



PS 006
NORMA ADAMS CLEMONS ACADEMY

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **17K006**
ADDRESS: **43 SNYDER AVENUE**
BROOKLYN N.Y. 11226

TELEPHONE: **718-856-6560**
FAX: **718-856-7493**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 006 **SCHOOL NAME:** Norma Adams Clemons Academy

SCHOOL ADDRESS: 43 Snyder Avenue Brooklyn N. Y. 11226

SCHOOL TELEPHONE: 718-856-6560 **FAX:** 718-856-7493

SCHOOL CONTACT PERSON: Ellen Carlisle **EMAIL ADDRESS:** ecarlis@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lorraine Porter

PRINCIPAL: Ellen Carlisle

UFT CHAPTER LEADER: Lorraine Porter

PARENTS' ASSOCIATION PRESIDENT: Nicole Job

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 **SSO NAME:** Children's First Network 110

SSO NETWORK LEADER: Dr. Charlene Smith

SUPERINTENDENT: Ms. Rhonda Hurdle -Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ellen Carlisle	*Principal or Designee	
Lorraine Porter	*UFT Chapter Chairperson or Designee	
Nicole Job	*PA/PTA President or Designated Co-President	
Marie Jean Baptiste	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mary Smith	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maryse Crevecoeur	Member/Staff	
Angela Carrington	Member/Staff	
Rheba Logan	Member/Staff	
Rita Joseph	Member/Staff	
Jilianne Hosannah	Member/Parent	
Mark Cain	Member/Parent	
Vincia Howes	Member/Parent	
Rubina Austin	Member/Parent	
Siemone Williams	Member/Parent	

Marcia Thompson	Member/Parent	
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SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

VISION STATEMENT

Public School 6 is a learning community where children and adults alike are encouraged to develop and share positive learning experiences.

MISSION STATEMENT

At Public School 6, we will foster high expectations for all students. Our commitment is to finding and enhancing the gifts, talents and academic skills of our students. To this end we will expand our students' experiences through partnerships with our staff, parents and the community.

The School Community:

Public School 6 is located at 43 Snyder Avenue, bordering a densely populated inner-city commercial district along Flatbush and Church Avenues, in the East Flatbush section of Brooklyn, New York, adjacent to the majestic and historic Erasmus Hall High School. This Kindergarten to Fifth Grade Elementary School, serves a student population of approximately 652 students from ethnically and culturally diverse backgrounds.

- The community is also home to a growing number of Caribbean, Hispanic, and Asian immigrants and the school is an integral part of the community. It is housed in a well-kept modern building where pride in the students' accomplishments is evident in the prominently displayed student work. Our Multicultural environment provides an opportunity for students to share their many backgrounds through music, dance, art, literature and language.
- A creative variety of strategies has increased parental involvement in the school.

Student Achievement:

- The education of the whole child is paramount, supported by good and improving attendance, clear school procedures, effective use of data and a thoroughly engaging curriculum.
- The school successfully uses assessments in ELA and Math to provide frequently updated data about student progress.
- Students continue to progress in English Language Arts, Mathematics, Science and Social Studies.

- The **2008-2009** School Report Card indicated that the school has met its Annual Yearly Progress (AYP) target in Math. The data indicates that there is an increase in Levels 3 + 4 scores on the NYS Math tests in Math. The data also shows that there was a decrease in Level 1 students.
- The inquiry team has focused on students not making adequate yearly progress. The team is tracking different strategies used with students over a two year period to improve achievement in Math and ELA.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Norma Adams Clemons Academy			
District:	17	DBN #:	17K006	School BEDS Code #: 331700010006

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.1	93.6	TBD		
Kindergarten	77	68	64						
Grade 1	103	117	100	Student Stability: % of Enrollment					
Grade 2	102	115	119	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	109	127	124		92.9	91.6	TBD		
Grade 4	109	127	137						
Grade 5	117	113	113	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		86.8	86.8	94.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	34	TBD		
Grade 12	0	0	0						
Ungraded	5	1	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	612	644	660		8	12	7		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	45	39	44	Principal Suspensions	10	2	TBD		
No. in Collaborative Team Teaching (CTT) Classes	19	23	18	Superintendent Suspensions	0	3	TBD		
Number all others	17	26	33						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
2007-08	2008-09	2009-10		CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	74	78	79	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	6	14	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	53	46	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	10	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	96.2	100.0	TBD
American Indian or Alaska Native	0.3	0.5	0.6	Percent more than two years teaching in this school	79.2	89.1	TBD
Black or African American	88.2	85.4	82.1	Percent more than five years teaching anywhere	69.8	80.4	TBD
Hispanic or Latino	10.1	12.0	14.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.9	0.9	Percent Masters Degree or higher	94.0	93.0	TBD
White	0.8	1.2	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.8	100.0	TBD
Multi-racial							
Male	49.4	47.8	47.3				
Female	50.6	52.2	52.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	ELA- Special Education	ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	√	√				
Hispanic or Latino	-	√	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	X	√	-			
Limited English Proficient	√ ^{SH}	√	-			
Economically Disadvantaged	√	√				
Student groups making AYP in each subject	4	6	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	70.	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	18.2	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	34.6	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends:

Students whose parents are actively involved in the school community show greater improvement compared to students whose parents are not involved.

Students who regularly and consistently attend early morning and after-school tutorials perform better on both standardized assessment and performance assessment tasks

Greatest Accomplishments:

Yearly improvement in the areas of teaching and learning. Students have made gains in English Language Arts, Math, Science and Social Studies as indicated on NYS exams, teacher assessments and Acuity exams.

PTA is functional and active.

All teachers on staff are highly qualified.

Barriers:

The number of shelter children has increased which results in a higher mobility.
ELL students with language barriers have increased.
Students with disabilities have increased.

NCLB Accountability Status – SINI

DOE Accountability Status – In good Standing

School Quality Review Recommendations

- Set precise goals with interim review periods agreed at the beginning of the year in order to track progress.
- Ensure that teachers use data consistently to provide differentiated

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instruction.

- Provide further training to develop teachers' skills in using computerized data systems.
- Improve parental involvement in all aspects of school life.

PART IV: NEEDS ASSESSMENT – SECTIONS A, B, AND C

PART IV – SECTION A: Analysis of Student Achievement and Program Effectiveness – (Note: For schools implementing the citywide programs for literacy and mathematics, implications should relate to strategies for the effective implementation of instructional programs to meet school-specific student needs.)

PART IV – SECTION A.1: Analysis of Student Achievement

PART IV – SECTION A.1: Analysis of Student Achievement
1. EARLY CHILDHOOD GRADES (Pre-K – 2) – Elementary Schools Only

Data Sources Reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> DIBELS <input type="checkbox"/> District/School Benchmark Tests (Type: _____) <input checked="" type="checkbox"/> Student Portfolios (Subject(s): (Literacy and Math))	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations <input type="checkbox"/> Other
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KINDERGARTEN DIBELS

2009 - 2010	INTENSIVE	STRATEGIC	BENCHMARK
Phonemic Awareness			
Alphabetic Principle			
Accuracy and Fluency	N/A	N/A	N/A
Vocabulary	N/A	N/A	N/A
Comprehension	N/A	N/A	N/A
Letter Naming Fluency			

FIRST GRADE DIBELS

2008 - 2009	INTENSIVE	STRATEGIC	BENCHMARK
Phonemic Awareness			
Alphabetic Principle			
Accuracy and Fluency			
Vocabulary	N/A	N/A	N/A
Comprehension	N/A	N/A	N/A
Letter Naming Fluency	N/A	N/A	N/A

SECOND GRADE DIBELS

2008 - 2009	INTENSIVE	STRATEGIC	BENCHMARK
Phonemic Awareness	N/A	N/A	N/A
Alphabetic Principle	N/A	N/A	N/A
Accuracy and Fluency			

Vocabulary	N/A	N/A	N/A
Comprehension	N/A	N/A	N/A
Letter Naming Fluency	N/A	N/A	N/A

DIBELS Data Analysis/Findings – Early Childhood:

- An analysis of student achievement data for Phonemic Awareness for grades K – 1 indicates that only 6% of Kindergarten students and 50% of first grade students are reaching the Benchmark level at the end of the year. And a great majority of them are not meeting the Alphabetical Principle Benchmark which would enable them to decode words in order to become emergent readers.
- An analysis of student achievement data for Accuracy and Fluency for grade 2 further echoes the findings in grades K – 1.

Implications for the Instructional Program:

- Students in Intensive and Strategic categories will continue to receive small group instruction using the Wilson Foundation.
- Creating a print-rich classroom environment will further reinforce skills previously taught.
- An examination and review of students’ work portfolios, supervisory observations as well as conversations with teachers indicate the need to identify student weaknesses and strategies for remedying these weaknesses. Students should be assessed on a school wide basis to ensure that they are meeting the grade level standards.
- We will continue to integrate technology and Library Media services into the curriculum.
- Refer students to SSST for at-risk resource room and early evaluation for special needs **such** as academic interventions, counseling, etc.

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**PART IV – SECTION A.1: Analysis of Student Achievement
2. ENGLISH LANGUAGE ARTS**

Data Sources reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYS/NYC Assessment Results	<input checked="" type="checkbox"/> Student Portfolios
	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance /Teacher Observations
	<input checked="" type="checkbox"/> Item Skills Analysis (e.g., Acuity, and Storytown)	<input checked="" type="checkbox"/> Other <u>School Report Card</u>

Grade 3 Student Performance on the English Language Arts (ELA) Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	34	27%	53	43%	30	24%	7	6%	37	30%
2009	11	11.8	39	41.9	36	38.7	7	7.5	43	46.2
2008	11	11.2	29	29.6	51	52	7	7.1	58	59.2
2007	14	14.7	32	33.7	39	41.1	10	10.5	49	51.6

Summary of Data Analysis/Findings – Grade 3 ELA:

- The summary of the data on the Grade 3 Student Performance on the ELA- Test of All Tested Students revealed that the percentage of **Level 4 decreased by 1.5%, Level 3 decreased by 14.7%, Level 2 increased 1.1 %and Level 1 increased by 15.2%.**

Grade 3 Student Performance on the English Language Arts (ELA) Test										
SPECIAL EDUCATION STUDENTS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	14	42%	14	42	5	15%	0	0	5	15%
2009	6	66.7	3	33.3	0	0	0	0	0	0
2008	6	42.9	6	42.9	2	14.3	0	0	2	14.3
2007	7	100	0	0	0	0	0	0	0	0

Summary of Data Analysis/Findings – Grade 3 ELA:

