</th>
<th>☑ 3</th>
<th>☑ 4</th>
<th>☑ 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ 6</td>
<td>☑ 7</td>
<td>☑ 8</td>
<td>☑ 9</td>
<td>☑ 10</td>
<td>☑ 11</td>
</tr>
</tbody>
</table>

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
### 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: ____

At P.S.13, we have a free standing ENL Program. Currently, we have 49 English Language Learners. All students will be invited to participate in the after school ENL Program, which will be facilitated by licensed ESL/Bilingual teachers. We anticipate that each teacher will instruct approximately 15 students. Two teachers will facilitate the Title III ENL after school program. The teachers will use English as the medium of instruction. They will focus on improving the language acquisition of all ELLs. Students will be divided into two groups; one pedagogue will work with students from kindergarten, first grade, and second grade; another pedagogue will instruct ELLs from grades 3 - 5. Below find a breakdown of our ELLs for the 2018-2019 SY:

```
Expanding/ commanding
4 / 2
0
5
1
5
0
1
3 / 2
0
1
2
2
2
5
0
6
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We will run the program from November through the end of May. The program will take place on Thursdays and Fridays from 2:30 PM to 4:00 PM.

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

Analysis of NYSESLAT data (2017-2018) indicates that reading and writing are the lowest modalities among our ELLS. Therefore, instructional focus and activities will heavily hone in on developing students' reading and writing skills. Additionally, phonics, fluency, vocabulary and reading comprehension will be taught. Our goal is to foster a love for reading, while teaching
Part B: Direct Instruction Supplemental Program Information

Various reading skills to enhance students' speaking and reading comprehension. Curricula will be organized around “big questions,” involve authentic reading and writing experiences, and provide textual choices and meaningful content for students. Our program will also focus on developing phonemic awareness especially for the students in the entering, emerging and transitional stages.

We will use methodologies learned from Teachers College Workshop to enhance literacy skills, as well as content-area based materials so students can be exposed to rich academic language. The teachers will select complex texts for read aloud during meetings. Through deconstruction and reconstruction of the complex texts, students will learn different literacy skills such as main idea, context clues, sequencing and characterization, as well as, content area knowledge, grammar, and vocabulary. There are seven special needs students among our ELLs. In order to support their needs, we will ensure all activities are scaffolded. One of the most important steps in critical reading is to make predictions about a piece of writing prior to the first real reading. For our emergent readers and special needs students, we will use a strategy called taking a “book walk.” During a book walk, students are asked to preview the book before they read any text and make predictions about the plot by analyzing context. For emergent readers, this means looking at pictures and describing what they see. Teachers model this reading strategy to the students. They will begin with the title and author of the book, sweeping a finger under the words as they are read out loud. Next, they instruct the students to look at the pictures on the cover. The teacher will then ask the student to make predictions about what he sees and what he/she thinks the book will be about. Afterwards, students will practice the specific skill taught to them in their independent reading books (differentiation). Next, students will have an opportunity to discuss the strategy they focused on with a partner or whole class. Other scaffolding strategies the teachers will use are: providing visual cues to help students understand topics, chunking long readings into short passages so that students see only the section they need to tackle, reading a passage aloud before students read independently, model fluent reading, having students act-out the actions of the story, graphic organizers, organize your students into reading partnerships etc. All of our students have been tested through Running Records and they all know their independent reading levels.

Students will also receive instruction to prepare them for the NYSESLAT assessment. The NYSESLAT instruction will be differentiated according to each student's individual score. Certified ESL/Bilingual teachers will create differentiated lessons that include the four modalities of English Language Learners and take into consideration the various learning styles of all students. The school will use some of the allocated funds to pay for the two teachers, purchase notebooks, paper, pencils, fiction and non-fiction leveled books and a more culturally responsive library. Finish Line New York ELLs (For NYSESLAT) will be purchased and used during the after school program. We have found these books to be essential for NYSESLAT test takers. Practice lessons meet today's Common Core Learning Standards (CCLS) and prepare ELLs for the format and item types they will encounter during the upcoming NYSESLAT. We will purchase the student booklets, audio CDs and an annotated teacher’s editions for supplementation.

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
Part C: Professional Development

- name of provider

Begin description here: 
Throughout the school year, our ENL teacher and any teacher working with our ELLs will attend various ENL workshops at Columbia Teachers College, professional development offered by the Office of English Language Learners and ENL workshops offered by Brooklyn North Field Support Center. Our certified ENL teacher, Ms. Venice, and the Assistant Principal, Mr. Thomas will attend most of the ENL workshops. Pedagogues and administration are encouraged to attend professional learning sessions to enhance and deepen their knowledge of strategies to utilize and improve the achievement of English Language Learners. Our staff recognizes that they are lifelong learners and welcome professional development. When teachers attend workshops they later turnkey the pertinent information to the general education teachers who have ELLs in their classes. The information is turn keyed during monthly meetings, common planning periods, and collaborative inquiry team meetings to discuss effective strategies for instructing English Language Learners.

