



P.S. 6

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (12/X/006)
ADDRESS: 1000 EAST TREMONT AVENUE
TELEPHONE: 718-542-7676
FAX: 718-589-7278

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
 CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 12X006 **SCHOOL NAME:** P.S. 6

DISTRICT: 12 **SSO NAME/NETWORK #:** 3

SCHOOL ADDRESS: 1000 East Tremont Avenue

SCHOOL TELEPHONE: 718 542-7676 **FAX:** 718 589-7278

SCHOOL CONTACT PERSON: Darlene McWhales **EMAIL ADDRESS:** dmcwhales@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Dana Hall</u>
PRINCIPAL	<u>Darlene McWhales</u>
UFT CHAPTER LEADER	<u>Angelique Dones</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Lilliam Reyes</u>
STUDENT REPRESENTATIVE (Required for high schools)	<u></u>
COMMUNITY SUPERINTENDENT	SCHOOL <u></u> DISTRICT <u>Myrna Rodriguez</u>

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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/Constituency Represented	Signature
Darlene McWhales	*Principal or Designee	
Angelique Dones	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Nancy Arias	Parent Member	
Karina Manning	Parent Member	
Yvonne Rodriguez	Parent Member	
Jacqueline Milan	Parent Member	
Dana Hall	UFT Member	
Melissa Hlubik	UFT Member	
Maria Lugo	UFT Member	
Judith Teng	UFT Member	

* Core (mandatory) SLT members.

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.

'A Beacon in the Bronx,' The West Farms School is a school that provides a caring and nurturing learning environment for students. There are opportunities for students to gain academic and social skills in order to foster life long learning; to become problem solvers and productive members of a global society.

The West Farms School, located in the South Bronx, is 104 years old. It is a Pre-K through 5 school consisting of 43 classes and 752 students. The school has one 12:1 class, seven 12:1:1 classes, one CTT and two Self-Contained ESL classes. Its population comprises of 73.3% Hispanic, 25% African American, and 1.4% of students falling under White/Asian/Native American students. The student body includes 22% English Language Learners and 12% of students with disabilities. Boys account for 52% of students enrolled, and girls account for 48%. At present, The West Farms School is in receipt of Title 1 funding with 85.8% eligibility. The attendance rate is currently at 89.4%. Attendance incentive programs have been developed including calls and visits to the home, tracking individual student and class attendance daily and monthly resulting in Banner-of-the-Month Initiative. Although the number of student mobility has decreased from 90.3 to 85.8, the number of children in temporary housing has increased from 27 to 35.

Administrators, Staff Developers, Teachers, and Paraprofessionals use formative and summative data to monitor student progression and to inform instructional practices. In focusing on individual student needs, the school has devised a system using tracking folders that gives an in-depth overall understanding of each student's needs. All service providers have access to the data and are able to determine next steps for differentiated instruction. Data examples in the tracking folder are running records, reading and writing conference notes, unit exams, and student work samples. Thus, school staff develops an in-depth understanding of each student's needs and uses this information to drive next steps.

The school encourages student leadership through participation in social clubs including food and safety committee. PS 6 Social Clubs include Dance (Modern, Jazz, Step, Hip Hop), Basketball/Baseball, Newspaper etc. The school has implemented *Readers are Leaders* which teaches upper elementary school students leadership skills and provides them with opportunities to build self-esteem. Through their weekly reading sessions, the older students transmit the value of reading to the younger students. The first grade students benefit from a positive role model and one-on-one reading time. Through purposefully planned activities, students participate once a week in activities that allow for expression through carefully facilitated mediation. Students are taught everyday social interaction through play and verbal communication.

The school has three days of 50-minutes extended tutorial time where teachers further support student individual needs based on data in small group settings. Using the Kaplan Reading and Math Program in a Workshop Model, teachers address student needs through explicit instruction and hand-on application. The school currently has the Fourth Grade After-School Test Prep Academy, Princeton Review and Phipps that service both upper and lower grades. The programs above are

available to students in grades K through 5 giving students' academic assistance until 6pm, at least, three days a week.

The school-wide instructional schedule includes common planning time for all grades and a separate planning/meeting time for grade leaders. The rationale behind this is not only for teachers to plan as a grade around data and good practices but for grade leaders to have a sense of what is happening throughout the grades in order to facilitate seamless instruction. Staff Developers provide support and training through several structures that include Team Teaching, Modeling, Inter/Intra Class visitation, "Lunch and Learns", After-School and Saturday sessions. School teams meet regularly to address support for student academic and behavioral needs. The Inquiry Team is currently engaged in research and discussions about student improvement through a longitudinal study of comprehension through the development of vocabulary. Focusing on students with disabilities and English Language Learners, the team is conducting a pre and post assessment that will determine students' abilities to transfer explicit teaching of vocabulary using Margarita Calderon's 7 Steps to Improving Vocabulary.

The West Farms School works diligently to establish home/school partnerships as they believe continued collaboration will ultimately result in the success of students. The Parent Coordinator has devised a system that encourages parents to pose questions and express concerns. As a bridge between parents and the school, the Parent Coordinator is in constant communication with parents and holds regular informational sessions to provide them with school-wide information. This is done in collaboration with the Parent Association, Learning Leaders, and the Parent Coordinator.

The West Farms School is a collaboration between Administrators, Teachers, Parents and all other service providers who are considered partners in the development of the children. Therefore, everyone is encouraged to actively participate in the process.

SECTION III – Cont'd

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 008 West Farms								
District:	12	DBN:	12X008	School BEDS Code:	321200010008				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
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	66	72	70		88.2	89.8	TBD		
Kindergarten	98	112	113						
Grade 1	105	111	127						
Grade 2	126	99	112						
Grade 3	113	136	98						
Grade 4	122	98	121						
Grade 5	127	121	101						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	7	3	8						
Total	764	752	750						
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:				
(As of June 30)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
	85.8	87.4	TBD		84.6	82.7	94.0		
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:				
(As of June 30)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
	35	49	TBD		17	12	19		
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		
# in Self-Contained Classes	72	86	88	Principal Suspensions	2	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	9	8	5	Superintendent Suspensions	16	12	TBD		
Number all others	53	45	35						
<i>These students are included in the enrollment information above.</i>					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:					Number of Staff - Includes all full-time staff:				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	Number of Teachers	68	66	TBD		
# in Transitional Bilingual Classes	0	0	11						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	140	128	110						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 008 West Farms								
District:	12	DBN:	12X006	School BEDS Code:	321200010006				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
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	66	72	70		88.2	89.8	TBD		
Kindergarten	98	112	113						
Grade 1	105	111	127	Student Stability - % of Enrollment:					
Grade 2	126	99	112	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	113	136	98		85.8	87.4	TBD		
Grade 4	122	98	121						
Grade 5	127	121	101	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.6	82.7	94.0		
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		35	49	TBD		
Grade 12	0	0	0						
Ungraded	7	3	8	Recent Immigrants - Total Number:					
Total	764	752	750	(As of October 31)	2007-08	2008-09	2009-10		
					17	12	19		
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		
# in Self-Contained Classes	72	86	88	Principal Suspensions	2	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	9	8	5	Superintendent Suspensions	16	12	TBD		
Number all others	53	45	35						
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)									
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	11	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	68	66	TBD		
# receiving ESL services only	140	128	110						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 008 West Farms								
District:	12	DBN:	12X006	School BEDS Code:	321200010006				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
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	68	72	70		88.2	89.8	TBD		
Kindergarten	98	112	113						
Grade 1	105	111	127	Student Stability - % of Enrollment:					
Grade 2	126	99	112	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	113	136	98		85.8	87.4	TBD		
Grade 4	122	98	121	Poverty Rate - % of Enrollment:					
Grade 5	127	121	101	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		84.6	82.7	94.0		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	0	0	0		35	49	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		17	12	19		
Ungraded	7	3	8	Special Education Enrollment:					
Total	764	752	750	(As of October 31)	2007-08	2008-09	2009-10		
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		
# in Self-Contained Classes	72	86	88	Principal Suspensions	2	9	TBD		
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Number all others	53	45	35	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	11	Number of Teachers	68	66	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	140	128	110						

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?
-

PS 6 has been identified as a school in year 5 of restructuring in the area of ELA. As cited by the New York State Report Card, the school remains in good standing in the area of Math and Science.

The school's instructional program is based on the Common Core State Standards in all content areas via the direction of the P.S. 6X Curriculum Map. A strong focus of the school-wide program for the 2010-2011 school year is the continued implementation of data-driven instruction, based on the Balanced Literacy Approach and the Workshop Model in all core subjects.

We continue to target students for early intervention based on the ECLAS-2 and DIBELS data results using Tier I and Tier II interventions. In addition, Formative and Summative data of students in Grades 3 – 5 are consistently analyzed to ensure that the needs of all students are met; with a focus on English Language Learners; students with disabilities; the economically disadvantaged student and students functioning in the lower third percentile. Quantitative and qualitative data is analyzed using ECLAS-2, DIBELS, DRA, Rigby PM Benchmarks, ACUITY Predictive Assessments, EPAL, NYSESLAT, NYSAA and NYS ELA/Mathematics/Science Assessments. The data derived from teacher generated tests, teacher-student conferences, running records and Learning Walks are also used as tools to assist classroom personnel in the creation and implementation of differentiated instruction plans.

In response to the data we have implemented targeted initiatives to address the needs of our students such as: Edward de Bono's, **Six Thinking Hats**; Margarita Calderon's, "**7 Steps of Teaching of Vocabulary**"; **Quality Teaching for English Learners (Q-TEL)** and **Read and Retell**. Each of these strategies enables students to build oral and written language fluency through higher order thinking skills. Students in all grades enabled to think, speak and write critically through the genre of non-fiction each month in all content areas.