- The summary of the data on the Grade 3 Student Performance on the ELA Test for Special Education Students revealed that there are no students performing on levels 4, **Level 3 increased by 15%, Level 2 increased 8.7 %and Level 1 decreased by 24.7%.**

STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS BY SUB-GROUP										
Grade 3 Student Performance on the NYS English Language Arts (ELA) Assessment										
ENGLISH LANGUAGE LEARNERS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	5	31%	9	56%	2	13%	0	0%	2	13%
2009	2	15.4	6	46.2	5	38.5	0	0	5	38.5

2008	2	28.6	3	42.9	2	28.6	0	0	2	28.6
2007	4	33.3	4	33.3	4	33.3	0	0	4	33.3

(ALL TESTED GRADE 3 STUDENTS)

STUDENT SUBGROUPS								
Subgroup/ Category	2009				2010			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Race/Ethnicity								
American Indian/Alaskan Native	1				1	100%	0%	0%
Black	84	92%	50%	8%	102	73%	34%	7%
Hispanic	6				17	71%	12%	0%
Asian or Pacific Islander								
White	1				3	33%	0%	0%
Multiracial					1	100%	0%	0%
Small Group Totals	8	63%	13%	0%	22	54%	0%	0%
Educational Status								
General Education	83	94%	52%	8%	91	78%	35%	8%
Special Education	9	44%	0%	0%	33	57%	15%	0%
English Proficiency Status								
English Proficient	79	90%	48%	9%	108	73%	32%	6%
English Language Learners	13	85%	38%	0%	16	69%	13%	0%
Income Level								
Economically Disadvantaged	92	89%	47%	8%	124	73%	30%	6%
Not Disadvantaged								
Gender								
Female	48	96%	50%	8%	58	74%	31%	5%
Male	44	82%	43%	7%	66	71%	29%	6%

Summary of Data Analysis/Findings – Grade 3 ELA:

- The summary of the data on the Grade 3 Student Performance on the ELA- Test of the student subgroups revealed that the Special Education students are closing the achievement gap in ELA against their General Education population counterpart.

Implications for the Instructional Program:

- Analysis of this data revealed that the grade 3 students met the adequate yearly progress (AYP) target for English Language Arts.
- The **continued** need for small group instruction is indicated by the results of the **2010** assessments. The students who scored Levels 1 + 2 will be targeted for academic intervention in small group settings using Voyager Program, The Wilson Foundation and Storytown programs in order to develop phonemic awareness and comprehension.
- An examination and review of students' work portfolios, supervisory observations as well as conversations with teachers indicate the need to identify student weaknesses and strategies for remedying these weaknesses. Students should be assessed on a school wide basis to ensure that they are meeting the grade level standards.

ENGLISH LANGUAGE ARTS

Data Sources reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYS Assessment	<input checked="" type="checkbox"/> Student Portfolios
	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance /Teacher Observations
	<input checked="" type="checkbox"/> Item Skills Analysis (e.g., Acuity and Storytown)	<input checked="" type="checkbox"/> Other <u>School Report Card</u>

Grade 4 Student Performance on the NYS English Language Arts (ELA) Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	13	10%	72	54%	49	37%	0	0%	49	37%
2009	10	8.5	24	20.3	80	67.8	4	3.4	84	71.2
2008	12	11.1	6	24.1	63	58.3	7	6.5	70	64.8
2007	16	14.7	29	26.6	62	56.9	2	1.8	64	58.7

Summary of Data Analysis/Findings – Grade 4 ELA:

- The summary of the data on the Grade 4 – New York State ELA assessment for *All Tested Students* revealed that the percentage of level 4 students decreased 3.4 %, Level 3 students 30.8% decreased 8.5 %, level 2 increased 33.7%, and level 1 increased 1.5%. Overall Levels 3+4 students decreased 34.2%.

Grade 4 Student Performance on the NYS English Language Arts (ELA) Test										
SPECIAL EDUCATION STUDENTS (If Applicable)										
Level 4	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
	#	%	#	%	#	%	#	%	#	%
2010	8	44%	10	56%	0	0%	0	0%	0	0%
2009	8	40	8	40	4	20	0	0	4	20
2008	4	44.4	4	44.4	1	11.1	0	0	1	11.1
2007	11	78.6	3	21.4	0	0	0	0	0	0

Summary of Data Analysis/Findings – Grade 4 ELA:

- The percentage of Special Education students on Level 1 increase 4%; Level 2 students increased 16%; Level 3 students decrease by 20%. No gains were made in level 4.

Grade 4 Student Performance on the NYS English Language Arts (ELA) Assessment										
ENGLISH LANGUAGE LEARNERS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	4	21%	11	58%	4	21%	0	0%	4	21%
2009	3	43.9	2	28.6	2	28.6	0	0	2	28.6
2008	5	55.6	2	22.2	2	22.2	0	0	2	22.2
2007	3	37.5	5	62.5	0	0	0	0	0	0

**STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS BY SUB-GROUP
(ALL TESTED GRADE 4 STUDENTS)**

Grade 4 STUDENT SUBGROUPS								
Subgroup/ Category	2009				2010			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Race/Ethnicity								
American Indian/Alaskan Native	0				1	100%	0%	0%
Black	106	93%	75%	4%	110	91%	36%	0%
Hispanic	9				20	95%	40%	0%
Asian or Pacific Islander	1				2	50%	50%	0%
White					1	0%	0%	0%
Small Group Totals	10	80%	40%	0%	24	61%	23%	0%
Educational Status								
General Education	97	98%	81%	4%	116	95%	42%	0%
Special Education	19	63%	26%	0%	18	56%	0%	0%
English Proficiency Status								
English Proficient	109	94%	75%	4%	115	92%	39%	0%
English Language Learners	7	57%	29%	0%	19	79%	21%	0%
Income Level								
Economically Disadvantaged	116	92%	72%	3%	134	91%	37%	0%
Not Disadvantaged								
Gender								
Female	66	94%	73%	5%	73	95%	36%	0%
Male	50	90%	72%	2%	61	86%	38%	0%

Summary of Data Analysis/Findings – Grade 4 ELA:

- The summary of the data on the Grade 4 – New York State ELA assessment for the subgroups revealed that the percentage of General Education students decreased in levels 3 + 4 by 39% and Special Education students decreased by 26%.

Implications for the Instructional Program:

- Analysis of this data revealed that the grade 4 students met the adequate yearly progress (AYP) target for English Language Arts.
- The need for differentiated instruction is indicated by the results of the **2010** assessments. The students who scored Levels 1 + 2 will be targeted for academic intervention in small group settings using Voyager Program as well as The Wilson and Storytown Programs in order to develop a strong phonics and word study background.
- The need for additional books for Guided Reading books is constantly being addressed. There is also a need to integrate technology and Library Media services into the curriculum.
- The need for professional development to support and enhance teacher competence to deliver instruction to students who may be academically challenged

ENGLISH LANGUAGE ARTS

Data Sources reviewed	<input checked="" type="checkbox"/> NYC Assessment	<input checked="" type="checkbox"/> Student Portfolios
– Check all that apply:	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input checked="" type="checkbox"/> Item Skills Analysis (e.g., Acuity and Storytown)	<input checked="" type="checkbox"/> Other <u>School Report Card</u>

Grade 5 Student Performance on the NYS English Language Arts (ELA) Assessment										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	13	12%	44	39%	42	38%	13	12%	55	50%
2009	0	0	32	28.3	68	60.2	13	11.5	81	71.7
2008	4	3.4	18	15.5	88	75.9	6	5.2	94	81.0
2007	9	63	51	35.9	68	47.9	14	9.9	82	57.8

Summary of Data Analysis/Findings – Grade 5 ELA:

- The summary of the data on the Grade 5 – NYS ELA assessment for All Tested Students revealed that the percentage of level 4 students increased .5%; Level 3 decreased 24%, Level 2 increased 10.7%, and Level 1 increased 12%.

Grade 5 Student Performance on the NYS English Language Arts (ELA) Assessment										
SPECIAL EDUCATION STUDENTS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4			
	#	%	#	%	#	%	#	%	#	%
2010	8	57%	5	36%	1	7%	0	0%	1	1%
2009	0	0	14	87.5	1	6.3	1	6.3	2	12.5
2008	4	28.6	7	50	3	21.4	0	0	3	21.4
2007	4	20	11	55	5	25	0	0	5	25

Summary of Data Analysis/Findings – Grade 5 ELA:

- The percentage of Special Education students on Level 4 decreased 6.3%, Level 3 increased .7%, and Level 2 decreased 51.5% and Level 1 increased 57%.

Grade 5 Student Performance on the NYS English Language Arts (ELA) Assessment										
ENGLISH LANGUAGE LEARNERS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	5	56%	4	44%	0	0%	0	0%	0	0%
2009	0	0	11	91.7	1	8.3	0	0	1	8.3
2008	1	8.3	6	50	5	41.7	0	0	5	41.7
2007	6	33.3	8	44.4	4	22.2	0	0	4	22.2

STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS BY SUB-GROUP

(ALL TESTED GRADE 5 STUDENTS)

Grade 5 STUDENT SUBGROUPS								
Subgroup/ Category	2009				2010			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Race/Ethnicity								
American Indian/Alaskan Native								
Black	96	100%	77%	13%	99	91%	51%	11%
Hispanic	13				12	66%	33%	8%
Asian or Pacific Islander	1				1	100%	100%	100%
White								
Small Group Totals	14	100%	43%	7%	13	83%	66.5%	54%
Educational Status								
General Education	97	100%	81%	13%	98	95%	55%	13%
Special Education	13	100%	8%	0%	14	43%	7%	0%
English Proficiency Status								
English Proficient	98	100%	81%	13%	103	92%	53%	13%
English Language Learners	12	100%	8%	0%	9	44%	0%	0%
Income Level								
Economically Disadvantaged	110	100%	73%	12%	112	88%	49%	12%
Not Economically Disadvantaged								
Gender								
Female	59	100%	75%	14%	63	87%	54%	17%
Male	51	100%	71%	10%	49	90%	43%	4%

Summary of Data Analysis/Findings – Grade 5 ELA:

- The summary of the data on the Grade 5 – New York State ELA assessment for the subgroups revealed that the percentage of General Education students decreased in levels 3 + 4 by 26% and Special Education students decreased by 1%.

Implications for the Instructional Program:

- Analysis of this data revealed that the grade 5 students met the adequate yearly progress (AYP) target for English Language Arts.
- The need for small group instruction is indicated by the results of the **2010** assessments. The students who scored Levels 1 + 2 will be targeted for academic intervention in small group settings using Voyager Program as well as The Wilson Foundation and Storytown in order to develop strong vocabulary and comprehension skills.
- The need for additional Guided Reading books is constantly being addressed. There is also a need to integrate technology and Library Media services into the curriculum.

