



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P. S. 6/ NORMA ADAMS CLEMONS ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 17K006

**PRINCIPAL:** ELLEN CARLISLE      **EMAIL:** ECARLIS@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** RHONDA HURDLE-TAYLOR

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ellen Carlisle	*Principal or Designee	
Lorraine Porter	*UFT Chapter Leader or Designee	
Carol Scott	*PA/PTA President or Designated Co-President	
Mary Smith	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Camilly Howes	Member/	
Kathy Lewis	Member/	
Patrice Charles	Member/	
Nicole Job	Member/	
Vinicia Howes	Member/	
Janice Hinds	Member/	
Maryse Crevecoeur	Member/	
Angela Carrington	Member/	
Rita Joseph	Member/	
Rheba Logan	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, parent participation will increase by 40% as measured by attendance and survey records of parent events.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of parent participation, it was determined that parent participation was inconsistent. More parents show up for children's performances than for curriculum or informational focused meetings. Parent surveys indicate specific needs to address such as parent volunteers, strategies to help children with schoolwork and community outreach.

### **Instructional strategies/activities**

Parent Coordinator and SLT members will continue to attend professional development sessions sponsored by the Network/District or DOE departments  
Parent Coordinator will meet with community organizations to maintain open lines of communication updates and information that relate to parents  
Coaches, PC and Administrators will design training modules and host monthly workshops  
Librarian will host book fairs, reading sessions for parents to inform and expose parents to children's literature  
School will create a monthly newsletter highlighting students and school events  
Parents will be trained on how to use ARIS  
Parents will participate in completing school surveys  
Monthly PTA meetings will invite guests to address school and community concerns  
SLT members will collaborate and organize school events ( Expo, talent show, health street fair)  
PD workshop on the new task initiatives (ELA/ Math)  
Workshops to inform parents of testing criteria and expectations  
Workshops to inform parents of CCLS- Common Core Learning Standards  
Learning Leader Representatives will sponsor parent volunteer training workshops

**Responsible Staff Members** : Parent Coordinator, Coaches, PTA/PAC, SLT members, teachers, Administrators

**Implementation Timeline:** September 2011 – June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Orientations to familiarize parents with school goals, programs, workshops and data,

Workshops for parents will introduce, reinforce and expose them to information, strategies and life-skills that will foster a successful school-home, school-child and school-community connection.

Workshops for parents will be conducted such as:

Meet the Teacher Night, ELL/Title III, Grandparents Celebration, Hispanic Heritage, Dial –a-Teacher, ,Middle School choice, Muffins with Mom, Donuts for Dads, Child Abuse/Prevention, Family Math, reading and science workshops

Parent surveys to identify relevant needs, encourage parent volunteers to become learning leaders, consistent PTA meeting, encourage parents to go on line to review school web site, provide childcare for parents who attend school workshops.

District Level / CEC workshops – community based information presented to parents

Special Education Parent meetings- educate and advocate special education policies and procedures

Title 1 workshop to inform parents of educational resources and tools needed to work with their children one –on-one.

End of Year BQ – Honoring parents for their contributions (volunteering )

Recognizing students for their accomplishments (academic and citizenship):

Communication: School Messenger – System in place to notify parents of school events

Important flyers are distributed and telephone calls are made to parents to update them on important information pertaining to school events

Monthly calendars are distributed

Community Outreach- food drive, toy drive, distribute new clothes, technology resources , Flatbush Business Organization, health street fair,

Distribute literature about P. S. 6- teachers

Provide translation services to parents

**Target Population:** Parents of Title 1 SWP students,

**Responsible staff members are:** Administration, SLT members, PTA Board, Parent Coordinator.

**Implementation Timeline:** September 2011 – June 2012

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly-qualified teachers and other staff members .

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal

Parents of: General Education Students, Students with Disabilities and English Language Learners, will collaboratively participate in school wide programs/ activities/ workshops that are planned by school staff, PTA ,PAC, SLT, and Parent Coordinators.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Tax Levy), Title 1, Title III, and human resources to implement this action plan from September 2011-June 2012

Professional per-session

Professional support materials

Consumable instructional materials to use during workshops

Yearly .funding of \$500.00 will be used for parent resources.