Professional Development is offered to teachers and Paraprofessionals to assist with their instructional needs based on their "Needs Assessment" survey. Staff training is conducted during Faculty Conferences, Common Grade Meetings, Specialized Groups Meeting (i.e., Special Education, Facilitators, ESL, New Teachers, etc). In addition, after school and Saturday sessions are held, providing training rate for participating teachers.

P.S. 6X uses DIBELS as a benchmark and progress monitoring assessment tool for all grades. According to the University of Oregon, "DIBELS Benchmark goals provide educators with standards for gauging the progress of all students."

Learning Centers are planned carefully and include differentiated tasks for all areas of instruction, with an emphasis on non-fiction writing across the curriculum. The Writers Workshop is supported by the use of the Lucy Calkins and Ralph Fletcher writing programs. Month by Month Phonics, Everyday Mathematics, along with the ESL Program continues to be an essential part of our everyday instruction.

Classes as stated in the original CEP utilize all available resources in the Library Media Center. They have access to the Internet and electronic resources. Honors classes will have an opportunity to conduct authentic research projects in the Library Media Center.

In response to the data from the NYS ELA and Mathematics Assessments for 2009-2010, the following goals have been projected:

- The median growth percentile in ELA based on the Spring 2011 ELA assessment will increase 8 percentage points from 54.0% to 62.0%.
- The median growth percentile for ELA School's Lowest Third, which includes the school's Special Education and ELL population will increase by 5 or 8 percentage points from 71.0% to 75.0% or 78.0%.
- The median growth percentile in Mathematics based on the Spring 2011 Mathematics assessment will increase by 9 percentage points from 51.5% to 60.5%.
- The median growth percentile for Math the School's Lowest Third, which includes the schools Special Education and ELL population, will increase by 8 percentage points from 66.0% to 74%.

The Inquiry Team is working diligently in the research based initiative of building comprehension through vocabulary development. To further monitor student progression and individualized instruction, the school carefully monitors student progression through Tracking and Writing folders. These folders are visited regularly by the Instructional Team resulting in differentiated professional development for teachers and individualized instruction for students. This leads to new teachers receiving regular support in a safe environment that provides opportunity for exploration of a variety of instructional practices/strategies in order for them to establish their own individual pedagogy.

Student work is celebrated daily in the workshop model of instruction. Built in the instructional plans is the opportunity for children to share their accomplishments/challenges of each lesson. Furthermore, student's work is displayed on hallway bulletin boards; celebrating three months of work in a variety of non-fiction writing pieces. All displayed work includes teacher comments, task, rubric and an alignment to the Common Core State Standards.

All instructional personnel continue to refine their practice in the collection of data and continue to use it to meet the individual needs of students. This practice drives instruction and additional student supports during the school day via Academic Intervention Services, English as a Second Language, Extended Day Tutorial, After School and Saturday Academy. The Monthly School Wide Progress Report communicates to parents, academic progress in all core subjects and identifies areas of concern, including behavior and attendance. Teachers suggest activities that parents can use to Red The weekly "Friday Folder" contains pertinent communication regarding school events, new and services.

Based on the work of the Inquiry Team, the school has initiated a school wide expectation of comprehension strategies and explicit vocabulary development. Because of this finding the school community has taken ownership of the importance of the workshop model to teaching all content areas. The school is currently building on the knowledge that children need explicit teaching in all

areas, a time to practice at their independent level, an opportunity to be guided through a practice and a time to share.

In response to the Quality Review findings from 2008-2009, P.S. 6X has developed a consistent system for obtaining interim goals and methods for monitoring progression in the areas of assessment and attendance.

- The school uses the results of a variety of assessments to analyze the performance of individual students. DIBELS enables the school to assess benchmarks including scheduled progress monitoring to evaluate student progress in order to move towards their long-term goals.
- The school is actively addressing attendance awareness. Weekly meetings are held to monitor student attendance. Monthly Award ceremonies are conducted to celebrate students and their parents for 100% attendance. Incentive activities are used to encourage and reward students' for 100% attendance.

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, SULL, 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.

GOAL #1

The median growth percentile in ELA based on the Spring 2011 ELA assessment will increase 8 percentage points from 54.0% to 62.0%.

GOAL # 2

The median growth percentile for ELA School's Lowest Third, which includes the school's Special Education and ELL population will increase by 5 or 8 percentage points from 71.0% to 75.0% or 78.0%

GOAL # 3

The median growth percentile in Mathematics based on the Spring 2011 Mathematics assessment will increase by 9 percentage points from 51.5% to 60.5%

GOAL # 4

The median growth percentile for Math the School's Lowest Third, which includes the schools Special Education and ELL population will increase by 8 percentage points from 66.0% to 74%.

GOAL # 5

95% of the students and staff will participate in student attendance awareness.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL #1 The median growth percentile in ELA based on the Spring 2011 ELA assessment will increase 8 percentage points from 54.0% to 62.0%.</p> <p>GOAL # 2 The median growth percentile for ELA School’s Lowest Third, which includes the school’s Special Education and ELL population will increase by 6 percentage points from 71.0% to 77.0%</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>Use of Data Administrators, Staff Developer, Classroom Teachers, Facilitators, AIS Specialist, SETSS, and IEP teacher will extrapolate data from the following documents:</p> <ul style="list-style-type: none"> • Progress Report • ELA Summative Assessment • ECLAS-2 • Developmental Reading Assessment (DRA) • NYSESLAT • ARIS • Acuity • Monthly Benchmark/RIGBY PM/ Running Records • In House Simulated Assessments • Student Writing Folders: Ralph Fletcher and Lucy Calkins • Tracking Folders • DIBELS Periodic Assessment <p>Based on the analysis of the above data, decisions for planning student support are made. Support includes:</p> <ul style="list-style-type: none"> • Collecting, recording, analyzing and documenting independent reading levels on a monthly basis for each

student and grade.

- Grouping students for Extended Day Tutorial
- Academic Intervention Services (AIS)
- Students performing at Levels 1 and 2 will receive AIS support
- Saturday Academy
- Supplemental Education Services (SES), Sports and Art in Schools Foundation, READ, Academic Advantage
- (CBO), PHIPPS Kindergarten and First Grade After-School Program
- After School Test Prep Academy

Curriculum and Instruction

90 Minute Literacy Block comprised of :

- Independent Reading: Students read a book at their independent level. The teacher confers with students. The student responds to the book in their Reading Response Journal.
- Independent Writing: Writer's Notebooks and writing folders, which reflect their ideas and insights. Through predominantly non-fiction genre studies, author studies and craft units of study, students work
- Shared Reading: Short texts are carefully chosen by the teacher and presented in large text, placed on overhead transparency. The text is chunked by the teacher to model specific reading and writing strategies.
- "Read and Retell" Comprehension Strategy.
- Interactive Writing: In the lower grades, teachers invite students to share the pen and record their oral sentences into written text with the assistance of the teacher.
- Read Aloud: The teacher chooses a text, The teacher models fluent reading behaviors and the skills, strategies, vocabulary and habits of good readers.
- Word Study: Depending upon grade and individual student need, may be phonics or word study including prefixes, suffixes, root words, word families, etc.
- "7 Steps of Explicit Teaching of Vocabulary" strategy.
- Guided Reading: The teacher leads small group instruction based on assessed needs and using resources that are at the Guided Reading Level of students.
- Include classroom libraries consisting of High Interest/Multi Level children's literature, including fiction, poetry, non-fiction books and Native Language books that appeal to a variety of different interests, to better engage students in reading and writing. Students are selecting "just-right-books". Students are taking books home to practice skills and strategies implemented in the classroom.
- 37 1/2 minutes (3 days/week) for added practice in Literacy components through the Extended Day Tutorial. Teachers are planning individualized instruction based on Data to meet the needs of students. Students will then practice independently or through guided instruction.
- English as a Second Language Teachers have been assigned to children according to the child's grade level, Grades K-2, Grades 3-5, utilizing the push-in or pull-out model.
- Plan differentiated instruction for ELL students according to data results.

**Aligning Resources:
Implications for Budget,
Staffing/Training, and Schedule**
*Include reference to the use of
Contracts for Excellence (C4E)
allocations, where applicable.*

Development of Staff:
Differentiation of professional development activities are designed to meet the needs of every teacher. In collaboration with grade supervisors and or staff developers, each teacher will establish individual professional goals that will inform future professional development activities.
Professional Development sessions will also focus on:

- Non-fiction writing across the curriculum all student populations
- Aligning the CCSS to the curriculum maps, as well as the monitoring of the implementation of the standard through data assessment and pedagogical observations
- Aligning pedagogical literature that emphasizes the use of best practices
- Provide professional development opportunities to staff members to become skilled with use of data, etc.

The following groups meet regularly to determine the needs and support of the students and the support teachers required for meetings those needs.