PART IV – SECTION A.1: Analysis of Student Achievement (ELEMENTARY AND MIDDLE SCHOOLS)

3. MATHEMATICS (Grades 3 – 8)

Data Sources reviewed NYS Assessment Student Portfolios
 – Check all that apply: District/School Benchmark Tests (Type: _____) Journals
 Unit/Teacher-Made/Grade Level Tests Classroom Performance /Teacher Observations
 Item Skills Analysis (e.g., Acuity, Everyday Mathematics) Other School Report Card

Grade 3 Student Performance on the NYS-Mathematics Test										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	27	21%	52	41%	24	19%	23	18%	47	37%
2009	4	4.3	11	11.7	70	74.5	9	9.6	79	54
2008	6	6	11	11	6	68	15	15	83	83
2007	5	5.1	15	16	45	47.9	29	30.9	74	78.7

Summary of Data Analysis/Findings – Grade 3 Mathematics:

- The summary of the data on the *Grade 3 – NYS Mathematics* assessments for All Tested Students revealed that the percentage of level 4 students decreased by 8.4%, Level 3 decreased by 55.5%, level 2 decreased by 29.3%, and level 1 increased by 16.7%.

Grade 3 Student Performance on the NYS-Mathematics Test										
SPECIAL EDUCATION STUDENTS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	9	28%	12	38%	7	22%	4	13%	11	35%
2009	1	14.3	1	14.3	5	71.4	0	0	5	71.4
2008	5	29.4	7	41.2	3	17.6	2	11.8	5	29.4
2007	4	50	4	50	0	0	0	0	0	0

Summary of Data Analysis/Findings – Grade 3 Mathematics:

- The percentage of Special Education students on Level 4 increased 13%, Level 3 decreased 49.4%, and Level 2 increased 23.7% and Level 1 increased 13.7%.

Grade 3 Student Performance on the NYS Mathematics Assessment										
ENGLISH LANGUAGE LEARNERS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	4	22%	11	61%	1	6%	2	11%	3	17%
2009	1	6.3	4	25	11	68.8	0	0	11	68.8
2008	0	0	2	28.6	5	71.4	0	0	5	71.4
2007	2	14.3	5	35.7	6	42.9	1	7.1	7	50

**STUDENT ACHIEVEMENT IN MATHEMATICS BY SUB-GROUP
(ALL TESTED GRADE 3 STUDENTS)**

Grade 3 STUDENT SUBGROUPS								
Subgroup/ Category	2009				2010			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Race/Ethnicity								
American Indian/Alaskan Native	1				1	100%	0%	0%
Black	82	96%	87%	11%	103	80%	39%	0%
Hispanic	9				18	67%	39%	11%
Multiracial					1	100%	0%	0%
Asian or Pacific Islander	1							
White	1				3	100%	0%	0%
Small Group Totals	12	92%	67%	0%				
Educational Status								
General Education	86	97%	85%	10%	94	81%	38%	20%
Special Education	8	88%	75%	0%	32	72%	34%	13%
English Proficiency Status								
English Proficient	78	96%	87%	12%	108	79%	41%	19%
English Language Learners	16	94%	69%	0%	18	78%	17%	11%
Income Level								
Economically Disadvantaged	94	96%	84%	10%	126	78%	37%	18%
Not Disadvantaged								
Gender								
Female	47	100%	85%	15%	58	74%	34%	19%
Male	47	91%	83%	4%	68	83%	40%	18%

Implications for the Instructional Program:

- Although the Grade 3 students met the AYP, there is still a need for improvement of basic skills and concepts to move the Levels 1+2 students to higher levels.
- There is a need for more Professional Development to increase teacher knowledge of new technology and resources. In addition PD can be given to help teachers interpret data and differentiate instructions.
- We will use multiple measures of assessment such as the results of the Acuity Assessment, Everyday Math unit assessments in order to differentiate instructions.
- Regular observation of classroom practices and feedback from teachers indicate the need to encourage the use of manipulative within the Everyday Math program.
- There is a need for teachers to follow the pacing and complete the Everyday Math Program.

Data Sources reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYS Assessment <input type="checkbox"/> District/School Benchmark Tests (Type: _____) <input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests <input checked="" type="checkbox"/> Item Skills Analysis (e.g., Acuity, Everyday Math)	<input checked="" type="checkbox"/> Student Portfolios <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Classroom Performance/Teacher Observations <input checked="" type="checkbox"/> Other <u>School Report Card</u>
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Grade 4 Student Performance on the NYS Mathematics Assessment										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	14	10%	66	49%	43	32%	13	10%	56	42%
2009	8	6.6	15	12.4	65	53.7	33	27.3	98	81
2008	13	11.7	20	18	52	46.8	26	23.4	78	70.3
2007	12	11.3	21	19.8	55	51.9	18	17	73	68.9

Summary of Data Analysis/Findings – 4th Grade Mathematics:

- o The summary of the data on the Grade 4 – NYS Mathematics Assessment for All Tested Students revealed that the percentage of level 4 students decreased 17.3%; Level 3 decreased 21.7%, level 2 increased 36.6%, and level 1 increased 3.4%.

Grade 4 Student Performance on the NYS Mathematics Assessment										
SPECIAL EDUCATION STUDENTS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Level 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	6	33%	9	50%	3	17%	0	0%	0	0%
2009	8	40	4	20	7	35	1	5	8	40
2008	5	62.5	2	25	1	12.5	0	0	1	12.56
2007	8	57.1	4	28.6	2	14.3	0	0	0	0

Summary of Data Analysis/Findings – 4th Grade Mathematics:

- o Of all Special Education students tested, the percentage of Level 4 decreased 5%; Level 3 decreased 18%, Level 2 students increased 30%, and Level 1 students decreased 7%.

Grade 4 Student Performance on the NYS Mathematics Assessment										
ENGLISH LANGUAGE LEARNERS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	4	19%	13	62%	4	19%	0	0%	4	19%
2009	1	11.1	4	44.4	4	44.4	0	0	4	44.4
2008	4	36.4	5	45.5	2	18.2	0	0	2	18.2
2007	3	37.5	2	25	3	37.5	0	0	3	37.5

**STUDENT ACHIEVEMENT IN MATHEMATICS BY SUB-GROUP
(ALL TESTED GRADE 4 STUDENTS)**

Grade 4 STUDENT SUBGROUPS		
Subgroup/ Category	2009	2010

	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Race/Ethnicity								
American Indian/Alaskan Native					1	100%	100%	0%
Black	110	93%	85%	28%	112	88%	38%	7%
Hispanic	9				20	100%	55%	20%
Asian or Pacific Islander	1				2	50%	50%	50%
White	0				1	100%	0%	0%
Small Group Totals	10	100%	50%	20%	24	87.5%	51%	17.5%
Educational Status								
General Education	99	100%	89%	32%	118	93%	45%	11%
Special Education	21	62%	48%	5%	18	67%	17%	0%
English Proficiency Status								
English Proficient	111	94%	85%	30%	115	91%	45%	11%
English Language Learners	9	89%	44%	0%	21	81%	19%	0%
Income Level								
Economically Disadvantaged	120	93%	82%	28%	136	90%	41%	10%
Not Disadvantaged								
Gender								
Female	69	96%	83%	26%	75	92%	40%	9%
Male	51	90%	80%	29%	61	87%	43%	10%

Implications for the Instructional Program:

- Analysis of this data revealed that the Grade 4 students met the adequate yearly progress (AYP) target for Mathematics.
- Further analysis of the data from multiple assessments, such as the Acuity and Everyday Math Unit Assessments, prove that teachers need training on how to incorporate the findings of the item analysis to differentiate instructions.
- Regular observation of classroom practices and feedback from teachers indicate the need to encourage the use of manipulative within the Everyday Math program.
- There is a need for teachers to follow the pacing and complete the Everyday Math Program.

MATHEMATICS

Data Sources reviewed – <i>Check all that apply:</i>	<input checked="" type="checkbox"/> NYS Assessment	<input checked="" type="checkbox"/> Student Portfolios
	<input type="checkbox"/> District/School Benchmark Tests (Type: _____)	<input checked="" type="checkbox"/> Journals
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input checked="" type="checkbox"/> Item Skills Analysis (e.g., Acuity and Everyday Math)	<input checked="" type="checkbox"/> Other <u>School Report Cards</u>

Grade 5 Student Performance on the NYS-Mathematics Assessment										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	12	11%	46	40%	49	43%	7	6%	56	49%
2009	10	8.7	18	15.7	52	45.2	35	30.4	87	75.0
2008	5	4.3	21	18.1	56	48.3	34	29.3	90	77.6
2007	16	11.3	25	17.6	73	51.4	28	19.7	101	71.1

Summary of Data Analysis/Findings – Grade 5 Mathematics:

- The summary of the data on the Grade 5 – NYS Mathematics Test 2010 for All Tested Students revealed that the percentage of level 4 students decreased 24.4%; Level 3 decreased 2.2%, level 2 increased 24.3%, and level 1 increased 2.3%. Levels 3 + 4 students decreased 2.6%.

Grade 5 Student Performance on the NYS-Mathematics Assessment										
SPECIAL EDUCATION STUDENTS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	8	62%	3	23%	2	15%	0	0%	2	15%
2009	6	40	8	53.3	1	6.7	0	0	1	6.7
2008	3	18.8	9	56.3	4	25	0	0	4	25
2007	6	30	7	35	6	30	1	5	7	35

Summary of Data Analysis/Findings – Grade 5 Mathematics:

- The summary of the data on the Grade 5 – NYS Mathematics Test 2010 for Special Education students revealed that the percentage of level 1 students increased 22%; Level 2 decreased 30.3%, Level 3 increased 8.3%, and level 4 decreased remained the same.