1% Parent Allotment

Parent Coordinator works closely with PAC to plan for parent events and how to use designated funding

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, General Education Students, Students with Disabilities, and English Language Learners will demonstrate progress towards achieving state standards as measured by a 5% increase in scoring levels 3 & 4 on the NYS mathematics assessment.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, acuity results, and school-based assessments, it was indicated that student groups showed a decrease in math performance. As a result, we have made progress for all students a priority for this school year.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Professional Development will focus on effective math strategies

Review and focus on data to guide effective instruction and activities based on students levels of comprehension

Weekly grade level meetings to plan lessons and assess student progress

Grouping based on assessments,

Daily review of problem solving strategies

Instructional Coaches will model, plan with teachers and provide feedback to their colleagues .

Tiered /Readiness activities

Teachers will conference with students to provide guidance, and feedback to meeting their goals

Hire outside consultants to work with teachers

Webinars will focus on specific math strands to strengthen instructional practices

Morning tutoring and after-school programs to strengthen students' skills

Use item analysis from Everyday Math and Acuity to identify strengths and weakness in order to focus instruction

All students will maintain a mathematics portfolio

On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)

Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data

Students will complete math task (DOE initiative)

Responsible staff members: Administration, Coaches, Funded teachers, grade leaders

Timeline- September 2011 to June 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Coordinator/Coaches will sponsor mathematics workshops for parents to focus on Math strategies and Common Core Learning Standards (CCLS)

School staff will meet with parents on a regular basis to review children's progress

Parents will be trained on how to use ARIS Parent Link

Technology workshops to introduce and reinforce math links and resources that will strengthen mathematics

Title 1 and Title III workshops to inform parents of educational resources and tools needed to work with their children one –on-one.

Provide translation services for parents

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly-qualified teachers and other staff members .

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Parents of General Education, Students with Disabilities and English Language Learners will collaboratively participate in school wide programs/ activities/ workshops/meetings that are planned by school staff, PTA ,PAC, SLT, and Parent Coordinators.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), Title 1, Title III and human resources to implement this action plan from September 2011- June 2012

Professional per-session  
Professional support materials

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, English Language Learners and Students with Disabilities groups will demonstrate progress towards achieving state standards as measured by 5% increase in students scoring levels 3 & 4 on the NYS ELA assessment.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, acuity results, and school-based assessments, it was indicated that student groups showed a decrease in ELA performance. As a result, we have made progress for all students a priority for this school year.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Professional Development will focus on ELA strategies for these identified groups

Review of the data will support effective monitoring of student progress

Network representatives will provide PD to all staff that will focus on effective strategies to improve specific ELA skills

Achieve 3000 and ESL Technology programs will reinforce ELA skills

ELL Teachers will provide strategies to General Education teachers in the area of ESL

Achievement Specialist for special education services will provide instructional PD to teachers

Grouping based on assessment

Morning tutoring and after-school programs to strengthen students skills

Instructional Coaches will model ELA lessons, plan with teachers and provide feedback to their peers.

Use item analysis from Story/Town and Acuity to identify strengths and weaknesses in order to focus instruction

Tiered Readiness activities

All students will maintain a writing portfolio  
On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)  
Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data  
Title III after-school program  
Intensive after-school programs that will tutor ELLS and SWD  
Students will complete ELA task (DOE initiative)  
Weekly common planning for teachers to focus on ELA instructional practices and student work

Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, grade leaders  
Timeline- September 2011 to June 2012  
Kaplan program for testing strategies

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Coaches will participate in curriculum night to focus on ELA strategies  
Parent Coordinator will sponsor workshops for parents  
School staff will meet with parents on a regular basis to review children's progress  
Parents will be trained on how to use ARIS Parent Link  
Title III meeting for parents  
Title I meeting for parents  
Provide translation services to parents  
On-going communication with parents- sending home flyers, telephone messaging service, bulletin board displays)  
PTA/PAC/SLT meetings

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly-qualified teachers and other staff members.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Parent of General Ed, Students with Disabilities and English Language Learners will collaboratively participate in school wide programs/ activities/

workshops that are planned by school staff, PTA ,PAC . SLT, and Parent Coordinators.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), , Title III,  
Professional per-session  
Professional support materials  
Funds and human resources to implement this action plan from September 11- June 2012

**ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, pedagogues will implement differentiated Instruction practices by 60% within their classroom as indicated by formal documentation of data portfolios and instruction during class.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After reviewing the Quality Review report of the past three years, it is evident that there is a need to improve the consistency of Differentiated Instruction (D.I.) in classroom learning activities that will result in more teacher effectiveness which will impact on student learning.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Professional development to reinforce D.I. strategies will be given in following areas:

- track and report on the progress of students
- grouping based on assessments (Differentiation)
- teachers and coaches will model and engage in activities that support D.I.