- Executive Cabinet: Principal and Assistant Principal
- Inquiry Team
- Instructional Cabinet: Principal, Assistant Principals, Staff Developer and Classroom Teachers
- Facilitators
- Grade Leaders
- AIS
- AIS/PPC
- Paraprofessionals
- School Leadership LSO

Use of Resources:

- AIS support for lower grade teachers to impact on small group instruction
- The concept of teaching explicit vocabulary developed by Margarita Calderon. (Seven steps of explicit vocabulary instruction)
- Tax levy fair student funding and Title 1 SWP is used for Per-session funds for teachers for professional development
- Tax levy fair student funding and Title 1 SWP is used for Per-session funds to provide our after school Enrichment Academy

**Indicators of Interim Progress
and/or Accomplishment**
*Include: interval of periodic
review; instrument(s) of
measure; projected gains*

Monthly:

- Running Records – Improve 1 reading level per month

Daily:

- Sustained Reading
- Response to non-fiction Literature across the curriculum
- Independent Reading /Writing Assignments

	<p>Data extrapolated from the following documents:</p> <ul style="list-style-type: none"> • Daily: Teacher/Student Conferencing • Independent Reading • Weekly Extended Day Tutorial Grouping Data <p>Monthly: Student Tracking Folder_ Student Writing Folders Interim Assessment</p> <p>Tri-annually</p> <ul style="list-style-type: none"> • Student Progress Report • ARIS • Acuity <p>Goal #1 October to December projected gains will be 1.125%. January to March projected gains will be 1.125% March to June projected gains will be 1.125%</p> <p>Goal #2 October to December projected gains will be 2%. January to March projected gains will be 2% March to June projected gains will be 2%</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL # 3 The median growth percentile in Mathematics based on the Spring 2011 Mathematics assessment will increase by 9 percentage points from 51.5% to 60.5%</p> <p>GOAL # 4 The median growth percentile for Math the School’s Lowest Third, which</p>
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	<p>includes the schools Special Education and ELL population will increase by 8 percentage points from 66.0% to 74.0%</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>Use of Data Administrators, Staff Developer, Classroom Teachers, Facilitators, AIS Specialists will extrapolate data from the following documents:</p> <ul style="list-style-type: none"> • ARIS • NYCDOE Progress Report • Math Summative Assessment • Formative Assessment • Acuity • Progress Unit Assessments • Simulated Practice Assessments • Tracking Folders • Student Work • Student Tracking Folder • Extended Day Tutorial Grouping <p>Based on the analysis of the above data, decisions for planning student support are made. Support includes:</p> <ul style="list-style-type: none"> • Collecting, recording, analyzing and documenting independent math levels on a monthly basis for each student and grade. • Grouping students for Extended Day Tutorial • Academic Intervention Services (AIS) • Students performing at Levels 1 and 2 will receive AIS support • Saturday Academy • Supplemental Education Services (SES), Sports and Art in Schools Foundation, • After School Test Prep Academy
<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>Development of Staff: Differentiation of professional development activities are designed to meet the needs of every teacher. In collaboration with grade supervisors and or staff developers, each teacher will establish individual professional goals that will inform future professional development activities. Professional Development sessions will also focus on:</p> <ul style="list-style-type: none"> • Improving instruction in math through writing for all students, particularly the lowest one third which includes special education and ELL population • Aligning pedagogical literature that emphasizes the use of best practices • Provide professional development opportunities to staff members to become skilled with use of data, etc. <p>The following groups meet regularly to determine the needs and support of the students and the support teachers required for meetings those needs.</p>

Subject/Area (where relevant):	<ul style="list-style-type: none"> Executive Cabinet: Principal and Assistant Principal Instructional Cabinet Facilitators Grade Leaders
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	GOAL # 5 95% of the students and staff will participate in student attendance awareness <ul style="list-style-type: none"> Paraprofessionals School Leadership LSO
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>	Use of Resources: Describe your plan for meeting your goal, including staffing, scheduling and funding. <ul style="list-style-type: none"> ALS support for lower grade teachers to impact on small group instruction Weekly Scheduled Attendance Committee Meeting Tax levy fair student funding and Title 1 SWP is used for Per-session funds for teachers for professional development Attendance teacher and attendance team utilize data to track student attendance and identify students whose attendance drops below 90% Tax levy fair student funding and Title 1 SWP is used for Per-session funds to provide our after school Enrichment Academy Daily calls home for absenteeism and lateness Letters sent home for students absent three (3) days Home visits made by the attendance teachers for students at risk Recognition of daily class achievement (100%) through public announcement system <ul style="list-style-type: none"> Banner initiative: Highest Attendance will be given a banner to place across their door on a monthly basis <p>Data extrapolated from the following documents:</p> <ul style="list-style-type: none"> Recognition of student attendance achievement through posting, monthly certificates and quarterly as follows: <ul style="list-style-type: none"> Teacher Student Conferencing Periodic Parental Surveys addressing attendance issues
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> Weekly Tax levy fair student funding, C4E and Title 1 SWP funds are being utilized for the making of Early Dismissal for students with lateness every morning, and to send letters home for students absent three (3) days from school. Monthly Student Tracking Folder, Student Math Folders, Interim Assessment
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> Tri-annually <ul style="list-style-type: none"> Daily A/S Report Student Progress Report Summary of daily and monthly attendance via school family worker and attendance teacher Log of phone calls made in reference to students who are not in attendance or late <p>Goal #3 October to December projected gains will be 3%. January to March projected gains will be 3% March to June projected gains will be 3%</p> <p>Goal #4 October to December projected gains will be 1.125%. January to March projected gains will be 1.125% March to June projected gains will be 1.125%</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				
0;] v	0	0	N/A	N/A	1	1	1	1
1	50	40	N/A	N/A	10	10	10	10
2	45	30	N/A	N/A	10	10	10	10
3	55	45	N/A	N/A	11	3	10	5
4	57	40	47	N/A	15	2	20	1
5	81	47		25	18	2	20	1
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.).
ELA: Wilson, Rigby PM, Eye Openers, Explorations, Kaplan, Starfall.com, Time For Kids, DIBELS progress monitoring, Uptown Education, Soar to Success, Rosen, Great Heights, Read Naturally	Push-in, pull-out, small group, one to one, tutorial during the school day, after school Academy
Mathematics: Math for the Real World, Knowing Mathematics, EDM, Kaplan, Uptown Education, Rosen	Push in, pull out, small groups, individual one-to-one, tutorial during the school day, and Test Prep Academy
Science: Foss, Science lab, Rosen Science, Kaplan Science, Uptown Education	Push in, small groups and individual instruction throughout the day including tutorial, and Test Prep Academy
Social Studies: Rosen primary Sources, Strategies for Success, NYC Core Library, Buckle Down, Measuring Up, Uptown Education	Push in, pull out, small group instruction, tutorial during the school day, and Test Prep Academy
At-risk Services Provided by the Guidance Counselor: Tough Stuff, Learning to Get Along, Character Education, Life skills Curriculum	Whole class presentations, small group and individualized counseling, crisis intervention individual and large group during the school day,
At-risk Services Provided by the School Psychologist:	Individual crisis intervention during the school day
At-risk Services Provided by the Social Worker: Character Education program	Whole class presentations during the school day and small groups during the school day

At-risk Health-related Services: OT-treatment plan focusing on graphic motor skills, visual perception and cognitive skills sensory processing PT-gross motor attention using the Peabody Tool and School Function Assessment	Individual and groups of two sessions during the school day
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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.

I. Instructional Program Model for the Language Allocation Policy (LAP)

Part II: ELL Identification Process

1. When parents register their children as new admits to the school, a Home Language Identification Survey is administered, which includes the informal oral interview in English and the native language (Spanish) and the formal initial assessment. At P.S. 6X, Spanish is considered the native language because over 95% of our newly admitted students come from Spanish speaking homes. A LAB-R is administered to those students who may be considered English Language Learners.

Although the process starts with Ms. Heliana Quiñones, Pupil Personnel Secretary, who hands out the Home Language Identification Survey to parents, the process is continued by Ms. Irasema Alvarado and Ms. Ambika Kirkland, certified pedagogues. Ms. Alvarado holds certification in Bilingual instruction and Early Childhood instruction. Ms. Kirkland is certified to teach ESL methodologies in the classroom.

The steps taken to evaluate English Language Learners via the NYSESLAT involve studying the proficiency levels for reading, writing, speaking, and listening when scores are published. Several ATS reports are published showing student progress through a period of three years. The RLAT and RNMR are examples of ATS reports. ARIS also publishes NYSESLAT scores. Student proficiency levels are studied carefully to determine differentiated instruction in the classroom. ESL Provider Services are determined by the proficiency levels on the NYSESLAT, ranging from 180 hours to 360 hours.

2. The following structures, including the process, outreach plan, and timelines are in place for parents to understand the three program choices:
 - Parent Orientations: Parents are invited to come to meetings to have the programs explained carefully through qualified and certified staff and administrators who can communicate in English and the native language (Spanish). Included during the meeting is our Parent Coordinator. Parents also view a video (DVD) of the choice process and three programs published by the New York City Department of Education. Then parents can complete Parent Choice Letters and Surveys on the school site. This is during the school year.
 - Curriculum Evening: The three program choices are communicated during Curriculum Evening in English and in the native language. This occurs during September or October of the new school year.
 - Parent Workshops: Our Parent Coordinator, with the support of qualified and certified staff and administrators, interacts with parents in English and in the native language throughout the school year.
 - By Appointment: Parents can make an appointment with our staff or administration to learn about the three choices of programs throughout the school year.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET
PART II: ELL IDENTIFICATION PROCESS**

3. Entitlement letters are distributed via an Assistant Principal through the classroom teacher to those students who are entitled to continue in their programs. Letters are promptly placed in student homework folders to be taken home and read by parents. Letters are written in both English and Spanish. Other means of letter distribution entail telephone reminders for parents to come to school, distribution during meetings, and home visits conducted by an administrator, along with qualified and certified staff.

Parent Survey and Program Selection forms are returned in several ways: by the student (in his/her homework folder), by telephone reminders, by the parent in person at P.S. 6X, by the Parent Coordinator who reminds parents during meetings, and by home visits conducted by an administrator, along with qualified and certified staff.