Grade 5 Student Performance on the NYS Mathematics Assessment										
ENGLISH LANGUAGE LEARNERS (If Applicable)										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	2	18%	8	73%	1	9%	0	0%	1	9%
2009	6	42.9	3	21.4	4	28.6	1	7.1	5	35.7
2008	2	15.4	7	53.8	4	30.8	0	0	4	30.8
2007	6	33.3	5	27.8	7	38.9	0	0	7	38.9

**STUDENT ACHIEVEMENT IN MATHEMATICS BY SUB-GROUP
(ALL TESTED GRADE 5 STUDENTS)**

Grade 5 STUDENT SUBGROUPS								
Subgroup/ Category	2009				2010			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
Race/Ethnicity								
American Indian/Alaskan Native	0							
Black	96	93%	80%	33%	101	89%	51%	5%
Hispanic	15				12	91%	33%	17%
Asian or Pacific Islander	1				1	100%	0%	0%
White								
Small Group Totals	16	81%	63%	19%	13	95.5%	16.5%	8.5%
Educational Status								
General Education	99	96%	86%	35%	101	96%	53%	7%
Special Education	13	54%	15%	0%	13	38%	15%	0%
English Proficiency Status								
English Proficient	98	96%	84%	35%	103	90%	53%	7%
English Language Learners	14	57%	36%	7%	11	82%	9%	0%
Income Level								
Economically Disadvantaged	112	91%	78%	31%	114	89%	49%	6%
Not Disadvantaged								
Gender								
Female	60	92%	82%	35%	63	92%	49%	3%
Male	52	90%	70%	27%	51	86%	49%	10%

Implications for the Instructional Program:

- Analysis of this data revealed that the Grade 5 students met the adequate yearly progress (AYP) target for Mathematics.
- Further analysis of the data from multiple assessments, such as the Acuity and Everyday Math Unit Assessments, prove that teachers need training on how to incorporate the findings of the item analysis to differentiate instructions.
- Regular observation of classroom practices and feedback from teachers indicate the need to encourage the use of manipulative within the Everyday Math program.
- There is a need for teachers to follow the pacing and complete the Everyday Math Program.
- Math vocabulary needs to be taught in context. The vocabulary needs to be concrete to facilitate visualization, and used consistently within the classroom.

PART IV – SECTION A.1: Analysis of Student Achievement. Science **STATE SCIENCETEST RESULT – GRADE 4**

Data Sources Reviewed – Check all that apply:	<input checked="" type="checkbox"/> NYS Assessment Results (From School Report Card)	<input type="checkbox"/> Lab Books/Journals
	<input type="checkbox"/> District/School Benchmark Tests (Type:)	<input checked="" type="checkbox"/> Classroom Performance/Teacher Observations
	<input checked="" type="checkbox"/> Unit/Teacher-Made/Grade Level Tests	<input checked="" type="checkbox"/> Other <u>School Report Card</u>
	<input checked="" type="checkbox"/> Student Portfolios (Subject(s):	

Grade 4 Student Performance on the NYS-Science Assessment										
ALL TESTED STUDENTS										
Year	Level 1		Level 2		Level 3		Level 4		Levels 3 + 4	
	#	%	#	%	#	%	#	%	#	%
2010	5	4%	4	3%	64	51%	53	42%	117	93%
2009	7	6	14	12	42	35	56	47	98	82
2008	15	14	21	18	37	34	38	34	75	68

Grade 4 STUDENT SUBGROUPS								
Subgroup/ Category	2009				2010			
	Number Tested	Percent of Tested Students Scoring at Levels			Number Tested	Percent of Tested Students Scoring at Levels		
		2-4	3-4	4		2-4	3-4	4
All Students Tested	119	94%	82%	47%	126	96%	93%	42%
Race/Ethnicity								
American Indian/Alaskan Native					1	100%	100%	0%
Black	108	97%	85%	49%	103	96%	93%	41%
Hispanic	9				19	100%	95%	53%
Asian or Pacific Islander	1				2	50%	50%	50%
White					1	100%	100%	0%
Small Group Totals	10	60%	50%	30%	23	87.5%	86%	26%
Educational Status								
General Education	99	97%	90%	52%	117	98%	95%	45%
Special Education	20	80%	45%	25%	9	78%	67%	0%
English Proficiency Status								
English Proficient	111	97%	86%	50%	105	97%	96%	46%
English Language Learners	8	50%	38%	15%	21	90%	76%	24%
Income Level								
Economically Disadvantaged	119	94%	82%	47%	126	96%	93%	42%
Not Disadvantaged								
Gender								
Female	68	94%	81%	47%	71	95%	91%	45%
Male	51	94%	84%	47%	55	96%	94%	38%

PART IV – SECTION A.1: Analysis of Student Achievement. Social Studies
STATE SOCIAL STUDIES TEST RESULT – GRADE 5

**Data Sources
Reviewed – *Check all
that apply:***

- NYS Assessment Results
(From School Report Card)**
- District/School Benchmark Tests
(Type:)**
- Unit/Teacher-Made/Grade Level Tests**
- Student Portfolios (Subject(s)):**

- Lab Books/Journals**
- Classroom Performance/Teacher
Observations**
- Other School Report Card**

General Education	13	12.7	7	6.8	52	50.9	30	29.4	82	80.3	102
Special Education	8	72.7	1	9	2	18.1	0	0	2	18.1	11
All Students	21	18.5	8	7	54	47.7	30	26.5	84	74.2	113
2008											
General Education	6	5.8	5	4.9	67	65.6	23	22.5	90	88.1	102
Special Education	12	80.0	1	6.6	2	13.3	0	0	2	13.3	15
All Students	18	15.5	6	5.1	69	59.4	23	19.8	92	79.2	116

Data Analysis/Findings – Social Studies:

- The Grade 5 NYS Assessment Results in Social Studies in general education, revealed a decrease of 6.7% in level 1, level 2 students decreased by 1.8%, Level 3 students increased by 12.1% and level 4 students decreased by 3.4%.
- The Social Studies results for Special Education revealed that level 1 students decreased by 19.7%, level 2 students increased by 4% and levels 3&4 students increased by 15.9%

Implications for the Instructional Program:

- P.S. 6 will continue following the NYS Scope and Sequence for Social Studies. The anchor to the program is the Harcourt-Brace Social Studies Text and Work books
- In order to provide students with a higher level of understanding of basic concepts, the Social Studies instructional program will include students conducting authentic research. Every student, including Special Education students and English Language Learners (ELL) will be involved in several research projects throughout the year. Projects will be coordinated by classroom teachers and supported by the technology teacher and the Library Media specialist.
- Teachers will align instruction with the NYS scope and sequence.
- Student will be exposed to topics through trips that enhance their knowledge of the content.

Quarterly assessments will be given, in DBQ format, in 3, 4, and 5 grades. These assessments will be used to find the strengths and weaknesses of the students. This way re-teaching can be done where needed and fourth graders would be familiar with the format when they get to fifth grade. *****

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action,

Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. By June 2011, parent participation will increase by 30% as measured by attendance and survey records of parent events.
2. By June 2011, pedagogues will implement Differentiated Instruction practices by 60 % within their classroom as indicated by formal observations and documentation of data portfolios.
3. By June 2011, students in grades 3, 4 and 5 will show a gain of 3% achievement in problem as measured by an increase of levels 3 & 4 on the Acuity and New York State assessment exams .
4. By June 2011, students in grades 3, 4 and 5 will improve by 3% in writing as measured by an increase in levels 3 & 4 on Storytown theme assessments and New York State exams.
5. By June 2011, the ELL student group will demonstrate progress towards achieving state standards as measured by 3% increase in students scoring levels 3 & 4 on the NYS ELA assessment.
6. By June 2011, the students with disabilities group will demonstrate progress towards achieving state standards as measured by 3% increase in students scoring levels 3 & 4 on the NYS ELA assessment.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, parent participation will increase by 30% as measured by attendance and survey records of parent events.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parent orientation to familiarize parents with school goals, programs, workshops and data, Family math, reading and science workshops, parent surveys to identify relevant needs, encourage parent volunteers to become learning leaders, consistent PTA meeting, encourage parents to go on line to review school web site, provide childcare for parents who attend school workshops. Responsible staff members are: Administration, SLT members, PTA Board, Parent Coordinator. Timeline: September to May 2011 District Level / CEC workshops Special Education- educate and advocate special education policies and procedures Title 1 workshop at Barclays- to inform parents of educational resources and tools needed to work with their children one –on-one. End of Year BQ – Honoring parents for their contributions (volunteering) Recognizing students for their accomplishments (academic and citizenship) School Messenger – System in place to notify parents of school events Important flyers are distributed and telephone calls are made to parents to update them on important information pertaining to school events Community Outreach- food drive, toy drive, distribute new clothes, technology resources , Flatbush Business Organization</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1/PAC funding, funding from school budget Teachers, Parent Coordinator, Family Worker Family Worker -\$ 41,334 Title 1 parents- \$ 7537. Parent Coordinator \$ 40,192. Parent Coordinator Resources \$ 500. SLT \$ 8,700. Improve Parent Involvement \$ 1,227. Translation \$ 2,297.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitor parent participation in intervals of 6 to 8 weeks to check for increased attendance at parent events, increase response to NYC parent survey, Meetings with parents, PTA monthly meetings, functional SLT, positive school environment. Maintain parent attendance sheets for events to monitor attendance and participation.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Differentiated Instruction in all Academic Areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, pedagogues will implement Differentiated Instruction practices by 60 % within their classroom as indicated by formal observations and documentation of data portfolios.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ongoing professional development to enhance D.I., improved enrichment programs, project based learning, documentation of student achievement, flexible grouping of students based on instructional levels, maintain data binders, on-going grade meetings to discuss student progress Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, grade leaders Timeline- September to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title 1- professional development, workshops to support D.I., administrative support, AIS teachers, ESL teachers Pedagogues (in and out classroom) \$ 3,530,300 Data Specialist \$ 2,550. Computer Software Hardware \$ 50,245 -grant Text /Library \$ 19,022. Coaches \$ 209,176 Supplies \$ 3,115 PD \$ 10,000.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monitor student performance 6-8 weeks to evaluate student progress. Monitor data binders 6-8 weeks to see how teachers are grouping based on periodic and instructional assessments. Anticipated gains of 3% to 5% resulting in teachers differentiating instruction to meet the needs of students. Meet with teachers monthly to discuss DI strategies that work well in their classes.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics- Problem Solving