Technology programs such as Achieve 3000 and Acuity will support D.I.

Close monitoring student portfolios

Flexible Student Grouping

Tiered Assignments (tiered templates)

Tiered Questioning

All students will write and monitor and update their individual goals

On-going conferencing and monitoring progress

On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)

Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data

Frequent walk-throughs of classrooms to monitor DI practices

On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)

Common planning

Student conferencing

Tiered readiness activities

PD 360 for professional development of best practices

Responsible staff members: Administration, ELA/Math Coaches, Funded teachers, grade leaders

Timeline- September 2011 to June 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Coaches will participate in curriculum night

Parent Coordinator will sponsor workshops for parents

School staff will meet with parents on a regular basis to review children's progress

Parents will be trained on how to use ARIS Parent Link

Title III meeting for parents

Title I meeting for parents

Provide translation services to parents  
On-going communication with parents sending home flyers, telephone messaging service, bulletin board displays  
PTA/PAC/SLT meetings

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff will attend hiring fairs to identify and recruit highly-qualified teachers and other staff members .

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Parents of General Education Students, Students with Disabilities and English Language Learners will collaboratively participate in school wide programs/ activities/ workshops that are planned by school staff, PTA ,PAC, SLT, and Parent Coordinators.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), ,Title III,Funds and human resources to implement this action plan from September 11- June 2012

Professional per-session  
Professional support materials

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	7			
<b>1</b>			<b>N/A</b>	<b>N/A</b>	10			
<b>2</b>	50	24	<b>N/A</b>	<b>N/A</b>	18			
<b>3</b>	92	90	<b>N/A</b>	<b>N/A</b>	15			
<b>4</b>	62	76			10			
<b>5</b>	3	56	<b>16</b>		8			
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Trips</li> </ul>
<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• <b>Social Studies (Full-School-Year Edition) Grades 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies is integrated in the ELA</li> <li>• Trips to Museums etc.</li> <li>• Use of primary sources</li> <li>• Projects</li> <li>• Libraries used to enhance the curriculum</li> <li>• Classroom Word-Walls</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Group sessions provided daily to address barriers to improve academic performance</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• School Psychologist does not provide one on one at risk services at this time.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Individual one –to-one guidance counseling provided by social worker</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Children receive medical attention based on 504s on as needed basis</li> </ul>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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***SCHOOL-PARENT COMPACT***

School - K006

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

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

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

Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input.

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

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set-aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain Parent Coordinators, PTA, PAC to serve as liaisons between the school and communities. The Parent Coordinator and PTA/PAC will collaborate together to provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator and PTA/PAC will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Annual Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Section 1118 of Title I, Part A;
- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title 1 Parent meeting where all parents are invited to attend formal presentations and workshops that address their parenting needs.

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

- holding an annual Parent Curriculum Conference;
- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams, Learning Leaders program and the Parent Association :
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Room or lending library;
- starting school clubs for parents and students (e.g., book clubs, chess clubs, etc.);
- hosting events for male parents/guardians and grandparents;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter; and
- providing school planners for daily written communication between school/teacher and the home.

#### P. S. 006- PARENT COMPACT

*PS 006, staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State standards.*

#### SCHOOL RESPONSIBILITIES

PS 006 staff will:

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's standards by:
  - using academic learning time efficiently;
  - providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians;
  - respecting cultural, racial and ethnic differences;
  - implementing a curriculum aligned to State standards;
  - offering high quality instruction in all content areas; and
  - providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- address communication issues between teachers and parents by:
  - conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
  - convening an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
  - arranging additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary) child care for those parents who want to attend regular title 1 school meetings.
  - ensuring that information related to school and parent

programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.