Our ENL Teachers will attend multiple professional development trainings during 2018-2019 SY such as Advanced Literacy 2 Day Institute and ENL Teacher Boot camp, both of which are being offered during the summer by Brooklyn North Field Support Center. Our ENL teachers attended various ENL related workshops facilitated by Brooklyn North Field Support Center. Additionally, they participated in our multiple internal TC workshops where the TC staff developer modeled reading and writing strategies for all students. Moreover, ongoing coaching was provided by ENL instructional leads from the Brooklyn North Support Center. On Mondays we provided Professional Development for all staff members, from 2:30pm-3:40pm. Some of the professional development offered to all our teachers this past year during this time was sessions on Co-Teaching (focusing on pushing in for ENL teachers) "Developing School Wide Instructional Focus & Questioning and Discussion 3B" facilitated by Ms. Cameron (School Principal), Guided Reading, Supporting ELLs in the Math Classrooms. Third - fifth grade Teachers will look at NYS Exams Data to determine students strengths and weaknesses in ELA and Math. K-2nd grade teachers will review their students' running records to determine the types of comprehension questions their students need to review (Inference, main idea, retell..). K-2nd grade teachers will review pre- and post Go Math exams to determine the types of math problems they need to review and re-teach. Additionally, the ENL teacher participated in professional learning sessions to acquire knowledge about new research-based strategies to impact ELL students’ learning. Furthermore, professional meetings-inclusive of the ENL teacher and general content teachers are held to focus on academic language and methodologies used for ELLs in the content areas. Once per month, the ENL teacher meets with general education teachers to assist them in planning their social studies or science lessons that target the needs of ELLs. Thereafter, the teachers will study and integrate the strategies in the execution of their lessons. Differentiated tasks for ELLs should be evident, especially in science and social studies, where the ESL teacher was rendered assistance. Language foci are set to make certain that students learn and write complex sentences. These strategies should transfer to lessons in the classroom and the after school program. The teachers will create assessments to decipher the effectiveness of the strategies and make modifications in lessons and strategy meetings. During the coming SY, we will continue to recommend and provide professional development to the ENL teachers as well as other pedagogues who support the ELLs. We intend to conduct more inter-visitations to sites outside of P.S.13 to ensure best practices.
**Part D: Parental Engagement Activities**

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

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

Begin description here: ________

Parental engagement is paramount as the parents and guardians will be kept abreast of strategies that can be used to improve and increase their children's use of English. To make certain that all parents of ELLs are actively involved in their children’s learning, a Back-to-School-Orientation will be held in Sept. A survey will be created to glean parents’ interests and concerns. Parents of ELLs and immigrant students registered in the after school program will be invited to attend parent workshops that address the specific needs of the children involved in the Title III Program. Four workshops will be held throughout the 2018-2019 school year. Each workshop will be held for 60 minutes. The ESL teacher will facilitate and a translator will be present at the workshops. The PTA and Parent Coordinator (Amanda Adorno) will also help facilitate parents’ involvement in these workshops. We will notify the parents of the workshops by sending home notices in the preferred home language, the PTA calendar, via phone calls, school messenger and P.S. 13’s website. The workshop schedules and topics to be addressed in these Parent Workshops are as follows:

Parents of ELLs and immigrant students who are identified for the after school program will be notified by an ENL administrator at the end of October 2018. The ENL teacher will give parents an overview of the program and tips on what they can do at home to help their child succeed in English acquisition. Interpretation will be given to parents throughout the meeting. In addition, letters will be sent home for parental consent for students’ participation, school messenger, and P.S. 13 website.

Parents will receive a report once per month to report the progress of the ELLs in the after school program. The report will describe the skills that students should have learned and give parents advice on how to practice these skills at home. Students' work, as well as rubrics, will be attached to each letter showing their progress. If necessary, the letter and the rubrics will be translated into Spanish, Arabic or Russian so that parents can have a complete picture of their children’s performance during the Title III after school Program.

To ensure home and school connection, the ENL teacher will contact parents via friendly telephone calls, formal, and informal meetings with appropriate translation after school on Tuesdays during the Parent Engagement segment. This is to build a closer relationship with parents so the ENL teacher can have a better understanding of individual student's needs and concerns.

We will hold our annual "Back to School Orientation" to welcome our ENL Parents and communicate our schools vision as a whole and our vision for the Title III after school program. We will also create a parent survey to glean parents’ interest and concerns.

In December: Reading Strategies – Parents whose children are in the Title III program will be invited to this workshop, which aims to emphasize the importance of reading outside the classroom. A Title III ENL teacher and another Title III teacher (general education/content-area subject) will discuss with parents the strategies they can use while reading with their children. The Title III teacher will show clips of reading lessons as to let parents know how conversations
**Part D: Parental Engagement Activities**

are carried when ELLs read. The teachers and parents will uncover useful questioning skills in reading. Materials such as PowerPoint Presentation, handouts, and a recommended book list will be distributed to parents. Parents are also given bilingual books so they work on their children's literacy skills in their native language. Refreshment will be provided during the workshop. In February: Getting Ready for NYSESLAT – Parents whose children are in the Title III program will be invited to this workshop, which aims to enhance their awareness of the upcoming NYSESLAT. A Title III ENL teacher will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can do with their children at home. The ENL teacher will also provide materials and list resources for parents to use at home. Refreshment will be provided during the workshop. In April: ENL Field Trip to ELLIS Island. The purpose of this trip is to let ELLs and their parents explore America's immigrant history. Accommodated with our bilingual parent coordinator (Ms. Adorno), Spanish and Arabic speaking parents will be given translation throughout the trip. Entrance and transportation fees will be covered by our Title III funding.