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in grades 3, 4 and 5 will show a gain of 3% achievement in problem as measured by an increase of levels 3 & 4 on the Acuity and New York State assessment exams.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional development, review of the data, grouping based on assessments, daily review of problem solving strategies, instructional coaches will model, plan with teachers and provide feedback to their peers. Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, grade leaders Timeline- September to May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers, math coach, professional development, math resources to support problem solving strategies, administrative support, AIS teachers, ESL teachers After-school \$ 20,000. Textbooks \$ 14,989. Pedagogues (in and out classroom) \$ 3,530,300 Coaches \$ 209,176. Computer Software Hardware \$ 50,245 Admin Support \$ 368,919. Supplies 42000.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly and weekly Everyday Math assessments, daily homework, math journals, math portfolios. Everyday Math unit assessments are reviewed and analyzed in order to differentiate instructions.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, students in grades 3, 4 and 5 will improve by 3% in writing as measured by an increase in levels 3 & 4 on Storytown theme assessments and New York State exams.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional development , review of the data, grouping based on assessments, daily review of writing strategies, shared writing, Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, grade leaders Timeline- September to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers, ELA coach, professional development, literacy resources to support reading and writing strategies, administrative support, AIS teachers, ESL teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic assessments, daily homework, writing portfolios, monthly and weekly assessments, Monthly writing genre, Storytown writing activities and individual writing selections are reviewed and analyze in order to differentiate instructions. Pedagogues (in and out classroom) \$ 3,530300 Data Specialist \$ 2,550. Computer Software Hardware \$ 50,245 Text /Library \$ 19,022. Coaches \$ 209,176 Supplies \$ 1,500..</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Writing (ELL Students)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the ELL student group will demonstrate progress towards achieving state standards as measured by 3% increase in students scoring levels 3 & 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development , review of the data, grouping based on assessments, daily review of writing strategies, shared writing, Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, ESL teachers, grade leaders Timeline- September to June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teachers, ELA coach, professional development, literacy resources to support reading and writing strategies, administrative support, AIS teachers, ESL teachers Pedagogues (in and out classroom) Title III- (After-school/Supplies) \$15,000. Textbooks \$ 14,989. Pedagogues (in and out classroom) \$ 3,530,300 Coaches \$ 209,176. Computer Software Hardware \$ 50,245 (GRANT) Admin Support \$ 368,919.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Periodic assessments, daily homework, writing portfolios, monthly and weekly assessments, Monthly writing genre, Storytown writing activities and individual writing selections are reviewed and analyze in order to differentiate instructions.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Writing (Students with Disabilities)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the students with disabilities group will demonstrate progress towards achieving state standards as measured by 3% increase in students scoring levels 3 & 4 on the NYS ELA assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional development and in class instruction will be given on:</p> <ul style="list-style-type: none"> • strategies to develop writing and reading comprehension • reviewing of the data (organize and format currently available Storytown) • track and report on the progress of students • grouping based on assessments (Differentiation) • implement strategies learned and review student writings • teachers will model and engage in shared writing activities <p>Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, grade leaders Timeline- September to June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Teachers, ELA coach, professional development, literacy resources to support reading and writing strategies, administrative support, AIS teachers, ESL teachers Pedagogues (in and out classroom) \$ 3,530,300 Data Specialist \$ 2,550. Computer Software Hardware \$ 50,245 Text /Library \$ 19,022. Coaches \$ 209,176 Supplies \$2000. After-school- / Saturday school- \$20,000. SES funding \$30,000.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Periodic assessments, daily homework, writing portfolios, monthly and weekly assessments, Monthly writing genre, Storytown writing activities and individual writing selections are reviewed and analyze in order to differentiate instructions.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	44		N/A	N/A	6			3
1	27		N/A	N/A	12			4
2	14		N/A	N/A	16		2	6
3	45	23	N/A	N/A	14		4	1
4	65	66			12			1
5	32	62			12			4
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> • Storytown Strategic Intervention • Voyager Reading • New York State Coach Reading (Full-School-Year Edition) Grades 2 – 5 • Additional books for the classroom library • The Continuum of Literacy Learning by Pinnel and Fountas • Acuity Item Analysis • Pre-Referral Intervention Manual (PRIM) 	<ul style="list-style-type: none"> • Provides a complete decoding and spelling curriculum, grammar, robust vocabulary interactive writing support for struggling readers. • Program specifically meets the needs of students including ELL and special education at their instructional levels. • Program provides scaffolding and extra support. • Program is implemented in tutorial or small group setting. Targeted students including ELL and special education receive support 2 periods per week. • Provides alignment with the classroom curriculum. • Identify students including ELL and special education error patterns • Teach educators the specific body of understandings that students including ELL and special education must acquire to become highly effective users of oral and written language • Teach educators to call early attention to student including ELL and special education learning and behavior problems, and ways to adjust behavior and monitor student progress. • K-2 – Early Grade childhood intervention teacher will provide remediation to students who including ELL and special education who have been identified as Intensive in Dibels/ECLAS
<p>Mathematics:</p> <ul style="list-style-type: none"> • New York State Coach Mathematics (Post-March and Full-School-Year Edition) Grades 2 – 5 • Problem of the Day 	<ul style="list-style-type: none"> • Provide students including ELL and special education who are at-risk in grades 2 – 5 daily activities and exercises to actively engage mathematical explorations. • Provide students including ELL and special education with the previous year’s review, the required tasks for the current year and lessons for the coming year. • Provide students including ELL and special education with a challenge question which reviews content strands and enhance the process strands. • Targeted students receive instruction 2 times a week in 45 minute increments.
<p>Science:</p> <ul style="list-style-type: none"> • New York State Coach Science (Full-School-Year Edition) Grade 4 	<ul style="list-style-type: none"> • Provide D. I. in science for students who scored levels 1 and 2
<p>Social Studies:</p> <ul style="list-style-type: none"> • New York State Coach Social Studies (Full-School-Year Edition) Grades 5 	<ul style="list-style-type: none"> • Social Studies is integrated in the ELA

At-risk Services Provided by the Guidance Counselor:	Group sessions provided daily to address barriers to improve academic performance
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Individual one –to-one guidance counseling provided by social worker
At-risk Health-related Services:	Children receive medical attention based on 504s on as needed basis

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

The population of English Language Learners has been changing at PS 6 with a growing number of students from Central America. We now have a majority of Spanish speaking ELLs with a diminishing number of Haitian Creole speaking students. In addition, we have a small but growing number of Arabic and Fulani and other African language speakers.

English language learners are identified by evaluating the Home Language Survey forms and accessing NYSESLAT scores on the ATS system. After testing eligible students with the LAB-R, they are found either entitled or not-entitled to ESL services. Parent notification letters are sent out in English as well as Spanish, Haitian Creole, and Arabic. Parent Orientation meetings are set up periodically to inform parents of the various programs for ELLs. At this time, the responses to the Parent Survey and Program Selection form do not warrant the formation of Transitional Bilingual classes since the vast majority of parents has chosen Freestanding ESL as their first preference. Therefore, the instructional program for ELLs will consist of pull-out and/or push-in English as a Second Language for all eligible students including Special Education students. ESL groups will be organized by grade and ESL proficiency levels according to the LAB-R or NYSESLAT results. There will be 11 groups of between 6 and 12 students taught by 1 part-time and 2 full-time certified ESL teachers. Lessons will be planned around content area and theme units which correspond to the grade curriculum. Instruction will be focused on developing the listening, speaking, reading, and writing skills which are required to meet the New York State standards for ELLs.

English Language Learners will be eligible to participate in all extra curricular activities such as track and chorus and will attend all school assemblies and other special events. They will be eligible to participate in the 37 1/2 minute morning period for reading and math. All ELLs will participate in the “Academic Enrichment” literacy period as well as Academic intervention programs where needed.

In addition to the English as a Second Language program offered in the day school, third, fourth, and fifth grade ELLs will be invited to participate in the Title III After School Program three days a week from 3:15 to 5:15.

Getting ELL parents to feel welcome at PS6 and to participate in school events and activities is a high priority. The Parent Coordinator plays a key role in parental involvement, especially in our Spanish speaking community. Aside from the many informal contacts that the Parent Coordinator makes on a daily basis, there will be a “Meet the Teacher Night” in September to which all parents of ELLs will be invited and to meet classroom teachers as well as ESL teachers. A “Parent Orientation Meeting” will be held in September for all parents of newly arrived ELLs for the purpose of explaining the Parent Survey and Program Selection forms and addressing parent concerns. In October, PS6 will host a “Title I Parent Meeting” and a second will be held in early spring. These meetings will be for the purpose of informing parents about testing issues and strategies for helping their children succeed academically as well as for parents to have an open forum to discuss relevant concerns. In May, Parents of ELLs will be invited to a “Celebration of Accomplishments” highlighting the achievements of ESL students. Spanish and Haitian Creole interpreters will be available at all meetings involving ELLs.

Teachers and staff members need to be informed on matters concerning and strategies for the teaching of English Language Learners. Therefore, workshops, conferences, seminars, articles etc pertaining to ELLs will be announced or posted. ESL teachers will be available to all staff for conferences regarding materials and methodology or demonstration lessons.

ESL teachers prepare a NYSESLAT testing schedule according to the dates submitted by New York State Department of Education. Students are given the four subtests which test the four different modalities on separate days and within the time frame.

SAMPLE STUDENT SCHEDULE 2010-2011 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: 17 School Building: PS6

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 To: 9:25	Subject (Specify) Literacy				
2	From: 9:25 To: 10:15	Subject (Specify) Literacy	Subject (Specify) English as a Second Language	Subject (Specify) Literacy	Subject (Specify) English as a Second Language	Subject (Specify) Gym
3	From: 10:15 To: 11:15	Subject (Specify) Math	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) English as a Second Language
4	From: 11:15 To: 12:15	Subject (Specify) Lunch				
5	From: 12:15 To: 1:15	Subject (Specify) English as a Second Language	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
6	From: 1:15 To: 2:05	Subject (Specify) Library	Subject (Specify) Math	Subject (Specify) English as a Second Language	Subject (Specify) Technology	Subject (Specify) Math

7	From: 2:05	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To: 3:00	Social Studies	Social Studies	English as a Second Language	Writing	Art

the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The ELL population at PS6 consists mostly of Spanish and Creole speaking students with a minority of Arabic and Fulani speakers. The purpose of the Title III Program is to raise the NYSESLAT, ELA and standardized math test scores with particular attention to reading comprehension and basic math skills. Our focus was determined by the results of the 2010 standardized ELA and math tests. For example: ELLs performed at the lower end in numeration concepts and word problem solving skills and in determining main ideas and important details in the ELA.

Therefore, ELLs in third, fourth, and fifth grades will be offered an After School Program beginning in early January and ending in mid-April. The program will be held on Tuesday, Wednesday, and Thursday from 3:15 to 5:15pm. There will be two groups of no more than 15 students each. One group will consist of third graders and beginning level students who are new to English. The other group will consist of fourth and fifth grade intermediate and advanced level students. Both groups will be instructed by an ESL certified teacher. One reading specialist will rotate between the groups to support the lowest level readers.