4. Criteria and procedures are followed to place identified ELL students in Bilingual and ESL instructional programs. Question Number 1, as written above, is dedicated to identifying English Language Learners. Within ten days of the arrival of new students, the LAB-R is issued. If the LAB-R shows that new students are in need of English support, they are placed in our ESL classes. Placement of ELL students is not limited to new arrivals. Students who transfer to P.S. 6X from public schools located within the 32 districts of New York City have documentation in their cumulative records. Examples are Home Language Identification Surveys, the LAB-R, and student cumulative records showing promotion status, along with assigned classes. The Pupil Personnel Secretary inputs the OSIS number of a student into ATS and comes up with information regarding placement of the student.

For students who come from schools within the fifty states, a telephone call made to the Principal or Assistant Principal of the former school yields information pertaining to placement at P.S. 6X.

5. The parents of P.S. 6X have requested that their children be placed in ESL self-contained classes (98%). The remaining 2% have requested monolingual class placement or Transitional Bilingual class placement.
6. At P.S. 6X our program models are in alignment with parent choices. Students are placed in ESL classes. However, for students placed in monolingual classes, parents are advised about ESL Provider Services, including the number of hours students should receive based on NYSESLAT proficiency scores.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET – THE WEST FARMS PUBLIC SCHOOL 6X**

Part III: ELL Demographics: Programming and Scheduling Information

Questions 1a and 1b

We currently have two self-contained ESL bridge classes and one bilingual self-contained special education class. These classes are formed according to the number of students entitled to the program. Their daily program is based on English Language instruction in all content areas with a design support in the Native Language Arts. Content area facilitators provide support to Self-contained ESL groups, as well as Bilingual Self-Contained Special Education. Instruction is in English, but ESL strategies are used during differentiate small group instruction. This is geared toward the development of phonemic awareness, phonics, letter recognition, vocabulary build up, comprehension and support in writing. The instruction emphasizes scaffolding strategies and explicit instruction through ESL strategies and ESL methodologies.

Our push-in model services our ESL students in monolingual classes. The providers utilize ESL strategies and methodologies in their practices in order to better service this population. All ESL students are receiving push-in services via certified ESL providers.

Based on the LAB-R/NYSESLAT scores, all monolingual students receive daily ESL/ELA instruction from a certified ESL provider, in accordance with CRP154.

Questions 2 and 2a

P.S. 6X will implement an ESL freestanding model. Eligible ELL students will be placed in ESL classes on grades 2-5 while “opted-out” entitled ESL students in grades

K-5 are placed in Monolingual classes and will receive ESL instruction according to levels and based on traits of study.

P.S. 6X will form self contained ESL classes in the grades where the student population lends itself to this model.

Based on the data analysis, the Language Allocation Policy guidelines, and the ASPIRA Consent Decree mandates, the following strategies will be used to compliment the differentiated approaches in the bilingual/ESL instruction:

- ESL teachers will focus on push-in specific ESL levels.
- Push-in groups will be based on second language proficiency, using data accrued from Lab-R/NYSESLAT assessments, DIBELS Assessment and homeroom teacher recommendations including students identified by the Pupil Personnel Committee (PPC)
- ESL/bilingual teachers are participating in grade level and PPC meetings
- ESL teachers also have departmental meetings specifically designed for bilingual/ESL
- ESL/bilingual teachers are also part of the differentiated professional development program
- The native and target languages instruction will be differentiated taking in consideration the students’ levels of language fluency and

academic proficiency as follows:

- Beginners (NLA – 90 minutes and ESL – 360 minutes per week)
- Intermediate (NLA – 90 minutes daily and ESL – 360 minutes per week)
- Advanced (NLA – 45 minutes daily and ESL 180 minutes and ELA 180 minutes per week)

THE WEST FARMS PUBLIC SCHOOL 6X LANGUAGE ALLOCATION WORKSHEET

PART III: ELL DEMOGRAPHICS: PROGRAMMING AND SCHEDULING INFORMATION

3. All students are required to have equitable instruction in curricula implemented in classrooms.
P.S. 6X utilizes the Department of Education Scopes and Sequences in all core areas. Curriculum maps, along with pacing schedules are issued to pedagogues. The Workshop Model is utilized throughout the day and is incorporated in a Flow of the Day Chart posted in each classroom. While students are taught by their homeroom and cluster teachers, ESL Providers push into classrooms to team teach and to provide ESL strategies and methodologies. Other methodologies include cooperative learning and small grouping, instructional modifications, the Seven Steps of Vocabulary Development for vocabulary instruction, and the incorporation of Q-TEL strategies.

To facilitate articulation, curriculum planning and the sharing of methods and strategies that support scaffolding across content areas; common preparation periods are arranged once a week for teachers in the same grade (all 1st graders, all 5th graders, and so on). Furthermore, ESL strategies are infused into content instruction by classroom teachers using adaptations of materials instruction by classroom teachers using adaptations of materials (use of pictures and illustrations, use of tape recorder for listening/speaking /reading activities, modification of L2 vocabulary, others); directions (Simplify and illustrate them); instructional presentation (scaffolding concepts, individualized tasks, the use of oral modeling), motivation (prior knowledge student's own culture, student participation).

At P.S. 6X, all instruction must be planned carefully and differentiated. Assessments (Examples: Running Records, Unit Tests, DIBELS Progress Monitoring) are regularly administered in order to evaluate student progress.

4. Instruction for English Language Learner subgroups is differentiated. However, to keep instruction equitable among all students, pedagogues administer assessments such as ECLAS-2, DRA, DIBELS (with Progress Monitoring), ACUIITY, Running Records, Unit Tests in Math, Science, and Social Studies, and teacher made assessments to determine student strengths and deficits.

As written in Question Number 3, all students receive equitable instruction through the Workshop Model, which provides explicit instruction and strategies for student retention. ESL methodologies are incorporated throughout instruction.

- a. Instructional Plan for SIFE: Equitable instruction based on LAB-R, NYSESLAT proficiency scores, grade level, and resources described above. Receipt of AIS strategies during the second period, known as the AIS period.
- b. Instructional Plan for Newcomers: Based on LAB-R, NYSESLAT (if administered at the time of arrival at school), grade level, and resources; AIS strategies.
- c. Instructional Plan for Long-term English Language Learners: Note if IEP has been assigned to the student based on assessments and ATS reports. Follow the IEP goals and promotional criteria.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET
PART III: ELL DEMOGRAPHICS: PROGRAMMING AND SCHEDULING INFORMATION**

- 5. Targeted Intervention Programs for all students, including English Language Learners are conducted in English.

English Language Arts (Reading, Writing, Speaking)	Mathematics	Science, Social Studies
Academic Intervention Services (Period 2)	Academic Intervention Services (Period 2 or within schedule)	Academic Intervention Services (Period 2 or within schedule)
37 ½ minutes of Tutorial featuring explicit instruction in one component of the content area.	37 ½ minutes of Tutorial featuring explicit instruction in one component of the content area.	37 ½ minutes of Tutorial featuring explicit instruction in one component of the content area.
After School Program (Explicit Instruction)	After School Program (Explicit Instruction)	After School Program (Explicit Instruction)
Team Teaching: Classroom Teacher/ESL Provider with ESL Methodologies	Team Teaching: Classroom Teacher/ESL Provider with ESL Methodologies	Team Teaching: Classroom Teacher/ESL Provider with ESL Methodologies
Collaborative Inquiry on Grade Levels	ELL Strategies in Everyday Math	ELL Strategies in Scopes and Sequences and FOSS Program
DIBELS – Progress Monitoring	Progress Monitoring	Progress Monitoring
Phipps After School Program	Phipps After School Program	Phipps After School Program
Princeton Review	Princeton Review	After School Program (Explicit Instruction)

- 6. The plan for continuing transitional support for English Language Learners reaching proficiency on the NYSESLAT consists of reviewing data on administered assessments: ECLAS-2, DRA, DIBELS, and ACUITY. The NYSESLAT will also show proficiency levels. In conjunction with reviewing the NYSESLAT, ATS reports will show the progression of proficiency levels that are important in determining areas of instructional support. Excellent and thoughtful planning by classroom and cluster teachers, along with ESL Providers, will result in explicit and equitable instruction re: grade level curriculum. Resources will be utilized, including listening centers, computer programs, and materials for independent work.

7. New programs for the school year include a Saturday Academy for English Language Learners, Uptown Mathematics Computer Program for students and teachers, and a new format for grouping students for differentiated instruction based on forming student matrix groups.
8. All programs and services for English Language Learners will stay the same.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET**

PART III: ELL DEMOGRAPHICS: PROGRAMMING AND SCHEDULING INFORMATION

9. All English Language Learners are afforded equal access to all school programs according to the P.S. 6X Comprehensive Educational Plan. Please see Question 5 for programs offered to English Language Learners. These programs offer explicit instruction in the content areas for internalization of strategies, both core subject and ESL strategies.
10. The following instructional materials, including technology support are used to support English Language Learners:
 - Guided Reading Libraries in all core areas.
 - Classroom Libraries.
 - Computer Programs, an example being FCRR (Florida Center for Reading Recovery).
 - Math Manipulatives found in the Everyday Mathematics Program.
 - Science Materials found in FOSS Science Kits.
 - Listening Centers.
 - Math Games found in the Everyday Mathematics Program.
 - Games used for sentence structure, decoding, and letter recognition found in classroom centers.
 - Clay and sandpaper for our youngest learners, used for tracing and the formation of letters.
11. Native language support in each model is supported by resources (classroom libraries, for example) and inclusive in instruction.
12. Required services, support, and resources correspond to English Language Learners Through age level, grade level, instructional level, and assessment levels.
13. English Language Learners are given a Summer Reading List. Listed are on reserve in the Public Library. Students are encouraged to sign up for the New York State Summer Reading Program provided by all New York State Public Libraries. Fordham University, in partnership with Bronx schools, offers reading support for English Language Learners.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET**

PART III: ELL DEMOGRAPHICS: PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

Part III: ELL Demographics: Professional Development and Support for School Staff

1. -Q-TEL
-NYSESLAT/Getting Ready for the NYSESLAT
-ELL Informational Meeting
-Differentiated Instruction
-Interpreting Data
-Science, Literacy, Math, and other content Areas

The above listed topics are part of the professional development plan for all staff, since English Language Learners are enrolled in all grade levels at P.S. 6X. The topics are formulated based on teacher responses to a survey administered during the school year. Topics are presented by knowledgeable staff during faculty conferences, lunch and learns, and grade level meetings.