**Part E: Budget**

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
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<tr>
<td>Supplies and materials</td>
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<td></td>
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<tr>
<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Brooklyn</td>
<td>013</td>
</tr>
<tr>
<td>School Name</td>
<td>Roberto Clemente</td>
<td></td>
</tr>
</tbody>
</table>

#### 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 ELL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maxine Cameron</td>
<td>Howard Thomas</td>
</tr>
<tr>
<td>Coach</td>
<td>Thalia Wright</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuleta Venice</td>
<td>Jasmin Lawrence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yalixa Rodriguez</td>
<td>Theresa Jenkins-Kenion</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yacely Melo</td>
<td>Amanda Adorno</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Edwards SETTS</td>
<td>Camilla Holmes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Thomas McBryde Jr.</td>
<td>Maxine Cameron</td>
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</table>

#### 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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Howard Thomas</th>
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</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>Paul Thomas</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>Thalia Wright</td>
</tr>
</tbody>
</table>

| Number of certified bilingual teachers currently teaching in a bilingual program | Stuleta Venice |
|----------------------------------------------------------------------------------------------------------------|
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | Jasmin Lawrence |
| Number of teachers who hold both a bilingual extension and TESOL certification | Yalixa Rodriguez |

| Number of certified ENL teachers not currently teaching in the ENL program | Theresa Jenkins |
|----------------------------------------------------------------------------------------------------------------|
| 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) | Yacely Melo |
| Number of special education teachers with bilingual extensions | Amanda Adorno |
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Pamela Edwards SETTS</th>
<th>Total number of ELLs</th>
<th>Camilla Holmes</th>
<th>ELLs as share of total student population (%)</th>
<th>%</th>
</tr>
</thead>
</table>

Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>TBE</td>
<td>SELECT ONEYesNo</td>
<td>SELECT ONEYesNo</td>
<td>SELECT ONEYesNo</td>
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<td>TBE</td>
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<tr>
<td>TBE</td>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes ☑
  - No ☐
  - If yes, indicate language(s): X

- Dual language program (DL)
  - Yes ☑
  - No ☐

- Freestanding ENL
  - Yes ☑
  - No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE = transitional bilingual education; DL = dual language.

Part III: Assessment Analysis
After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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.]

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

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.
   b. TBE program. If applicable.
   c. DL program. If applicable.

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)?
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.

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

What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

To assess early literacy skills of our ELLs in kindergarten through fifth grade, we use TCRWP running records, as well as TCRWP pre and post on demand writing for all grades and the TCRWP pre and post on demand reading assessment for grades 3-5, 4th grade Science, NYSITELL and the NYSESLAT to assess the early literacy skills of our ELLs. The raw scores of the NYSITELL provides teachers with basic understanding of the reading, writing, speaking and listening skills for our new ELLs. Throughout the academic year, teachers use running records to assess students’ reading levels. We administer running records 5 times throughout the year where we use TCRWP to measure their early literacy levels. In the upper grades 3 to 5, we use Periodic Assessment for ELL, and ELA scores. These assessment tools test a variety of skills such as decoding and comprehension as well as sight word recognition, spelling, sound-symbol relationship, reading with fluency and writing. We use this data to analyze weakness in the skill area tested and define our learning targets and short term goals. Every spring, our ELLs take the NYSESLAT which measures their progress in learning English as a Second Language.

5. 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 data demonstrate a weakness in writing skills, therefore our focus is to have ELLS write expository text in which they demonstrate the commands of the conventions of standard English.

6. 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?

We use initial NYSITEL scores to identify the needs of new students. Students will be placed in classrooms with other ELL students. ESL students will receive services from one of our ESL teachers through a pull out and push in model. The success of the ELL program is evaluated based on the academic and social success of the English Language Learners. Students gain confidence in their ability to communicate in English in formal and informal settings. The program is successful if the students have passed the NYSESLAT and/or showed significant gains on the exam. Additionally, success of the ELL program is determined by the standardized test scores of the students. The success of the ELLs is evident at the graduation ceremony when the honor student makes a speech about his/her first day in a new country. The goal of the school is to ensure that all students, including the ELLs, are college and career ready.

7. 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?

Students are being serviced their mandated hours throughout the day. We also have the ESL students getting additional intervention if needed by our Academic Coach and RTI/AIS teacher. Teachers who have these students in their class also do small group instruction with these students throughout the school day, using ESL strategies. We currently have an ESL after school program for all K-5 students. We also invite our 3-5 students to ELA/Math after school program.

8. 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.