Reading instruction will be enhanced through the use of the "Language for Learning" program developed for English language learners by Options and is based on content-area and academic vocabulary. The reading libraries will be used for guided reading groups and for independent reading to increase vocabulary and fluency. Math instruction will focus on problem solving skills using real life situations and activities and will be reinforced through "Math, Literature, and You-Math Options", also by Options. Skills and concepts will be aligned to Core Standards in both reading and math. New students with little or no English language skills will have access to the interactive "Imagine Learning English" computer program and will go online for 20 minutes, three times a week.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL teachers will provide staff development for monolingual and Special Education teachers as well as paraprofessionals on an ongoing basis so that the required number of hours can be met by all staff. Workshops will be offered on staff development days and ESL teachers will be available for conferencing, developing lessons, and for providing appropriate materials. Also, teachers will be able to observe ESL classes as part of training hours. Workshop topics will include integrating ELLS into monolingual classrooms for maximum participation, developing vocabulary, selecting and creating materials for ELLs, and creating and using dialogues for teaching content area material.

Section III. Title III Budget

School: PS 6 BEDS Code: BEDS 33173010006

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,584	2 ESL teachers, 1 reading specialist 3 teachers x \$42 per hour x 3 sessions of 2 hours = \$756 x 14 weeks = \$10,584
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,516	“Reader’s Theater: Folktales, Myths, and Legends” by Benchmark for guided reading libraries, “Language for Learning” by Options for content area reading, “Math, Literature, and You” student math books by Options for math skills and concepts
Educational Software (Object Code 199)	\$900	Subscriptions to Imagine Learning
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All Home Language Survey Forms for all students are reviewed by ESL teachers to determine language used in the home. On this form, parents select the language they wish to be used to inform them of school matters. This information is gathered and used when notifying parents.

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

The findings are that the majority of families whose language is other than English is Spanish speaking. The second largest foreign language group is Haitian Creole. There are a few Arabic and Fulani speakers as well. Our written translation needs are to have important and required notices and documents translated into Spanish and Haitian Creole. (We have found that our Arabic and Fulani speaking students have English speaking family members. Translation and Interpretation services will be provided if requested.) speaking members and. Our oral interpretation needs are to have Spanish and Haitian Creole speakers available for interpretation. These needs have been communicated to the school community at PTA and staff conference meetings. In addition, signs in Spanish, Haitian Creole, and Arabic will be posted in a conspicuous location informing parents of the availability of interpretation services and the bill of Parent Rights and Responsibilities will be provided in Spanish, Haitian Creole, and Arabic.

Part B: Strategies and Activities

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

The school will utilize the native Spanish and Haitian Creole speaking staff to provide written translations of all appropriate documents or download translated documents from the New York City Department of Education if available to ensure that all parents are informed of matters pertaining to their children's health, well-being, and education. Notices and documents in need of translation will be given to the appropriate translator in advance of their projected dates of dissemination. When necessary, services will be obtained through the Translation and Interpretation Unit.

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

Oral interpretation services will also be provided by staff members and will be available at registration, parent meetings, conferences, or whenever requested by a parent or guardian. When necessary, services will be obtained through the Translation and Interpretation Unit.

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

Signs in Spanish, Haitian Creole, and Arabic will be posted in a conspicuous location informing parents of the availability of interpretation services. The bill of Parent Rights and Responsibilities will be provided in Spanish, Haitian Creole, and Arabic when made available on the New York City Department of Education website. All critical documents and communications with parents will be provided in translation whenever necessary.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$685,000.	\$126,000.	\$811,000.
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,850.	\$1,270.	\$8,120.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$34,250.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$6,850.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

PS 06 will take a continuous improvement, data-driven approach to assess student learning. This approach uses item analysis, running records, and portfolio assessment, as indicators to identify and plan strategies to address student weaknesses. It also targets areas for growth on a continuous basis.

- a. Ongoing assessments are both formal and informal. Formal Assessments in Reading and Math administered by NYS and NYC to students in Grades 3-5 inform instruction. To meet and exceed City and State performance standards, students in grades 3-5 will also be administered benchmark assessments in Reading and Mathematics through Acuity.
- b. A carefully documented Item Skills Analysis is generated (i.e., NYStart.gov/Acuity), from these assessments, and will be used to help inform instructional decisions and focus attention on targeted students in need of additional instructional support.

- c. Other assessments that will be used to inform instructional decisions include: Childhood Language Arts System (ECLAS), Dibels in the lower grade (K-2), NYC and NYS standardized Tests and the Storytown Assessment in the upper grades (3-5). ECLAS and Dibels will help teachers make appropriate decisions as they select reading materials for students, plan activities, and structure literacy programs.
- d. See CEP document for itemized assessments.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

At PS 06 we are committed to implementing the Balanced Literacy Approach to deliver instruction which is aligned with the City and State Standards that is scientifically research-based. P. David Pearson refers to this as the “Gradual Release of Responsibility” instructional model where teachers provide varying levels of scaffolding, gradually removing supports so that a student becomes independent. New Zealand researchers call this a “to, with, and by” approach; the teacher reads to the students, with the students, and finally provides the opportunities for independent reading by the students. We are committed to providing differentiated instruction so that children can acquire the specific skills they need to meet the NYC and NYS standards in math and English Language Arts.

Literacy- Grades (1-5)

Current strategies for improving instruction and student performance in English Language Arts include the implementation of a Balanced Literacy Approach which consists of: Interactive Read Aloud, Shared Reading, Guided Reading, Word Study, and Independent Reading. Learning Centers, Literature Circles, and Writer’s Workshop also develop reading and writing skills. This Workshop Model, implemented during a 90-minute literacy period in grades 1-5, will be continued in the **2010-2011** school year.

- Read alouds provide opportunities for Word Study and vocabulary development.

- Daily Guided Reading allows for differentiated instruction in literacy.
- Daily Writing Workshops encourage students to write in a variety of genres, study the craft of well-known children's authors, revise their work and edit for conventions of grammar.
- Classroom Libraries will give students opportunities for independent reading.
- Academic support personnel in the classroom and the assignment of a full-time Literacy Coach will further support literacy instruction and on-site staff development.
- The overhead projector is often utilized for effective shared reading experiences.

Mathematics:

Currently grades K-5 are using Everyday Mathematics as the primary vehicle for math instruction in the school. This program, implemented during a 90-minute math period, will be continued in all grades in the 2010-2011 school year.

- Teachers continue to offer students hands-on instruction using Math Manipulatives and focusing on problem solving activities to include real world problems.
- Students are encouraged to think and write journal entries about math strategies as they work alone, in partnerships, and in small groups.
- Students share their strategies to highlight the various solutions to story problems.
- Children's literature is incorporated into math instruction and students are challenged to create and solve problems related to the story.
- A full-time Math Coach will support the effective implementation of the program through focused, on-site staff development.
- The overhead projector is often utilized as an effective tool to enhance student participation in our demonstration lessons as well as for sharing different strategies.

Science:

The purpose and focus of Science Education at PS 06 is to offer our students different ways to understand, make predictions and adapt to an increasingly complex scientific and technological world.

- Students are given opportunities to 25-29 model scientific methods of investigation through the workshop model. This inquiry based approach incorporates scientific thinking and processing.

- In order to improve students' knowledge of science concepts and the instruction of science, we have aligned our program with the NYS and NYC standards.
- The Harcourt Brace Resource Kits are utilized to support instruction in grades K-5.
- A full-time science cluster teacher services grades 3-5.
- Professional Development activities are provided for teachers of grades K-2.
- All classes participate in the School-Wide Science Fair.

Social Studies:

PS 06 will continue to follow the NYS Core Curriculum and Scope and Sequence for Social Studies. A project based curriculum will be encouraged to provide students with a higher level of understanding of basic Social Studies concepts.

- Every student, including Special Education Students and English Language Learners, will be involved in several research projects throughout the year.
- The Social Studies cluster teacher and the school Library Media Specialist will develop and coordinate projects with the classroom teachers.

Technology:

Technology is infused into all curricular areas through the use of in-classroom computers, two Technology Labs (one with laptops), and two mobile Smartboards.

- All students including Special Education Students and English Language Learners will have multiple opportunities to use technology to demonstrate their learning and to publish their work.
- All students will have access to the internet to facilitate their research and broaden their knowledge.
- All students will have the opportunity to access any educational games and programs that are available.
- The Technology cluster teachers provide a project based curriculum which is an extension of the classroom.

After-School Programs:

Students will be offered an After-School Program on Tuesdays, and Wednesdays from 3:00 to 5:15 PM. Teachers will work with small groups on literacy and math skill development.

- Literacy activities will include listening and reading for specific purposes and writing responses to literature.
- Math skills and strategies will be practiced and developed through problem solving and hands-on situations.
- There will also be Vacation School during the summer and some holidays.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Ongoing professional development will maintain and enhance professionalism for all teachers and staff.

For that purpose, the Professional Development Team will continue to operate during the **2010-2011** school year. The focus will be on instruction that enables all students to achieve the NYS academic standards.

- Professional Development will be coordinated by the Professional Development Team which includes the Principal, Assistant Principals, UFT Chapter Leader, Literacy & Math Coaches, Title I Math & Literacy teachers, Technology Specialists, and Grade Leaders.
- The team will assess teachers' needs for professional development by surveying teachers, referring to data, and through "Learning Walks" around the school.
- They will meet regularly to reflect and refine school-based practices and up-date professional development plans.
- The team will search out and inform teachers and staff on off-site professional development opportunities on a regular basis.
- The team members will provide focused staff development workshops designed to strengthen the teachers' knowledge-base in Literacy and Math instruction.
- Literacy and Math Coaches will provide Professional Development in planning, executing, and assessing effective lessons.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

At PS 06 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program.

- Members of the Learning Leaders Parent Volunteer Program will support the school with additional security by monitoring the hallways and lunchrooms and also provide classroom tutoring.
- The Parent Coordinator along with the Family Support Team will focus more on promoting parent involvement, creating individual student intervention plans, implementing attendance plans, and integrating school and community resources to meet the needs of our educational community.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Some of our children enter school with little or no previous school experience. They require a strong literacy program that will enable them to meet and exceed City and State Performance Standards.

- The Balanced Literacy Approach allows the students to develop a strong background in phonemic awareness as well as immersion in good literature. Month-by-Month Phonics and Making Meaning is the basis for instruction in phonics and phonemic awareness.
- Early in the school year, students are assessed using the Early Childhood Literacy Assessment System (ECLAS), Dibels, running records using benchmark texts which are matched to books at their levels.
- To insure that these targeted students receive a strong literacy foundation, Title I teachers provide on-going math and reading assessment to all students in grades K-5, group students in their appropriate levels, and provide appropriate intervention in order to insure student success.
- The Literacy and Math Coaches provide on-going professional development to assist teachers in successfully implementing Literacy and Math Initiatives.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Professional development initiatives using up-to-date technology are in place to help teachers develop the knowledge and skills to access, interpret, and use data effectively. Standardized test results data will be used to drive and inform instruction.