2. Dr. Judith Teng, Guidance Counselor; Ms. Marilyn Gonzalez, SAPIS Counselor; and Ms. Carmen Valle, Parent Coordinator mentor and advise parents and students with the tools to ensure a smooth transition from P.S. 6X to middle school. Parents and students attend meetings aimed at explaining the middle school process, starting from middle school choice and proceeding to the application process. A time line is offered to support handing in documents in a timely manner. Dr. Teng speaks to parents by appointment or through 'walk in' to answer questions and support parent documentation on forms. Parents and students are spoken to in English and/or Spanish. Applications and other written documentation are provided in English and Spanish. When needed, telephone calls serving as reminders for handing in documentation are made in English or the native language. Written reminders in English and Spanish are handed out to parents.
3. Ms. Susan K. Aker, Assistant Principal; Ms. Irasema Alvarado, Mr. Hector Cruz, certified Bilingual and ESL teachers, classroom teachers, and Paraprofessionals have attended UFT workshops at the UFT Teacher's Center located on Wall Street in lower Manhattan. Examples of workshops directed at the 7.5 hours of training in English Language Learner topics include 'Bridging the Gap between English Language Learners and native English Speakers,' a lecture on language and population given by Dr. Ofelia Garcia, and a workshop in reading and writing.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET
PART III: ELL DEMOGRAPHICS: PARENT INVOLVEMENT**

Part III: ELL Demographics: Parent Involvement

1. Informational meeting/orientation for ELL's parents regarding the NYSESLAT, LAP, and preferences for student placement.

The 2009 orientation informed parents about the different program choices indicated by the **Parent Survey and Program Selection Form**. Parents were informed of the parental services

rendered by the Bronx BETAC located at Fordham University.

-Pre-school and grades K through 5 school orientation.

-Professional Development and informational meetings regarding Home Libraries, NCLB, Resume Writing, Content Area Instruction, Collaborative Team Teaching, Alternatives to Special Education (AIS throughout the curriculum and AIS Provider Services), training for ESL Strategies are several topics presented by our Parent Coordinator, Ms. Carmen Valle.

-Learning Leaders: Parents attend a Regional program to become Learning Leaders. Learning Leaders are involved in school events, coordinate school wide picture taking of students and classes, and inform parents about upcoming workshops. Learning Leaders have been trained to implement GREAT LEAPS to Early Childhood Students.

-Parent/Teacher Conferences during November and March, School Open House, and Parent Test Preparation Meeting for the ELA and Math Examinations for all students inclusive of ELL students.

- Programs and Events: Science Fair at P.S. 6X, Oral History Project, 5th Grade Clubs, classrooms events and class trips, orientations, Pre-kindergarten Stepping Up Ceremony, Kindergarten Moving Up Ceremony, Fifth Grade graduation and fifth grade trip. In addition, trips to Mystic, CT. and Washington, D.C. for all students, inclusive of ELLs scoring levels 3 and 4 in the ELA and Math Examinations, and The Walking School Bus.

2. The school partners with other agencies that provide parent workshops or services to ELL parents. An example is the Cornell Cooperative Extension that provides information about healthy eating and good nutritional habits.

3. An in-house survey administered by the Parent Coordinator is reviewed by a team to determine parent needs. Also, the Department of Education Parent Survey written in several languages is a means to evaluate parent voice in what the school is doing to provide accessible information for parents. Many parents will come in to P.S. 6X speak to the Parent Coordinator, pertaining to needs for their children. Through the Home Language Identification Survey, the school can understand which language is dominant in the household and thus address questions in the native language. The Parent Coordinator has established a newsletter and an e-mail chain in order for parent responses pertaining to needs.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET
PART III: ELL DEMOGRAPHICS: PARENT INVOLVEMENT**

4. Parental involvement activities enable parents to form a bond with other parents within the school community. These parents make friends and work together to ensure commitment to school events, as well as to provide information that will benefit their children.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET
PART IV: ASSESSMENT ANALYSIS**

Part IV: Assessment Analysis

1. The following assessment tools are used to assess the early literacy skills of our English Language Learners:

- ECLAS-2 (Kindergarten – Grade 3)
- DRA (Grades 4, 5)
- Running Records correlated with Fountas and Pinnell
- DIBELS
- NYSESLAT
- Simulations – ELA (Grades 3, 4, and 5)
- Teacher Observations

The following insights are provided to P.S. 6X:

- Tier 1 vocabulary is comprehended. However, Tiers 2 and 3 vocabularies can be built upon through daily instruction.
- Therefore, fluency is limited because of vocabulary.
- Therefore, comprehension is limited.

The information can help our school's instructional plan:

- Looking at BESIS, and other data, we noted that Reading and Writing are in need of improvement.
- Implement research based strategies. Example: Dr. Marguerita Calderon's Seven Steps of Vocabulary Development.
- Give AIS support (Period 2) to students re: small groups or individual instruction.

- Adjust Curriculum Maps to reflect literacy instruction in the core subjects.
- Work with small groups during Tutorial and After School Programs.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET
PART IV: ASSESSMENT ANALYSIS**

2. Data patterns across proficiency levels on the LAB-R and NYSESLAT across grade levels reveal the following:
 - Reading and Writing are the areas that need the most work for all grades.
 - As a sub group, boys fall behind girls in the above.
 - Students who are in this country more than 3 years score better on Speaking and Listening in all grades.
 - Listening skills score above Reading and Writing for all grades. Perhaps it is because of Tier 1 vocabulary heard during the assessment.
3. Patterns across NYSESLAT modalities – Reading/Writing and Listening/Speaking will affect instructional decisions:
 - Frequent Progress Monitoring
 - Consistent analysis of the data
 - Small group instruction and individual instruction
 - Center related activities that correspond to student data
 - Computer sites: FLCC, etc.
 - Use of other technologies: listening centers
 - Adjust Curriculum Maps, where necessary
4. For each program examine the results:

ESL:

- Reading and Writing are the areas that need the most work for all grades.
- As a sub group, boys fall behind girls in the above.
- Students who are in this country more than 3 years score better on Speaking and Listening in all grades.
- Listening skills score above Reading and Writing for all grades. Perhaps it is because of Tier 1 vocabulary heard during the assessment.

English Language Learners are showing that they speak and listen on a higher proficiency than that of Reading and Writing in the English

language.

The Periodic Assessments are showing the same evidence in Reading and Writing. Vocabulary, fluency, and comprehension must be addressed.

**THE WEST FARMS PUBLIC SCHOOL 6X
LANGUAGE ALLOCATION WORKSHEET
PART IV: ASSESSMENT ANALYSIS**

5. Not Applicable: No Dual Language Program
6. The success of our English Language Learner Programs is evaluated by close examination of our instructional strategies and programs to see how we are serving the instructional needs of students. We also examine data from different sources, noting if the triangulation of data is telling the same story across the board. Administration observes teachers with students and note how they are reaching students. Teachers are regularly spoken to about the improvement of instructional strategies. We take a careful look at school-wide initiatives to evaluate the effectiveness of instructional retention by students. At Faculty Conferences, grade level meetings, and lunch and learns, we learn about and examine instructional strategies that will increase the knowledge base of English Language Learners. Parent involvement is important to the process. Therefore, with the support of our Parent Coordinator, we listen to parents, following their concerns and their praises. We do our very best to implement changes, when necessary. Looking at the Progress Report, Parent/Teacher Surveys, and the Quality Review, we note our strengths and deficits. We build upon our deficits to turn them into strengths. What is also important to our school is the daily and overall persona of our students – we see students who genuinely like to come to school and greet us enthusiastically. This is a first indicator showing that our students are happy and eager to learn. At P.S. 6X we do our very best to have students reach their highest potential.

Section I. Student and School Information

Grade Level(s) Pre-K-5th ____ Number of Students to be Served: 123 LEP _____ Non-LEP _____

Number of Teachers 5 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

The West Farms School P.S. 6X, a one hundred five year old building located in the South Bronx has been designated a Chapter One school based on the makeup of its population and socio-economic indicators. Presently, there are 749 students on register of which 76% are of Hispanic origin

and 23% African-Americans. Currently, 116 students (15.4% of student population) have been identified as English Language Learners (ELL) based on the NYSESLAT 2009 and the Revised Language Assessment Battery Test (LAB-R) administered in the spring and fall of 2009. The total number of eligible ELL students by grade is as follows: K=11, 1st =10, 2nd =18, 3rd =26, 4th =22, and 5th =28. The native languages of these populations are Spanish, Belarusian, French and Hausa.

We currently have two self-contained ESL bridge classes and one bilingual self-contained special education class. These classes are formed according to the number of students entitled to the program. Their daily program is based on English Language instruction in all content areas with a design support in the Native Language Arts. Content area facilitators provide support to Self-contained ESL groups, as well as Bilingual Self-Contained Special Education. Instruction is in English, but ESL strategies are used during differentiate small group instruction. This is geared toward the development of phonemic awareness, phonics, letter recognition, vocabulary build up, comprehension and support in writing. The instruction emphasizes scaffolding strategies and explicit instruction through ESL strategies and ESL methodologies.