At P.S.13 we have an RTI Team and our members are: Mrs. Cameron (Principal), Ms. Archer (AIS) Ms. Towles (Special Education Assistant Principal), Ms. Castello (Speech Teacher), Ms. Edwards (SETTS Teacher) Ms. Peralta (School Psychologist), Mr.
Thomas (Assistant Principal), Ms. Venice (ESL Teacher). This RTI team was formed to conduct a comprehensive needs assessment for the ELLs and the SPEDS based on the results of the Periodic Assessment. After analyzing the data gathered from the performance tests, period assessments, and annual tests (State examinations, and the NYSESLAT), our school identifies ELLs who are not making academic progress at expected rates. Then we administer RTI screening to assess whether their literacy skills and competences are meeting grade level benchmarks. For ELLs who are at risk, our ESL, classroom and subject teachers will collaborate to design instructions to strengthen the skills they need in English language acquisition.

Differentiated materials are used to meet the needs for these ELLs, and they are tools we use to assess their progress. In addition, some ELLs will receive AIS service (in literacy and/or mathematics) if they are not making adequate progress in a whole-class setting. After monitoring their progress over time (8 weeks), if these ELLs still demonstrate adequate progress in targeted skills and competencies, we will refer them to our special education team.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

One pattern that is revealed in the NYSITELL each year is that new arrivals score at a beginning level in all modalities. As the year progresses, the data shows that the students improve in the speaking and listening modalities. NYSESLAT 2017, indicates that out of 57 students tested 54 improved. Students made progress in English Language Acquisition (76.92%) and 4 students attained Proficiency on the NYSESLAT (10.26%). For instance: In Kindergarten the new arrivals who scored beginners on the NYSITELL in 2016-2017 made great strides on the spring NYSESLAT Test.

Results of NYSESLAT 2016-2017 SY is as follows:

K-7 Entering 0 Emerging 2 Transitioning 1 Expanding
1st grade - 4 Entering 0 Emerging 3 Transitioning 2 Expanding
2nd grade - 3 Entering 4 Emerging 1 Transitioning 1 Expanding
3rd grade - 6 Entering 2 Emerging 0 Transitioning 4 Expanding
4th grade - 2 Entering 0 Emerging 3 Transitioning 2 Expanding
5th grade - 0 Entering 0 Emerging 0 Transitioning 0 Expanding

10. If you had a bilingual program, what was the reason you closed it?

We hold weekly meetings with our teachers where we share the data. In these meetings our ESL teacher is included. We have inquiry teams by grades where our ESL teacher is an active member.

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

P.S.13 has a Freestanding ESL Program. Because of our growing ELL population we decided the best way to service our students would be through a very structured Push-In and Pull-Out ESL teaching model. There is one class in each grade where the majority of the ESL students have been placed. For grades K-5 the ESL teacher pushes into those classes where the majority of the ELLs are placed. She pushes in approximately 4 times per grade per week. When needed she will bring ELLs from other classes with the same ESL Level into the class that has the majority of the ELL students. The ESL teacher also Pulls-Out the Entering and Emerging students. The ELL groups are grouped by proficiency level and grades.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Paste response to questions here:

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Paste response to questions here:

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in ESL. The Freestanding English as a Second Language teacher, Ms. Venice pushes-in and pulls-out all of her ELLs. Each group receives the mandated amount of instructional minutes. As per CR Part 154, ESL and ELA instructional minutes are explicitly delivered to the school's English Language Learners. The transitioning and expanding students receive 180 minutes of ESL (four periods) with Ms. Venice. Entering and emerging students receive 360 minutes (eight periods a
If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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

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).

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

What language electives are offered to ELLs?

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

a) We currently only have a handful of students identified as SIFE, the school has an educational and instructional plan to address their needs. Students will receive a variety of academic intervention services. The ESL teacher will create an individualized student needs assessment plan in collaboration with the AIS Team to focus on Literacy and Math skills. Students will be provided with the corresponding English language proficiency materials to help him/her succeed in the classroom. Additionally, the Parent Coordinator, the Guidance counselor and ICL (Institute for Community Living, a school based community organization) will help the student and his/her parent with this transition back into a formal school setting.

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

c) Ms. Venice and the AIS team will collect and analyze data concerning the ELLs receiving four to six years of ESL services. The group will scrutinize the results of the NYSESLAT, ELA and Math assessments to highlight academic strengths and weaknesses. The team will create an action plan for each student delineating and tabulating the standards, concepts and skills that have not been grasped. Instruction and assignments in English will focus on the action plan. Students will be reevaluated every six weeks to track progress in these areas.