- provide parents reasonable access to staff by:
  - notifying parents of the procedures to arrange an appointment with their child's teacher; arranging opportunities for parents to volunteer in the school or at home; and
  - providing for Open School activities that include observations of classroom activities.
- provide support to parents by:
  - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities. Times will be scheduled so that the majority of parents can attend;
  - sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; and
  - supporting parental involvement activities as requested by parents.

## PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- monitor my child's attendance and ensure my child arrives to school on time. When my child is absent, I will follow the procedures to inform the school;
- ensure that my child comes to school rested by setting a schedule of for bedtime based on the needs of my child and their age;
- make sure that homework is completed and assist my child if necessary;
- read to my child or discuss what my child is reading each day (minimum 15 minutes);
- set limits to the amount of time and what my child watches on television or plays video games;
- promote positive use of my child's extracurricular time such as, After-school extra learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow the school's rules and regulations and discuss this Compact with my child;
- volunteer in my child's school either at the school or assisting from my home in some way if time or schedule permits;

- participate, as appropriate, in the decisions relating to my child's education. I will;
  - communicate with my child's teacher about their educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
  - respond to surveys and notices when requested;
  - become involved in developing, implementing, evaluating, and revising the school-parent involvement policy;
  - participate in or request training that the school offers on teaching and learning strategies whenever possible;
  - take part in the PTA or serve to the extent possible on policy advisory groups, e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams;
  - and
  - share the responsibility for the improved student achievement of my child.

#### STUDENT'S RESPONSIBILITIES

I will:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

**Part I: School ELL Profile**

**A. School Information **

Cluster Leader/Network Leader <span style="color: red;">type here</span>	District <b>00</b>	Borough <span style="color: red;">select one</span>	School Number <b>000</b>
School Name <span style="color: red;">type here</span>			

**B. Language Allocation Policy Team Composition **

Principal <span style="color: red;">type here</span>	Assistant Principal <span style="color: red;">type here</span>
Coach <span style="color: red;">type here</span>	Coach <span style="color: red;">type here</span>
ESL Teacher <span style="color: red;">type here</span>	Guidance Counselor <span style="color: red;">type here</span>
Teacher/Subject Area <span style="color: red;">type here</span>	Parent <span style="color: red;">type here</span>
Teacher/Subject Area <span style="color: red;">type here</span>	Parent Coordinator <span style="color: red;">type here</span>
Related Service Provider <span style="color: red;">type here</span>	Other <span style="color: red;">type here</span>
Network Leader <span style="color: red;">type here</span>	Other <span style="color: red;">type here</span>

**C. Teacher Qualifications **

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

Number of certified ESL teachers		Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

**D. School Demographics**

Total number of students in school		Total Number of ELLs		ELLs as share of total student population (%)	%
------------------------------------	--	----------------------	--	---	---

**Part II: ELL Identification Process**

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In														0
<b>Total</b>	<b>0</b>													

### B. ELL Years of Service and Programs

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

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
Dual Language										0
ESL										0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