Our push-in model services our ESL students in monolingual classes. The providers utilize ESL strategies and methodologies in their practices in order to better service this population. All ESL students are receiving push-in services via certified ESL providers.

Based on the LAB-R/NYSESLAT scores, all monolingual students receive daily ESL/ELA instruction from a certified ESL provider, in accordance with CRP154.

Presently, the trend in program choice indicated by the **Parent Survey and Program Selection Form** is that 90% prefer for the students to receive Freestanding English as a Second Language instruction; 8% prefer Transitional Bilingual Education, while 2% indicated preference for Dual Language Program.

The analysis of LAB-R/or NYSESLAT results for the school (using the ATS report under the heading of RLAT and ARIS) indicate that the students scored at different levels of English language proficiency, (see chart below):

	K	1	2	3	4	5	Total
Beginner level of proficiency	4	9	10	11	4	10	48
Intermediate level of proficiency	0	1	6	12	12	4	35
Advanced level of proficiency	7	0	2	3	7	14	33

The pattern in students results in the four modalities of language proficiency levels (listening, speaking, reading, and writing) across the grades indicate that the **Reading** modality is the **Least** proficient and the **Writing** modality is the **2nd Least** proficient area.

City and state assessment data such as Math (grades 3 and 5) indicate that ELL students perform lower than the English Proficient students. Overall data shows that 39% (11 Of 49) of ELL's were at or above grade level in ELA and 43 % (29 Of 49) were at or above grade level in Mathematics. The ESPET grade 4 Science test indicates that 52% (11 of 28) of the ELL student population is at level 3 or above.

Data obtained from ARIS on the ELL population at P.S.6 indicates students are making strides in the area of mathematics and need to target literacy instruction to achieve similar results. The mathematics data indicates a larger percentage of students were able to achieve a level three, while the literacy achievement of ELL students remains predominately at level two. This information implies instructional initiatives should focus on literacy acquisition in order to improve the performance levels of the ELL student population.

The aforementioned city and state data has several implications for the school's Language Allocation Policy (LAP) and ELL instruction in general. First, P.S. 6 offers a uniform curriculum to all its students where monolingual or ELL eligible students are taught by appropriately licensed instructors. Modified instruction will now include special strategies to address the needs within the modalities of reading and writing. Secondly, LAP

guidelines dictate staff development will be explicitly designed to help teachers serve language minority students in the modalities pinpointed as the students' being least proficient at. Classroom teachers will continue providing instruction using strategies and techniques that facilitate students with the opportunity to use their second language: Cooperative learning using QTEL strategies; peer tutoring; oral presentations; assembly programs; and inter-class visitations among others.

The students' level of literacy in the native language is taken into consideration for placement in Bilingual Special Education and self-contained ESL classes and to assess intervention services according to program policy. Teachers in our Bilingual Special Education class as well as in our two self-contained ESL classes are fluent in the students' native language and when needed engage in the development of transferable skills through lesson summaries in the students' native language. Furthermore, academic language development is infused in a variety of ways through our school curriculum and further displayed within our program's design. The use and development of students' native language will help foster self-esteem. Specially modified activities identified for implementation will consist of tutoring, social interaction, class work, and participation during assembly programs. The school staff places value in the L1 language and culture by encouraging its use and familiarizing themselves with that language and culture. At this time, based on data collected from ARIS, there are no students identified as Students with Interrupted Formal Education (SIFE). However, students identified as SIFE are provided with additional instructional time during extended day and Saturday school programs as well as intervention activities during the instructional school day focused on the use of ESL strategies and methodologies. We also design and implement parent workshops and activities.

II. Articulation of LAP Program Model at P.S. 6

P.S. 6X will implement an ESL freestanding model. Eligible ELL students will be placed in ESL classes on grades 2-5 while "opted-out" entitled ESL students in grades K-5 are placed in Monolingual classes and will receive ESL instruction according to levels and based on traits of study. P.S. 6X will form self-contained ESL classes in the grades where the student population lends itself to this model. Based on the data analysis, the Language Allocation Policy guidelines, and the ASPIRA Consent Decree mandates the following strategies will be used to compliment the differentiated approaches in the bilingual/ESL instruction:

- ESL teachers will focus on push-in specific ESL levels.
- Push-in groups will be based on second language proficiency, using data accrued from Lab-R/NYSESLAT assessments, DIBELS Assessment and homeroom teacher recommendations including students identified by the Pupil Personnel Committee (PPC)
- ESL/bilingual teachers are participating in grade level and PPC meetings
- ESL teachers also have departmental meetings specifically designed for bilingual/ESL
- ESL/bilingual teachers are also part of the differentiated professional development program
- The native and target languages instruction will be differentiated taking in consideration the students' levels of language fluency and academic proficiency as follows:
 - Beginners (NLA – 90 minutes and ESL – 360 minutes per week)
 - Intermediate (NLA – 90 minutes daily and ESL – 360 minutes per week)
 - Advanced (NLA – 45 minutes daily and ESL 180 minutes and ELA 180 minutes per week)

To facilitate articulation, curriculum planning and the sharing of methods and strategies that support scaffolding across content areas; common preparation periods are arranged once a week for teachers in the same grade (all 1st graders, all 5th graders and so on). Furthermore, ESL strategies are infused into content instruction by classroom teachers using adaptations of materials (use of pictures and illustrations, use of tape recorder for listening/speaking/reading activities, modification of L2 vocabulary, others); directions (Simplify and illustrate them); instructional presentation (scaffolding concepts, individualized tasks, the use oral modeling, others); motivation (prior knowledge, student's own culture, student participation); reinforcement (peer teaching, cooperative learning/grouping, students self-correct); and evaluation (on going, and using state-approved modifications). Supplementation of strategies such as QTEL and the seven steps of explicit vocabulary instruction will continue as part of our school methodology.

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe 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.

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe 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.

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

Self-contained ESL Classes: There is one Grade 4 self-contained ESL bridge class and one multi-age bilingual self-contained Special Education class. The multi-age class covers Grades 3, 4, and 5. Students who are entitled to an ESL program sit in Grade 4, whereas students with disabilities, who have been evaluated, sit in the Special Education class. The teachers, certified in ESL Common Branches and Bilingual Special Education, respectfully, teach students five days per week. The ESL class is conducted in English. The Special Needs class is conducted in English and Spanish. Each teacher explicitly instructs students in all core areas, utilizing Curriculum Maps aligned with the Common Core State Standards. Wherever possible, materials in the native language (Spanish) are used in classrooms. Cluster teachers visit each classroom one period each day to engage students in Literacy, Mathematics, or Social Studies. All teachers' plan and format lessons

according to the Workshop Model, which include scaffolding strategies and explicit instruction. ESL strategies and ESL methodologies are taught in classrooms. Teachers employ school-wide initiatives that support critical thinking and consist of strategies that promote retention of information. Examples are Q-TEL Strategies, The Six Thinking Hats, The Seven Steps of Vocabulary Development, and Read and Retell.

Push In Model: Our push-in model services ESL students in monolingual settings. ESL Providers have New York State ESL certification and push into classes for a period of 45 minutes. ESL Providers plan lessons with Common Branches teachers within the same core subject. ESL Providers push into classes, meeting with a small group of students who have a common NYSESLAT level. Explicit Instruction from ESL Providers involves using the Workshop Model, along with ESL strategies and methodologies. School-wide initiatives, described above, are implemented. Appropriate materials are used, examples being leveled books for Literacy, manipulatives for Mathematics, graphic organizers, etc.

Push Out Model: Our push-out model services ESL students in monolingual settings. The ESL Providers, who have New York State ESL certification, meet with students in a classroom setting for a period of 45 minutes. Students have the same NYSESLAT level. ESL Providers plan instruction with Common Branches teachers and teach the same content that is done during the regular instructional period. School-wide initiatives are implemented.

-Our Tutorial consists of classes receiving ELA/Reading, Writing, and Mathematics instruction on Mondays, Tuesdays, Wednesdays, and Thursdays from 2:20P.M. – 3:00P.M. Science instruction is included for ELA students in Grade 4. Instruction is in English and ESL strategies are included within the lesson. ESL Providers push into ELL classes.

-The after-school program is in effect on Mondays, Tuesdays, Wednesdays and Thursdays from 3:05P.M. - 5:00P.M and on Wednesdays from 2:20 PM - 4:20P.M. Teachers with ESL and Bilingual Common Branches Certification teach students ELA, Math, and Science for Grade 4 students.

-ELL students in monolingual classes receive forty-five minutes of English language instruction in content areas from ESL Providers.

Part B: Extracurricular

The following after-school programs take place at P.S. 6X:

- Read: Grades K and 1: Tuesday, Wednesday, and Thursday. Dismissal at 5:00P.M.
- Phipps: Grades K – 2: Monday, Tuesday, Wednesday, and Thursday. Dismissal at 5:30P.M.
- Sports and Art: Grades 3 – 5: Tuesday, Wednesday, and Thursday. Dismissal at 5:00P.M.
- Chorus, Dance, and Theatre: Grades 3 – 5: Monday and Friday. Dismissal at 5:00P.M.

II. Parent/community involvement:

-Informational meeting/orientation for ELL's parents regarding the NYSESLAT, LAP, and preferences for student placement.

The 2010 orientation informed parents about the different program choices indicated by the **Parent Survey and Program Selection Form**. Parents were informed of the parental services rendered by the Bronx BETAC located at Fordham University.

-Pre-school and grades K through 5 school orientation.

-Professional Development and informational meetings regarding Home Libraries, NCLB, Resume Writing, Content Area Instruction, Collaborative Team Teaching, Alternatives to Special Education (AIS throughout the curriculum and AIS Provider Services), training for ESL Strategies are several topics presented by our Parent Coordinator.