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

e) The plan for continuing transitional support for students reaching the NYSESLAT is that they are entitled to receive an additional year of ESL services upon request from their parents/guardians. Mrs. Cameron (Principal), Ms. Joseph (Speech
Teacher) Ms. Archer (AIS Teacher) Ms. Towles (Special Education Assistant Principal), Ms. Edwards (SETTS Teacher) Ms. Graham (School Psychologist), Ms. Brown (ESL/AIS Assistant Principal), Ms. Venice (ESL Teacher). This RTI team was formed to conduct a comprehensive needs assessment for the ELLs and the SPEDS based on the results of the Periodic Assessment. After analyzing the data gathered from the performance tests, period assessments, and annual tests (State examinations, and the NYSESLAT), our school identifies ELLs who are not making academic progress at expected rates. Then we administer RTI screening to assess whether their literacy skills and competences are meeting grade level benchmarks. For ELLs who are at risk, our ESL, classroom and subject teachers will collaborate to design instructions to strengthen the skills they need in English language acquisition. Differentiated materials are used to meet the needs for these ELLs, and they are tools we use to assess their progress. In addition, some ELLs will receive AIS service (in literacy and/or math) if they are not making adequate progress in a whole-class setting. After monitoring their progress over time (8 weeks), if these ELLs still demonstrate adequate progress in targeted skills and competencies, we will refer them to our special education team. For classes that the ESL teacher pushes in or co-teaches, that ESL teacher provides necessary supports for the former ELLs. As to testing, they will receive the same testing modifications as all other ELLs for two years after they pass the NYSESLAT. They can also participate in the ELA after school classes to maintain and enhance their English levels. In addition, classroom and subject teachers meet with our ESL teachers regularly to discuss concerns and strategies for these students.

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

Some of the research-based and standards-based instructional methods for English Language Learners are helpful when working with Students with Disabilities. Teachers of ELLs with disabilities have a variety of programs to help their students access academic content areas and accelerate English Language development. The school’s literacy curriculum, TC Reading and Writing Workshop, has a component for English Language Learners and the ESL teacher has attended several workshops. To strengthen all of our students reading and writing skills we implemented the Wilson Fundations for K-3 a phonological/phonemic awareness prevention program. These students are exposed to the content and concept many times using a myriad of instructional methods. The teacher uses visual aids, graphic organizers, repetition, simple language, scaffolded vocabulary and the audio concept of the literacy program.

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

2. 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.

Our school provides Academic Intervention Services which includes Math, Reading and Technology: For instance, GoMath for math implementation and supplement with UMathX program to support student learning and increase student outcomes. Also implement TC units of study which are aligned with the CCLS and students are exposed to a range of non-fictional reading and writing in the content areas (Science and Social Studies). Most of our ESL students with IEP’s are in Integrated Co-Teaching classroom with two classroom teachers. Tier I ELA interventions is monitored by classroom teachers. Teachers provide them with small group support and various materials such as Achieve 3000, Reday Gen Phonemic/Word Study and Building Vocabulary are used to enhance students’ English levels. Tier II ELA intervention is provided by academic intervention teacher Ms. Davis. For AIS students are pulled out in small groups or individually for 20-30 minutes a day to work on their fluency, decoding and coding and comprehension skills using The Waterford Early Reading Literacy, Math and Science program. For ELLs with IEPs, tier III intervention is provided by special education teachers in small pull-out groups. In collaboration with the DOE Speech Office the Fundations phonics program is implemented by the Speech Therapist with all first grade classes to develop the foundational phonetic skills of students.

The Teachers College Reading Rescue program is implemented through the utilization of the paraprofessionals to support reading for students identified by teachers. The Writing Matters program through the technology grant is offered to support teachers and students incorporate technology within the classrooms. Response to Intervention is offered to students by utilizing the instructional coaches, RTI instructor and IEP Coordinator using the Common Core curriculum from the EngageNY website during the school day.

Implement an after school program focusing on ELL students using “Moving into English”, “Teachers College”, and “Imagine Fantasy Island” curriculum.

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?

In 2015-2016 school year we decided to return to our push-in and pull-out model because we felt it is more effective for our students. Teachers collaboratively plan together to develop lessons to meet the students needs. For this upcoming year we will continue to provide more TC workshops for our Certified ESL teacher. And More The Dept. of English Language Learners workshops will be provided for the ESL teacher and the Co-Teachers so that they can continue planning and collaboration.

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

N/A

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.
ELLs are provided with the same opportunities of all other students at PS13. They are encouraged to join all afterschool academic and extracurricular activities. At PS13 there are various ELA academic interventions for all students including ELLs. Math intervention is provided to ELLs that are struggling based on math data. ELLs with IEPs receive SETSS and/or speech therapy. Programs such as Achieve 3000 and UMath X, and Piece of Cake English. As well as, in collaboration with the DOE Speech Office the Fundations phonics program is implemented by the Speech Therapist with all first grade classes to develop the foundational phonetic skills of students.

The Teachers College Reading Rescue program is implemented through the utilization of the paraprofessionals to support reading for students identified by teachers. The Writing Matters program through the technology grant is offered to support teachers and students incorporate technology within the classrooms. Response to Intervention is offered to students by utilizing the instructional coaches, RTI instructor and IEP Coordinator using the Common Core curriculum from the EngageNY website during the school day.