- On-site professional development activities are facilitated by the principal, assistant principals, Literacy and Math coaches, educational consultants, technology specialists, etc,
 - Our primary goal is to enable all teachers to be proficient in integrating the Principals of Learning and the Workshop Model of instruction in all subject areas.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. **Academic Intervention Services (AIS)** are provided to meet the needs of all students who require additional assistance to meet the State Standards in ELA, Mathematics, Science, and Social Studies.
- Intensive guidance and support services are also provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically.
 - Although the intensity of the services provided vary based on the individual needs of students, all grade 3-5 students performing in Levels 1 and 2 (including Special Education students and English Language Learners) will receive appropriately targeted services.
 - The school will be implementing Academic Intervention Services for students before school, during school, after-school, and during the summer.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	X			\$685,139.	Pgs 54-60
Title I, Part A (ARRA)	Federal	X			\$127,095	Pgs54-60
Title II, Part A	Federal	X			\$327,521.	Pgs55-60
Title III, Part A	Federal	X			\$15,000.	Pgs54-60
Title IV	Federal	X		X	\$---	Pgs---
IDEA	Federal	X			\$266,232.	Pgs54-60
Tax Levy	Local	X			\$2,897,051	Pgs54-60

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. **Note:** If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - Ensure that professional development in the associated ELA skills is provided to teachers, so that students move from the re-teach to secure level.
 - Expand before and after school opportunities for all students and particularly for students with disabilities.
 - Ensure that the benchmark assessments for the Storytown reading program are utilized to inform and revise classroom instruction periodically throughout the year.

School Under Registration Review (SURR)

- Define and document the professional development that will be provided to general education and special education teachers in support of the above.
 - Ensure development of a school-wide professional development action plan.
 - A mentoring plan is required. Indicate how many teachers are new to the school or profession and develop and implement an effective mentoring program.
 - Ensure the development and implementation of a professional development program for new and existing teachers that addresses the needs of students with disabilities in ELA.
 - We have ensured that the school's SMART Board and white boards are used effectively to support teaching and learning. Provide additional professional development.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- The teacher-mentoring program is done as needed by the Literacy and Math Coaches who follow:
 - The New Teacher Center of Santa Cruz model of mentoring
 - The Continuum of Teacher Development Formative Assessment System
 - The Teaching Standards
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- Parents will be notified through:
 - Parent workshops (with flexible hours)
 - Letters, flyers, advertisements
 - Notices brought home by the students
 - Announcements published on the school's website
 - Word of Mouth

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

There are 18 students living in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.

Guidance Services:

- Close progress monitoring by guidance department
 - At-risk counseling on as-needed basis
 - Orientation counseling where parents and children are educated about where to go in the community for resources and assistance
 - Parent workshops on community service agencies available to them.
-

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

Our C4E discretionary finds and other available resources are used to place out of the classroom teachers as push-in teachers to increase the number of teachers in existing classrooms.

We also use C4E to fund classroom teachers of students with disabilities, ELLs and students within poverty levels

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 006					
District:	17	DBN:	17K006	School		331700010006

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.1	93.6	93.5
Kindergarten	68	64	67				
Grade 1	117	100	104	Student Stability - % of Enrollment:			
Grade 2	115	119	103	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	103	124	113		92.9	91.6	93.2
Grade 4	127	137	140				
Grade 5	113	113	129	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		86.8	94.2	94.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	34	48
Grade 12	0	0	0				
Ungraded	1	3	8	Recent Immigrants - Total Number:			
Total	644	660	664	(As of October 31)	2007-08	2008-09	2009-10
					8	12	7

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	39	44	41	Principal Suspensions	10	2	3
# in Collaborative Team Teaching (CTT) Classes	23	18	29	Superintendent Suspensions	0	3	2
Number all others	26	33	38				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	53	46	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	6
# receiving ESL services only	78	79	TBD				
# ELLs with IEPs	6	14	TBD	Number of Educational Paraprofessionals	9	10	15

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	96.2	100.0	98.0
				% more than 2 years teaching in this school	79.2	89.1	97.9
				% more than 5 years teaching anywhere	69.8	80.4	87.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	93.0	93.8
American Indian or Alaska Native	0.5	0.6	0.0	% core classes taught by "highly qualified" teachers	94.8	100.0	98.5
Black or African American	85.4	82.1	78.6				
Hispanic or Latino	12.0	14.4	18.5				
Asian or Native Hawaiian/Other Pacific	0.9	0.9	0.2				
White	1.2	1.7	1.8				
Male	47.8	47.3	48.9				
Female	52.2	52.7	51.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1			v		
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	-	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	X	v	-			
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	v	v				
Student groups making	4	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	54.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	36.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Title I Parent Involvement Policy School K006

P. S. 006, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. P. S. 006's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers, Learning Leaders, and welcomed members of the school's community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;**
- provide parents with the information and training needed to effectively become involved in planning and decision making;**
- increase their understanding of their right to support their child's education by being involved in the educational process;**
- increase the role of the home in enriching education and improving student achievement; and develop positive attitudes toward the entire school community.**

P. S. 006's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English language learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy. In developing p. s. 006 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 Parent Involvement Policy and asked to survey their members for additional input.

To increase parent involvement, P.S. 006 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;**
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set-a-side and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;**
- 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain Parent Coordinators, PTA, PAC to serve as liaisons between the school and communities. The Parent Coordinator and PTA/PAC will collaborate together to 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 and PTA/PAC will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

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

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

- host the required Annual Meeting 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 Section 1118 of Title I, Part A;

- schedule additional parent 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; and

- conduct an Annual Title 1 Parent meeting where all parents are invited to attend formal presentations and workshops that address their parenting needs.

P. S. 006 will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Conference;

- hosting events/activities during Open School Week;

- encouraging meaningful parent participation in the School Leadership Teams, Learning Leaders program and the Parent Association :

- supporting or hosting OFEA District Family Day events;

- establishing a Parent Resource Room or lending library;

- starting school clubs for parents and students (e.g., book clubs, chess clubs, etc.);

- hosting events for male parents/guardians and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- 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; and
- providing school planners for daily written communication between school/teacher and the home.

P. S. 006- PARENT COMPACT

PS 006, staff and the 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 the 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.

SCHOOL RESPONSIBILITIES

PS 006 staff will:

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:

풀첩 using academic learning time efficiently;

풀첩 providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;

풀첩 respecting cultural, racial and ethnic differences;

풀첩 implementing a curriculum aligned to State standards;

풀첩 offering high quality instruction in all content areas; and

풀첩 providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

- address communication issues between teachers and parents by:

풀첩 conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

풀첩 convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;

풀첩 arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary child care for those parents who want to attend regular title 1 school meetings.

풀첩 ensuring that 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;

• **풀책** involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;

• **풀책** providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and

• **풀책** ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.

• provide parents reasonable access to staff by:

• **풀책** notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and

• **풀책** providing for Open School activities that include observations of classroom activities.

• provide support to parents by:

• **풀책** 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;

• **풀책** sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and

• **풀책** supporting parental involvement activities as requested by parents.

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

• monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;

• ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;

• make sure that homework is completed and assist my child if necessary;

• read to my child or discuss what my child is reading each day (minimum 15 minutes);

• set limits to the amount of time and what my child watches on television or plays video games;

• promote positive use of my child's extracurricular time such as, After-school extra learning opportunities, clubs, team sports and/or

quality family time;

- **encourage my child to follow the school's rules and regulations and discuss this Compact with my child;**
- **volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;**
- **participate, as appropriate, in the decisions relating to my child's education. I will;**

풀책 communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

풀책 respond to surveys and notices when requested;

풀책 become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;

풀책 participate in or request training that the school offers on teaching and learning strategies whenever possible;

풀책 take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams;

and

풀책 share the responsibility for the improved student achievement of my child.

STUDENT'S RESPONSIBILITIES

I will:

- **attend school regularly and be on time for school, wear school uniform;**
- **complete my homework and turn in all assignments on time;**
- **follow the school rules and be responsible for my actions;**
- **show respect for myself, other people and property;**
- **try to solve disagreements or conflicts peacefully; and**
- **always try my best to learn.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 110	District 17	School Number 006	School Name NACA
Principal Ms. Ellen Carlisle		Assistant Principal Ms. J. Dugue	
Coach Ms. N. Radix		Coach Ms. J. Marius	
Teacher/Subject Area Ms. S. Bergman/ESL		Guidance Counselor Mr. Cherry	
Teacher/Subject Area Ms. D. Couper/ESL		Parent	
Teacher/Subject Area Ms. L. Jacques/Math/ESL		Parent Coordinator Mr. S. Narvaez	
Related Service Provider Ms. Whitehall/Speech		Other	
Network Leader		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	656	Total Number of ELLs	95	ELLs as Share of Total Student Population (%)	14.48%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. English language learners are identified by evaluating the Home Language Survey forms and accessing NYSESLAT scores on the ATS system. After testing eligible students with the LAB-R, they are found either entitled or not-entitled to ESL services. All evaluations of Home Language Survey forms and LAB-R testing is conducted by certified ESL teachers. Parent notification letters are sent out in English as well as Spanish, Haitian Creole, and Arabic. Letters are sent home via backpack and follow up phone calls are made to ensure that parents have received information.
2. Parent Orientation meetings are set up periodically as needed to inform parents of the various programs for ELLs. Flyers informing parents of the meetings are sent home in English, Haitian Creole and Spanish. The Parent Coordinator reaches out to parents in person and by telephone to encourage parents to come to the meetings. The three program choices are described at the meeting and the Department of Education DVD is available for viewing. The Parent Selection forms are reviewed and parents are given the opportunity to ask questions. Haitian Creole and Spanish interpreters are available and other translation and interpretive services are available upon request.
3. Parent notification letters are distributed in English as well as Spanish, Haitian Creole, and Arabic. Letters are sent home via backpack and follow up phone calls are made to ensure that parents have received information. Parent Survey and Program Forms are collected at Orientation Meetings.
4. The results of the LAB-R or NYSESLAT test are used to place students in a program for ELLs. Parent Selection forms are reviewed to determine parental choice regarding TB, Dual, or ESL. If there are sufficient numbers of parents for particular grades that request Transitional Bilingual or Dual Language programs, a class is formed. Otherwise, students are placed in an ESL only program. Parents make their choices only after reading material in the language of their choice and consulting with teachers and interpreters at the Orientation Meetings.
5. In the past three years, only four parents have requested Transitional Bilingual Programs. The trend is clearly for ESL only programs.
6. Programs offered at PS6 are in full alignment with parental choices.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

Push-In	+1	1													1
Total	1	2	1	1	2	1	0	8							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	74	Special Education	10
SIFE	8	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	74	3	4	20		6	1	0	0	95
Total	74	3	4	20	0	6	1	0	0	95