-Learning Leaders: Parents attend a Regional program to become Learning Leaders. Learning Leaders are involved in school events, coordinate school wide picture taking of students and classes, and inform parents about upcoming workshops. -Parent/Teacher

Conferences during November and March, School Open House, and Parent Test Preparation Meeting for the ELA and Math Examinations for all students inclusive of ELL students.

-Programs and Events: Science Fair at P.S. 6X and Regional Science Expo, Oral History Project and Oral History Fair, 5th Grade clubs, classroom events and class trips, orientations, Pre-kindergarten Stepping Up ceremony, Kindergarten Moving Up ceremony, Fifth Grade graduation and fifth grade trip. In addition, trips to Mystic, CT and Washington DC, for all students including ELL students scoring 3's and 4's in the ELA and Math Examinations.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

- School-wide initiatives address ELL's in the area of English Language Arts. Examples are: Vocabulary, Read and Retell, and Q-TEL.

IV. Staff Development (activities):

-Q-TEL

-NYSESLAT/Getting Ready for the NYSESLAT

-ELL Informational Meeting

-Differentiated Instruction

-Interpreting Data

-Science, Literacy, Math, and other content Areas

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELL's.

-ELL students receive support services through Academic Intervention Services (AIS), Title I, Title III, ESL providers service ELL's monolingual classes and further support through paraprofessionals assigned to designated classrooms.

-P.S. 6X, in compliance with NCLB has invited Princeton Review to implement a Reading/Math program open to students. Students can also receive home tutoring through SES services. The home tutor works with the student while a parent or responsible caregiver is present.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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	\$11,520.00	60% of the Title III funding will go towards funding an ESL push in teacher’s salary.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5,760.00	30% of the Title III funding will go towards classroom library books. The books will be High Interest/Multi Level children’s literature independent readers.
Parent Involvement	\$1,920.00	10% of the Title III funding will go towards parent workshops that will focus on NYSESLAT at home preparation activities. In addition, the parent funding will be used to purchase read alouds for a lending library.
Travel		
Other		
TOTAL	\$19,200.00	

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.
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.

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 provide written translation services in-house utilizing staff that is fluent in the native language (Spanish). In the event that other languages need translation (examples being French, Urdu, etc.), the school will utilize those services from the Translation Unit of the DOE. Depending on the date written services are needed, the written services will be submitted in a timely manner to ensure that documents are ready on the prescribed date.

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.

The school will provide oral translation services in-house utilizing staff that is fluent in the native language (Spanish). In the event that other languages need translation (examples being French, Urdu, etc.), the school will utilize those services from the Translation Unit of the DOE via telephone.

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>.
- A copy of the Bill of Parent Rights and Responsibilities will be given to parents in the primary language.
 - Availability of interpretation services will be posted in several languages.
 - The Safety Plan will contain procedures for ensuring that parents in need of language access services will not be prevented from reaching the administration of the school.
 - The DOE website will make available to parents in several languages directions for accessing information electronically.

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:	\$786,667	\$152,233	\$938,900
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,867	\$1,552	9,419
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,333	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$78,666	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____100%____
6. If the percentage of high quality teachers during 2008-2009 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.

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. Pages 11, 12, 13, 14, 15

2. School-wide reform strategies that: Pages 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22
 - 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.

3. Instruction by highly qualified staff. All staff who instructs students are properly certified in their area of expertise and are therefore, highly qualified. Instruction in all core subjects is based on New York State Scopes and Sequences, school-wide Curriculum Maps, and the Common Core State Standards. Staff plans instruction in the Workshop Model format and regularly assesses students for the purpose of implementing strategies to address differentiated instruction. All staff engage in intense book studies and Inquiry work to learn and implement effective instructional strategies for all students, including English Language Learners and students with disabilities. All instructional staff, including Paraprofessionals, provides differentiated instruction for student groups during tutorial, a 40 minute time frame at the end of the school day. Student data in ELA, Math, and Science determine the intensity of practice needed for small student groups. After-school programs in Grades K – 5 provide additional support in core subjects.

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. Professional development addresses instructional needs of all staff. In-house professional development focuses on strategies that develop academic skills and critical thinking. Examples are Q-TEL Strategies, The Seven Steps of Vocabulary Development, The Six Thinking Hats, Read and Retell, and Running Records. Teachers, Paraprofessionals, and administration attend Professional development out of the

building through workshops and conferences sponsored by the UFT and CSA. Pupil Personnel staff attend monthly informational sessions informing them of current practices and changes in the Special Education process. Parents attend school workshops to learn about school-wide instructional practices and to establish home/school connections.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. There are several strategies to attract highly qualified teachers or teacher candidates to our school. One strategy is having staff speak to prospective candidates about our school. A second strategy entails interviewing highly qualified candidates at job fairs. A third strategy is inviting graduate students from colleges and universities to observe excellent instructional practices.
6. Strategies to increase parental involvement through means such as family literacy services. The Parent Coordinator provides outreach to actively communicate with parents through e-mails and written communication in English and the native language. The Parent Coordinator implements parent workshops that inform parents about instruction and other components of the school. Special events are planned to attract parent involvement such as the school fair, attendance and academic assemblies, and the Cornell Cooperative Extension food and nutrition program. The Parent Coordinator oversees recruitment for Learning Leaders, who attend training to volunteer in the school.
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. Families are invited to attend orientation at the beginning of the school year for the purpose of introducing teachers, instructional programs, and information encouraging home/school involvement. Families who register children new to the school are given a HLIS to complete. Besides determining the dominant home language, families are interviewed by licensed pedagogues to establish the child's eligibility as a possible ELL. If the child is determined as a possible ELL, steps are taken for the child to receive ESL provider services. Students in upper grades have the opportunity to participate in the Readers are Leaders program in an effort to read to our youngest learners. When our older and younger students share a love of reading, there is a special connection that endears our younger students to our school. Through a current Early Childhood grant in food and nutrition, young students, teachers, and parents are able to learn about healthy eating habits and good nutrition – lessons that are established in classrooms.
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. Pages 17, 18, 19, 20, 21, 22

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

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		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X					
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	X					
Title III, Part A	Federal	X					
Title IV	Federal	X					
IDEA	Federal	X					
Tax Levy	Local	X					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.
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: Restructuring Year 4 **SURR³ Phase/Group (If applicable):** _____

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.

According to the 12X006 Demographics and Accountability Snapshot, the following sub groups – ELL and Special Education are identified in need of improvement for ELA. According to data presented to the Inquiry Team, both sub groups are targeted as being in need of improvement in the content area of ELA, with a component in Vocabulary. As of this writing, a school-wide initiative targeting vocabulary is being implemented in order to reach one and one half year's growth in ELA.

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.
-The School uses its 10% allocation from Title I to hire a Literacy Coach to implement workshops and mentor teachers in skills and strategies that will help to increase the scores of our students.

School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Cohorts of new teachers and teachers presently in their second year of service receive support from Staff Developers and an AIS Specialist. Teachers meet with their mentors one day per week in a group session. Mentors meet with individual teachers, as per a mutual schedule. Further support is done through professional development, training in content area skills and strategies, and in becoming proficient in school-wide initiatives.

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.

First, written notification in English and native languages are made available to parents and guardians. Second, a professional meeting is held at school during a scheduled day and time. The Parent Coordinator, along with an administrator will speak to parents about the school's identification for improvement in language that is comprehensible and informative. Translators will be present, as needed.

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 thirty-five students currently in temporary housing.

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

The services that are provided for students in temporary housing are:

- School uniforms
- Book bags
- School supplies
- Trip admissions

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.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 006 West Farms					
District:	12	DBN:	12X006	School		321200010006

DEMOGRAPHICS

Grades Served:	Pre-K	v	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	72	70	68		88.2	89.8	88.8
Kindergarten	112	113	103				
Grade 1	111	127	117	Student Stability - % of Enrollment:			
Grade 2	99	112	112	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	136	98	98		85.8	87.4	88.8
Grade 4	98	121	100				
Grade 5	121	101	110	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		84.6	94.0	97.1
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		35	49	44
Grade 12	0	0	0				
Ungraded	3	8	7	Recent Immigrants - Total Number:			
Total	752	750	715	(As of October 31)	2007-08	2008-09	2009-10
					17	12	19

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	86	88	90	Principal Suspensions	2	9	8
# in Collaborative Team Teaching (CTT) Classes	8	5	14	Superintendent Suspensions	16	12	8
Number all others	45	35	33				

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	11	TBD	Number of Teachers	68	66	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	11
# receiving ESL services only	128	110	TBD	Number of Educational Paraprofessionals	6	6	16
# ELLs with IEPs	5	18	TBD				
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	100.0	100.0	93.3
				% more than 2 years teaching in this school	77.9	71.2	78.2
				% more than 5 years teaching anywhere	60.3	59.1	70.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	76.0	76.4
American Indian or Alaska Native	1.2	1.5	0.7	% core classes taught by "highly qualified" teachers	92.1	100.0	90.7
Black or African American	23.7	22.8	22.2				
Hispanic or Latino	74.5	74.5	76.4				
Asian or Native Hawaiian/Other Pacific	0.3	0.1	0.1				
White	0.3	0.5	0.6				
Male	52.5	51.7	52.0				
Female	47.5	48.3	48.0				

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					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced				v	

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	Elementary/Middle Level			Secondary Level			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	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	23.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

School/Parent Compact
The West Farms Public School 6X
Parental Involvement Policy

Parents and families of students in **Public School 6X**, P.A. will be provided with opportunities to participate in School Leadership Teams and parents' educational activities that lead toward building strong home/school partnerships, family literacy, child development and accessing the services of community resources. To increase parent involvement, **Public School 6X** will:

- Identify at **Public School 6X** a Parent Liaison who will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts;
- Offer parent training workshops related to:
 - ECLAS-2 Assessment Data
 - Promotional Criteria
 - Primary Literacy Standards
 - Learning Leaders Volunteer Program
 - Health/Nutrition Workshops
 - Parenting Skills
 - Attendance
- Encourage parents to network with each other and to communicate with school staff;
- Maintain a school bulletin board to provide parents with information related to parent meetings/events and to their children's educational programs;
- Support District level committees and/or P.A./P.T.A. regional level committees which will include parent leaders who are on, School Leadership Teams, Title I Parent Advisory Councils and President's Council. Establish a P.A./P.T.A./School Leadership Team.
- Encourage school-level parental involvement by having **Public School 6X** maintain a school bulletin board to provide parents with information related to parent meetings/events and to their children's educational program.
- Conduct outreach activities and train parents, especially new parents and non-English speaking parents.
- Train teachers in strategies that enhance meaningful parental involvement; hold orientation meetings to present overall goals of school, as well as specific grade, class goals.
- Encourage and train parents to volunteer and assist in classroom, in libraries and on trips.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 006 West Farms					
District:	12	DBN:	12X006	School		321200010006

DEMOGRAPHICS

Grades Served:	Pre-K	v	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	70	68		88.2	89.8	88.8
Kindergarten	112	113	103				
Grade 1	111	127	117	Student Stability - % of Enrollment:			
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Grade 4	98	121	100				
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Grade 7	0	0	0		84.6	94.0	97.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		35	49	44
Grade 12	0	0	0				
Ungraded	3	8	7	Recent Immigrants - Total Number:			
Total	752	750	715	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					17	12	19

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	86	88	90	Principal Suspensions	2	9	8
# in Collaborative Team Teaching (CTT) Classes	8	5	14	Superintendent Suspensions	16	12	8
Number all others	45	35	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	11	TBD	Number of Teachers	68	66	55
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	19	11
# receiving ESL services only	128	110	TBD				
# ELLs with IEPs	5	18	TBD	Number of Educational Paraprofessionals	6	6	16

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	100.0	100.0	93.3
				% more than 2 years teaching in this school	77.9	71.2	78.2
				% more than 5 years teaching anywhere	60.3	59.1	70.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	76.0	76.4
American Indian or Alaska Native	1.2	1.5	0.7	% core classes taught by "highly qualified" teachers	92.1	100.0	90.7
Black or African American	23.7	22.8	22.2				
Hispanic or Latino	74.5	74.5	76.4				
Asian or Native Hawaiian/Other Pacific	0.3	0.1	0.1				
White	0.3	0.5	0.6				
Male	52.5	51.7	52.0				
Female	47.5	48.3	48.0				

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

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

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	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	23.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	1.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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



THE WEST FARMS PUBLIC SCHOOL 6X

Service Commitment Academic Excellence

Principal
Darlene McWhales

Assistant Principal
Susan K. Aker
Leila M. Barnes
Ester Quiñones

School/Parent Compact The West Farms Public School 6X Parental Involvement Policy

Parents and families of students in **Public School 6X**, P.A. will be provided with opportunities to participate in School Leadership Teams and parents' educational activities that lead toward building strong home/school partnerships, family literacy, child development and accessing the services of community resources. To increase parent involvement, **Public School 6X** will:

- Identify at **Public School 6X** a Parent Liaison who will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts;
- Offer parent training workshops related to:
 - ECLAS-2 Assessment Data
 - Promotional Criteria
 - Primary Literacy Standards
 - Learning Leaders Volunteer Program
 - Health/Nutrition Workshops
 - Parenting Skills
 - Attendance
- Encourage parents to network with each other and to communicate with school staff;
- Maintain a school bulletin board to provide parents with information related to parent meetings/events and to their children's educational programs;
- Support District level committees and/or P.A./P.T.A. regional level committees which will include parent leaders who are on, School Leadership Teams, Title I Parent Advisory Councils and President's Council. Establish a P.A./P.T.A./School Leadership Team.
- Encourage school-level parental involvement by having **Public School 6X** maintain a school bulletin board to provide parents with information related to parent meetings/events and to their children's educational program.
- Conduct outreach activities and train parents, especially new parents and non-English speaking parents.
- Train teachers in strategies that enhance meaningful parental involvement; hold orientation meetings to present overall goals of school, as well as specific grade, class goals.
- Encourage and train parents to volunteer and assist in classroom, in libraries and on trips.

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Leadership LSO/District 12	School The West Farms Public School 6
Principal Ms. Darlene McWhales	Assistant Principal Ms. Susan K. Aker
Coach Ms. Dadrie Norville	Coach N/A
Teacher/Subject Area Ms. Irasema Alvarado, Grade 4	Guidance Counselor Dr. Judith Teng
Teacher/Subject Area Ms. Dana Hall, Grade 5	Parent Ms. Lilliam Reyes
Teacher/Subject Area N/A	Parent Coordinator Ms. Carmen Valle
Related Service Provider Mr. Hector Cruz	SAF N/A
Network Leader Ms. Petrina Palazzo	Other N/A

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/FL 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	714	Total Number of ELLs	102	ELLs as Share of Total Student Population (%)	14.29%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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].)
- 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.

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

Part III: ELL Demographics

A. ELL Programs

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	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained	0	0	0	1	16	7				24
Push-In	4	15	12	15	13	19				78
Total	4	15	12	16	29	26	0	0	0	102

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	11

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	60	0	6	21	0	3	11	0	1	92
Total	60	0	6	21	0	3	11	0	1	92

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	TOTAL
Spanish	0	0	0	0	0	0				0
Chinese										0
Russian										0
Bengali										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

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

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

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	4	15	10	21	26	26				102
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0

Polish											0
Albanian											0
Other	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	15	10	21	26	26	0	0	0	0	102

Programming and Scheduling Information

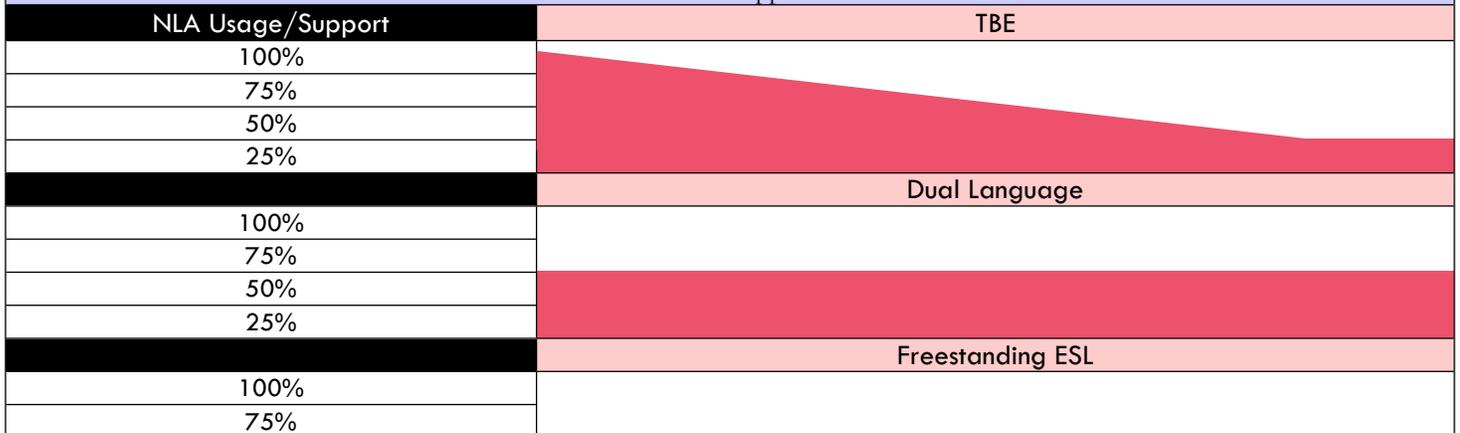
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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.

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS	ELLs identified as having special needs.		
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	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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	TOTAL
Beginner(B)	3	10	5	3	6	2				29
Intermediate(I)	0	2	2	6	12	12				34
Advanced (A)	1	3	3	10	8	12				43

Total	4	15	10	19	26	32	0	0	0	106
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NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING/ SPEAKING	B		0	4	1	0	4			
	I		3	0	2	3	1			
	A		4	5	7	7	7			
	P		1	4	10	10	14			
READING/ WRITING	B		7	6	4	2	6			
	I		1	3	15	11	7			
	A		0	2	1	7	13			
	P		0	1	0	0	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	9	5	0	16
4	2	11	9	0	22
5	2	16	10	0	28
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	4	4	2	0	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	2	0	13	0	2	0	17
4	1	0	6	0	15	0	1	0	23
5	3	0	7	0	14	0	6	0	30
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	5	0	4	0	0	0	0	0	9

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	2	0	6	0	5	0	16

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	15	0	4	0	16	0	0	0	35
8									0
NYSAA Bilingual Spe Ed									0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	
ELE (Spanish Reading Test)		1	1						
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 does 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.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan K. Aker	Assistant Principal		
Carmen Valle	Parent Coordinator		
Hector M. Cruz	ESL Teacher		
Lilliam Reyes	Parent		
Irasema Alvarado	Teacher/Subject Area		
Dana Hall	Teacher/Subject Area		
Dadrie Norville	Coach		
	Coach		
Judith M. Teng	Guidance Counselor		
N/A	School Achievement Facilitator		
Petrina Palazzo	Network Leader		
	Other		
	Other		
Darlene McWhales	Principal		

Signatures

School Principal

Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09