Implementation of an after school program focusing on ELL students using “Moving into English”, “Teachers College”, and “Imagine Fantasy Island” curriculum. ELLs students are also provided with academic afterschool programs that focus on Math and ELA Test Practice. Extracurricular activities that the school provides are basketball, band, martial arts, and art. No programs or services have been discontinued for ELLs.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, There are various Instructional materials used to support our ELLs. For examples, Words their Way, Building Vocabulary, Piece of Cake English, GOMath, UMathX and NYSESLAT prep books, various texts (for guided reading, shared reading, read alouds) that cover all content area subjects, bilingual dictionaries, IPads, Kindles and various leveled novels in Spanish and English for independent reading. Students can also use the electronic dictionary on the device to assist their learning, especially in content area subjects. There are also online reading programs such as Achieve 3000 and STARS offers an ELL resource kit to teach the skills needed by students acquiring English as a Second Language. Various pictures, songs, stories, games and photographs are used to help assist in teaching academic vocabulary. Assorted manipulatives are used to support math and science as well. All instruction materials are differentiated by academic and grade level. Thus, students are provided with appropriate instructional materials. Students have access to Google Translator, Smartboard, laptops. Students have access to glossaries, dictionaries, native language dictionaries, writing resources guides, visual aids and graphic organizer. Leveled novels in Spanish and English for independent reading are provided for the students. As well as, Spanish "Go Math" books., testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
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<td>7.</td>
<td>If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.</td>
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| 9. | If student is an ELL, parent is invited to the parent orientation meeting.  
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. |
| 10. | ELL is placed in the ELL program that the parent selected.  
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.  
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice. |
| 11. | Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process). |
| 12. | If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months. |
Part VI: LAP Assurances
School Name: P.S.13 Currently provides Freestanding ESL Program, and native language support is provided when necessary either by a staff member or another student who speaks the language or through the use of a computer. Students are also provided with native language dictionaries, leveled books in Spanish for independent reading as well as Spanish Go Math books.

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

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

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<tr>
<th>Name (PRINT)</th>
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There are various Instructional materials used to support our ELLs. For examples, Words their Way, Building Vocabulary, Piece of Cake English, GOMath, UMathX and NYSESLAT prep books, various texts (for guided reading, shared reading, read alouds) that cover all content area subjects, bilingual dictionaries, IPads, Kindles and various leveled novels in Spanish and English for independent reading. Students can also use the electronic dictionary on the device to assist their learning, especially in content area subjects. There are also online reading programs such as Achieve 3000 and STARS offers an ELL resource kit to teach the skills needed by students acquiring English as a Second Language. Various pictures, songs, stories, games and photographs are used to help assist in teaching academic vocabulary. Assorted manipulatives are used to support math and science as well. All instruction materials are differentiated by academic and grade level. Thus, students are provided with appropriate instructional materials. Students have access to Google Translator, Smartboard, laptops. Students have access to glossaries, dictionaries, native language dictionaries, writing resources guides,

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

Throughout the school year our ESL teacher and any teacher working with our ELLs attend various ESL workshops at Columbia Teachers College, professional development offered by the Office of English Language Learners and ESL workshops offered by our district. Our certified ESL teacher Ms. Venice and the Assistant Principal Ms. Brown attend most of the ESL workshops. Pedagogues and administration are encouraged to attend professional learning sessions to enhance and deepen their knowledge of strategies to utilize and improve the achievement of English Language Learners. Our staff recognizes that they are life long learners and welcome professional development. Attendees later turnkey the pertinent information to the teachers who have ELLs in their classes. The information is turn keyed during monthly meetings, common planning periods, and collaborative inquiry team meetings to discuss effective strategies for instructing English Language Learners. Some of the workshops attended 2016-2017 SY were: Enacting CCLS Practices to Support Achievement for ELLs in Math, Co Teaching for ELLs, Testing Scoring and Administering of the LAT, Reaching our ELLs: Aligning

Assistant Principal

3) Staff at the school assist ELLs as they transition from elementary school to middle school. By implementing the Common Core Standards and infusing the curriculum with rigor, the teachers are preparing the English Language Learners for college and career readiness. The Principal, Assistant Principals, teachers and instructional coaches provide workshop for the parents explaining the New Common Core Standards. The Principal and the Assistant Principals also provide middle school tours for all of our students. Parent Coordinator assists the students and the parents with the interview process, and student portfolio for the middle school application and acceptance process. As per CR Part 154.2 all teachers will receive 15% of ELL-Specific PD during our Extended Day. Throughout the school year our ESL teacher and any teacher working with our ELLs attend various ESL workshops at Columbia Teachers College, professional development offered by the Office of English Language Learners, CITE, GoMath and ESL workshops offered by our
NYS ESL Standards and CCLS, SIOP & CALLA Approaches, Achieve 3000’s Post Level Set Test, Follow-up to Achieve 3000.

Professional Development for 2013-2014 SY:
Learning Waterford, Waterford Creating Classes, Danielson 2013 Rubric, LAP Technical Session, Language and Literacy for ELL’s; Creating Systemic Change for Academic Achievement, Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators, Reading and Writing Nonfiction for ELL Institute: Scaffold for Success, Writing Curriculum Calendars, Ways to Make Every Aspect of Workshop Teaching Responsive to the needs of our Students, Nuts & Bolts of Writing Workshop: Exploring, and TC Readers Workshop.