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	8	9	10	12	7								55
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	1	1	1	1								7
Haitian	2	6	5	2	4	4								23
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian		1			1									2
Other				2	3	2								7
TOTAL	14	16	15	15	21	14	0	95						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

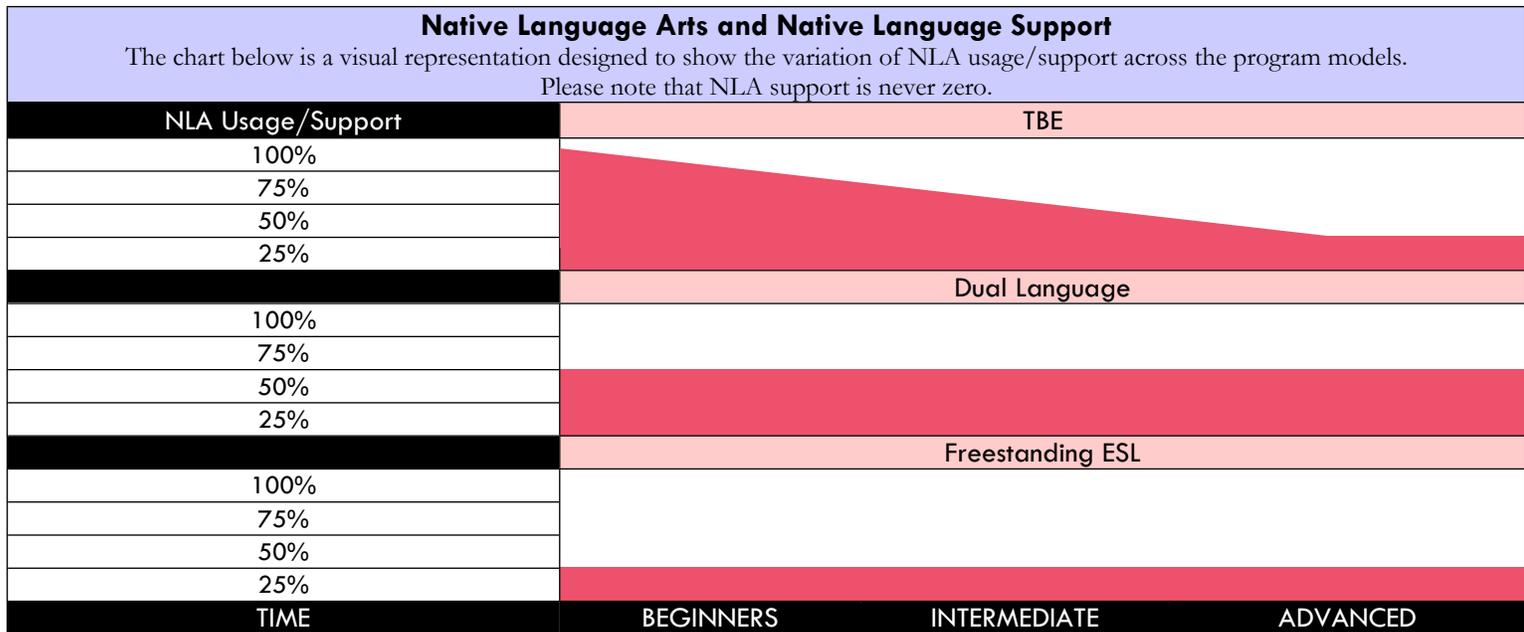
1. ESL instruction is delivered primarily in the Pull-out model and in the Push-In model wherever possible. Students are grouped by grade and by proficiency levels as nearly as possible.
2. Beginner and Intermediate students receive 360 minutes of ESL per week and Advanced students receive 180 minutes per week. Two ESL teachers are assigned to work with ELLs on a fulltime basis plus one certified ESL teacher is assigned 10 periods a week to work with ELLs.
3. ESL methodology is used for the instruction of content area material to ELLs in the Pull-Out and Push-In models. Instruction is delivered in English only. Materials specifically designed for ESL such as Rigby's "On Our Way to English" and Benchmarks' "English Explorers" series are used to enhance the learning of science, social studies, and literature and to develop language and vocabulary development.
4. All SIFE, newcomer, long-term, and special needs ELLs are part of the Extended Day program and leveled guided reading groups. In addition, all are encouraged to participate in the Title III After School Program and the Supplemental Services Program. ELLs receiving 4-6 years of service and long term ELLs participate in the Academic Intervention program to target the skills needed to meet the ELA and Math standards. Special needs ELLs receive Special Education services including speech, occupational therapy, and counseling where indicated. They are integrated into ESL groups according to their functional level. Instruction is differentiated within the ESL program by providing students with reading material according to their Fountas & Pinnell level, targeting areas of weakness according to test data, and tailoring assignments to proficiency levels and individual needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Interventions programs include ESL, Special Education Teacher Support Services, special education, speech, Extended Day, Academic Enrichment, and Targeted Academic Intervention, Title III, and Supplemental Educational Services. All the above services are delivered in English only. Storytown Leveled Libraries by Harcourt are utilized for guided reading practice during the Academic Enrichment period. Best Practices in Reading and Language for Learning, both by Options, are some of the materials used to develop reading comprehension in the ESL program. The Sadlier Word Study series and New York State Measuring Up Language Arts and Math series are some of the materials used to improve reading and math skills in the SETSS program. The Academic Intervention Team develops reading and math skills utilizing the New York State Coach series in ELA and Math. All Instruction for ELLs is focused on developing the listening, speaking, reading, and writing skills which are required to meet the New York State standards for ELLs and to master the skills required to meet the ELA and Math standards for NYS.
6. Transitional support for ELLs is available for 2 years after proficiency is achieved according to the NYSESLAT results; ELLs may continue to be serviced in the ESL program and may attend Title III programs. These students get time and a half on all standardized tests for the 2 years after achieving proficiency.
7. ELLs students will access the KidBiz3000 differentiated computer reading program several times a week. PS6 will implement more of the Push-In teaching model.
8. N/A
9. To ensure equal access to all school programs and after school programs, parents of ELL students are provided with all flyers, memos, and applications as non-ELL students. Some of these programs are chorus, drama, art, and track. The after school Supplemental Educational Services provides instruction in reading comprehension, fluency, and word attack skills.
10. Some technology programs used for instruction of ELLs are Imagine Learning, KidBiz3000, Discovery Channel, Storyline Online, and A-Z Reading. Other materials are Benchmark's "English Explorers", Hampton Brown's "Into English," and Option's "Just Right English" and Math Options.
11. Native language support is occasionally given in Spanish, French, or Haitian Creole as the need arises for a newcomer student. This support is for the purpose of ensuring that students understand directions or other important information such as rules for a fire drill.
12. All services are carefully designed to support and correspond to the needs of ELLs of different ages and grade levels. The curriculum for each grade followed.
13. N/A
14. PS6 does not provide language electives at this time.

Teachers and staff members need to be informed on matters concerning and strategies for the teaching of English Language Learners. Therefore, workshops, conferences, seminars, articles etc pertaining to ELLs will be announced or posted. ESL teachers will be available to all staff for conferences regarding materials and methodology or demonstration lessons.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development for ESL teachers will be delivered by the network compliance officer. Teachers will be sent to meetings, conferences, or other staff development opportunities relating to ELLs as they become available. ESL teachers will provide staff development for monolingual and Special Education teachers in the building on an ongoing basis so that the required number of hours can be met by all staff. Workshops will be offered on staff development days and ESL teachers will be available for conferencing, developing lessons, and for providing appropriate materials. Also, teachers will be able to observe ESL classes as part of training hours.

2. ESL teachers, the Parent Coordinator, the Dean, and the guidance counselor will support staff by partnering with classroom teachers for sessions and events aimed at assisting students with the problems of transitioning into middle school. They will host workshops for parents to address the process, concerns, and issues of transitioning to middle school. Monthly themes and assembly programs will be developed around character traits that lead to success.

3. Workshop will include such topics as integrating ELLs into monolingual classrooms for maximum participation, developing vocabulary, selecting and creating materials for ELLs, and creating and using dialogues for teaching content area material.

□□□□

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. PS6 has an active PTA that welcomes and supports parents of ELLs. Parents are encouraged to fill out a needs assessment survey which can be accessed online. Results are used to plan workshops to address these needs. Parents participate in workshops and events ranging from conflict resolution, improving math scores, to Grandparents Day Tea. PS6 utilizes the services of parent volunteers trained by "Learning Leaders." Parents of ELLs are involved in all activities at PS6. Some activities that are specifically directed towards this group are the Orientation Meeting and the Celebration of ELLs.

2. PS6 partners with the Creative Outlet Dance Company which offers after-school programs in dance and violin. It conducts out-reach and orientation for parents including parents of ELLs. It encourages parents to attend performances and events. PS6 partners with the Flatbush Avenue BID which sponsors food and clothing drives and recruits parent volunteers. It also offers job placement services to parents. The Community Merchants organization supports parents by offering discounts to many businesses in the neighborhood.

3. Parents are given a needs assessment survey which also can be accessed online. These surveys are reviewed by the Parent Coordinator. All meeting for parents include a question/answer and an issues and concerns piece so that staff can keep abreast of parental needs.

4. Parental involvement activities are designed to address the needs of parents after careful consideration of parental input and surveys.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	13	12	5	7	3								48
Intermediate(I)	2	1	1	8	2	4								18
Advanced (A)	4	2	2	2	12	7								29
Total	14	16	15	15	21	14	0	0	0	0	0	0	0	95

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	8	1	3	4	4								
	I	2	8	1	2	0	1							
	A	4	4	9	9	10	5							
	P													
READING/ WRITING	B	8	10	9	9	4	2							
	I	2	2	3	5	8	6							
	A	4	1	2	2	9	6							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	8	2		11
5	4	10	4		18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			7		1		2		10
5	3		14		3				17
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- PS6 uses ECLAS and Fountas and Pinnell as well as the LAB-R and NYSESLAT.
- Beginner and Intermediate level students (on LAB-R and NYSESLAT) are mostly well below grade level on as determined by reading assessments.
- ESL teachers will plan to incorporate all modalities into every lesson. Reading comprehension and essay writing will be a focus.
- There is a higher percentage of students reaching the advanced level in the NYSESLAT in the upper grades. Most first graders are at the beginner level in reading and writing. Many 3rd, 4th, and 5th graders have achieved proficiency in listening and speaking. Overall, students achieve higher levels in listening and speaking than in reading and writing.
 - Teachers and leaders use the Periodic Assessments to plan instruction for ELLs by incorporating the NYS standards and performance

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		