2) We have been consistently provided professional development for the whole staff on the Common Core Learning Standard since SY 2010. We provide the staff with Common Core Learning Standards PD during our monthly staff development meetings, grade meetings and inquiry team meetings. When we unpacked the Common Core Learning Standards we discuss how to infuse these standards into all of our lessons and how to scaffold our lessons to meet the needs of our ELL’s. For instance, two of our teachers last year modeled strategies they use in the classroom for their ELL students. They modeled using visuals to introduce vocabulary words before they begin a read aloud and they modeled how to use graphic organizers.

district. Teachers will also receive professional development from the certified ESL teacher who will turn-key information from workshops she has attended. Teachers will discuss research-based and standards-based techniques and methodologies and then design lessons to effectively instruct English Language Learners. These teachers will meet twice a week for differentiated professional development. Ms. Venice will receive 50% of total hours For ELL-specific professional development through ESL workshops at Columbia Teachers College, Professional Development offered by the Office of English Language Learners, CITE, GoMath and ESL Workshops offered by our district. All agendas and attendance will be maintained in the ESL data binder.
for writing. We started this year discussing and enhancing our instructional focus. Last year our instructional focus was, "Using Assessing and Advancing Questions To Promote Authentic Discussions." Our Principal conducted several, "Lunch and Learns" sessions where she modeled and scaffolded how to use assessing and advancing questions to promote discussions. It is expected that all of our students participate in discussions with each other, especially our ELL students.

Parent engagement is paramount as the parents and guardians will be kept abreast of strategies that can be used to improve and increase their children's use of English. Throughout this year all parents were invited to sit-in their children's classrooms to experience first hand teaching (Family Fridays), during this time the Principal, Assistant Principals and Parent Coordinator welcomed parents and provided translation when needed. We also, implemented Parent Communication, every Tuesday all teachers communicated with parents via telephone, or meeting for 40 minutes. The Principal and Assistant Principals actively monitored to ensure all teachers were communicating with parents. In fact, Assistant Principal Ms. Brown on several occasions translated for the teachers and parents. We also provided our ESL parents with workshops specifically geared towards their children's

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<th>ENL/Bilingual Teacher</th>
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1) Public School 13 has an active PTA and a Bilingual Parent Coordinator. All information is sent home to parents in English and the parents' home language. When parents come in for a meeting there will be an interpreter available. The Bilingual Parent Coordinator promotes parent engagement and addresses parents' questions and concerns. The Parent Library will stock a lending library with parenting and intervention materials, learning aids, and other resources of interest to parents. Workshops were conducted to increase parents' understanding of Common Core Learning Standards, assessments, and the reading and math curriculum. We provide parents with a monthly newsletter in English and home languages with upcoming activities to increase parental involvement. A Back to School workshop is held before the start of the
needs. For instance, Reading Strategies Workshop - This workshop aimed to emphasize the importance of reading outside the classroom and provided families with specific strategies they could use while reading with their children at home. In March we provided a "Getting Reading for the NYSESLAT" workshop which aimed to enhance the awareness of the upcoming NYSESLAT. We covered the specific language skills that parents should be aware of and the types of activities and experiences that parents could do with their children at home to prepare them with the Test. In June, we provided the ESL Parents with a workshop on strategies to help build their child's vocabulary. Our PTA President and Parent Coordinator help to facilitate parents' involvement for our parent workshops and special activities. Parents are notified by sending notices, PTA Calendar, via-phone calls and school messenger. Activities all of our parents are encouraged to participate in throughout the year are: PTA meetings, School Leadership Team, Family Reading Night, Student of the Month award ceremonies, Awards Assemblies, Perfect Attendance Assemblies, Breakfast with the Principal, Family Fridays, Monthly Grade wide Assemblies, Monthly Crochet classes. As well as, other workshops school year to encourage parents to get involved in their children's education. Breakfast with the Principal was held once a month. Parents participate in Computer classes, ESL adult classes, Cookshop Parenting, holiday potlucks and dinners, raffles, Dad bring your child to school Day, ARIS training.

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

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<th>Paste response here:</th>
<th>Parent</th>
<th>Maxine Cameron</th>
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<tr>
<td>Roberto Clemente</td>
<td>Teacher/Subject Area</td>
<td>19k13</td>
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<tr>
<td>Maxine Cameron</td>
<td>Teacher/Subject Area</td>
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<td>Name</td>
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<tr>
<td>Howard Thomas</td>
<td>Coach</td>
<td>06/29/18</td>
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<tr>
<td>Amanda Adorno</td>
<td>Coach</td>
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<tr>
<td>Steluta Venice</td>
<td>School Counselor</td>
<td>06/29/18</td>
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<tr>
<td>Terresa Jenkins</td>
<td>Superintendent</td>
<td>06/29/18</td>
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<tr>
<td>Ms. Melo/1st Grade</td>
<td>Field Support Center Staff Member</td>
<td>06/29/18</td>
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<td>Ms. Rodriguez</td>
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<td>Paul Thomas</td>
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<td>Dr. Thomas McBryde Jr.,</td>
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</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 19K13  School Name: Roberto Clemente  Superintendent: Dr. Thomas McB

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda</td>
<td>Adorno</td>
<td>Parent Coordinator</td>
<td>na</td>
<td>Yes</td>
</tr>
<tr>
<td>Yalixa</td>
<td>Rodriguez</td>
<td>ENL Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The school employs a variety of data and methodologies to assess the written translation and oral interpretation needs of the parents in the school community. Staff members are surveyed on their written and oral skills in languages other than English. The home languages of the students and parents are identified during the registration process via the Home Language Identification Survey and the interview process where parents are given the Parents' Preferred Language form and they indicate what language they preferred to be communicated in. All written correspondence are sent home with students in the parents' native language (If indicated in the Parents' Preferred Language Form). The parent coordinator, along with our certified ESL teacher, Ms. Venice and other staff members translate parent letters using knowledge of their own secondary language along with using sites such as Google translate. We also use the DOE's Translation and Interpretation Unit. The school networks with bilingual members of the community in addition to trained professionals from the Department of Education's
Translation and Interpretation Unit to assist with interpretation for parents. Additionally, a document has been created to regularly update languages that parents speak by class and grade.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>405</td>
<td>80%</td>
<td>405</td>
<td>80%</td>
</tr>
<tr>
<td>Spanish</td>
<td>57</td>
<td>11%</td>
<td>57</td>
<td>11%</td>
</tr>
<tr>
<td>Arabic</td>
<td>36</td>
<td>7%</td>
<td>36</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>1%</td>
<td>6</td>
<td>1%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

- Spanish currently represents 12% of our parents preferred language.

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S.13 Roberto Clemente Parent Student Brochure</td>
<td>Sep. 1, 2017</td>
<td>Reach out to the DOE’s T&amp;I Unit</td>
</tr>
<tr>
<td>Parent-teacher conference announcements</td>
<td>Week Before Following Dates:</td>
<td>May 23, 2018</td>
</tr>
<tr>
<td></td>
<td>September 13, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 16, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 15, 2018</td>
<td></td>
</tr>
<tr>
<td>After School Permission Slips</td>
<td>October 2017</td>
<td>Reach out to the DOE’s T&amp;I Unit</td>
</tr>
<tr>
<td>School Calendar &amp; PTA Calendar</td>
<td>1st of Every Month</td>
<td>Reach out to the DOE’s T&amp;I Unit</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher conferences</td>
<td>Week Before Following Dates:</td>
<td>Have parents use DOE’s over the phone translation services</td>
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<tr>
<td></td>
<td>September 13, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 16, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 15, 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 23, 2018</td>
<td></td>
</tr>
<tr>
<td>Parent Engagement Time</td>
<td>Every Tuesday from 2:20PM to 3:00PM</td>
<td>Have parents use DOE’s over the phone translation services</td>
</tr>
<tr>
<td>Awards Assembly</td>
<td>November 21, 2017</td>
<td>Have parents use DOE’s over the phone translation services</td>
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<tr>
<td></td>
<td>November 22, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 21, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 22, 2017</td>
<td></td>
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<tr>
<td></td>
<td>June 5, 2017</td>
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<td></td>
<td>June 6, 2017</td>
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<td></td>
<td>June 12, 2017</td>
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</tr>
<tr>
<td>Annual Arts Festival</td>
<td>June 20, 2017</td>
<td>Have parents use DOE’s over the phone translation services</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We currently have an automated message system that calls, text or emails parents with any announcements from the school. We would contact the DOE’s translation team and have them record the emergency message in the languages that have been listed previously. For those parents who prefer to receive the text or email then the message will be translated by one of our community language helpers.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We will hold a PD in September to let all staff members know about all the resources available to the teachers, parents and students regarding translations. During the September curriculum night we will let parents know of the services the school can provide to Limited English Speaking parents.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

According to Chancellor’s Regulations A-663, the school must ensure that non English speaking parents have equal access and opportunity to participate fully in their child’s education. All correspondence is sent home to parents in their native language and English. In-house interpretation is available in all languages except Arabic, however, in the event that the school receives new students from an Arabic speaking country with monolingual parents the school will contact the Translation and Interpretation Unit. The Arabic -speaking business owners have offered to help translate and interpret for other families if needed. The Arabic speaking parents (fathers) have opted out of receiving assistance from the Department of Education’s Translation and Interpretation Unit. The school continues to ask these parents if they need an interpreter before each meeting and they continue to inform us that it is not necessary. The school has clear procedures for determining the home language of each student. Upon registration, parents complete the Home Language Identification Survey, indicating their native language. If the student speaks another language besides English at home, then Ms. Venice, the ESL teacher administers the NYSETELL exam. Even though the student passes the exam, indicating that he/she is fluent in English, the school still sends correspondence home in the parent’s native language. The school ensures that parents are provided with both written and interpretation services in their native language.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Currently our principal, Ms. Cameron, has implemented monthly meetings with the parents (Breakfast with the Principal). During these meetings parents are free to voice any opinions, ideas or issues they may have. Limited English Parents are welcome to come to these meetings and translators will be provided so they may voice any questions or concerns they are currently having. We will also implement parent surveys in the parents preferred language to ensure all voices are heard.