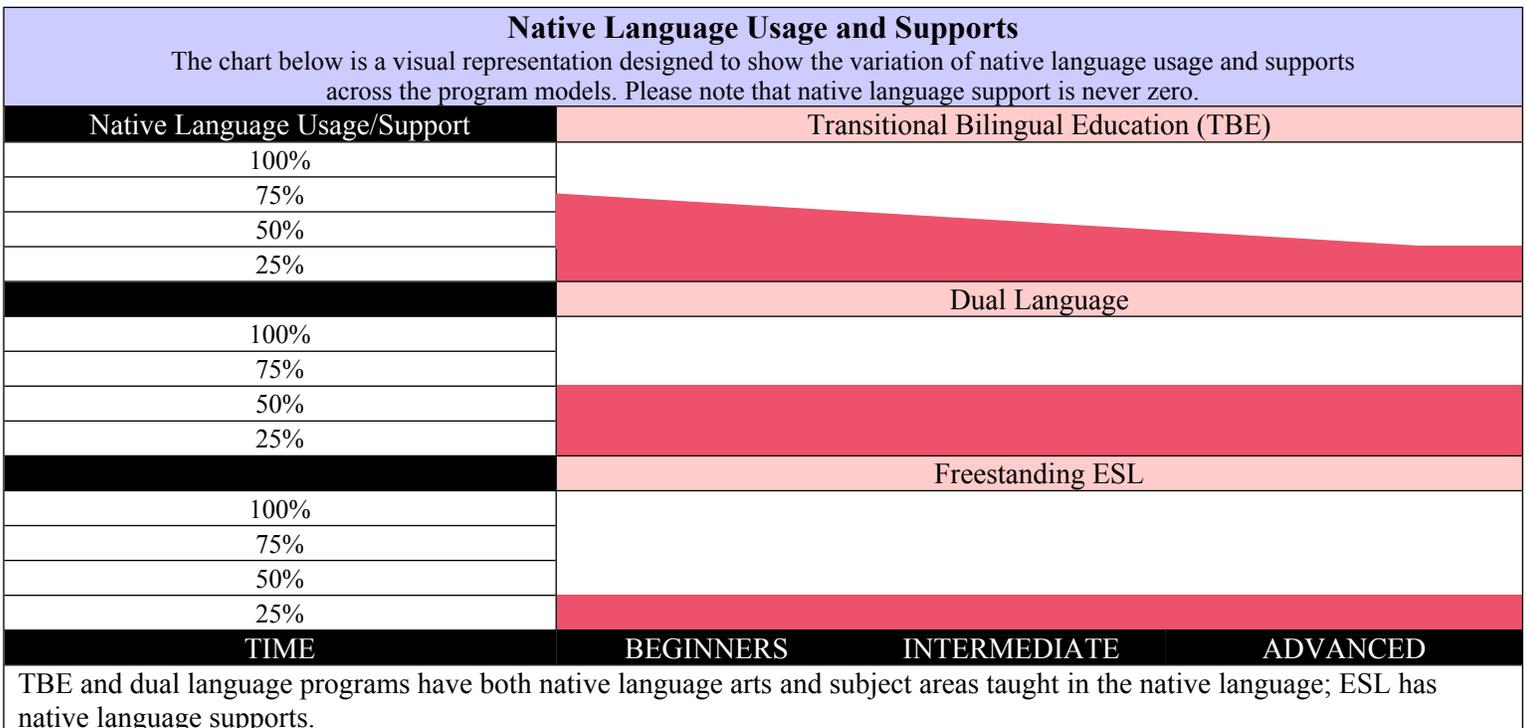
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			

Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

## E. Parental Involvement

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

Paste response to questions 1-4 here

## E. Parental Involvement

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

Paste response to questions 1-4 here

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

**Additional Information**

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

Paste additional information here

# Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 17K006

**School Name:** P.S. 6

**Cluster:** 110

**Network:** Ms. N. Andrews-Manning

**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**

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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.

A Home Language Identification Survey Form is filled out by a parent or guardian of every child entering P.S. 6 and these forms are reviewed by an ESL teacher to ensure that the appropriate language code is entered on the ATS and that the child is appropriately tested and placed. It is from these forms that the language needs of families can be assessed.

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

The findings are that the majority of families whose language is other than English is Spanish speaking. The second largest foreign language group is Haitian-Creole. There are a few Chinese, Arabic, Bengali, Julani and Wolof speakers as well. Our written translation needs are to have important and required notices and documents translated into Spanish and Haitian Creole. (We have found that our Arabic and Julani speaking students have English speaking family members. Translation and interpretation services will be provided if requested.) Our oral interpretation needs are to have Spanish and Haitian Creole speakers available for interpretation. These needs have been communicated to the school community at PTA and staff conference meetings.

In addition, signs in Spanish, Haitian Creole and Arabic will be posted in a conspicuous location informing parents of the availability of interpretation services and the Bill of Parent Rights and Responsibilities will be provided in Spanish, Haitian-Creole, and Arabic.

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 6	DBN: 17K006
Cluster Leader: Corinne Rello-Anselmi	Network Leader: N. Manning
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The data inquiry team has analyzed all the data concerning ELLs and it has been determined that ELLs require supplemental services to achieve proficiency to meet the New York State Core Standards in language arts and mathematics. The New York State ELA and Acuity test results show that ELLs are weak in the following literacy skills: finding the main idea and important details, sequencing, drawing conclusions, and making inferences. Therefore, twice a week, the Title III program will focus on developing these comprehension skills. The literacy component will also emphasize vocabulary development, critical thinking and writing skills. Literacy development will be enhanced through the use of "Best Practices in Reading" published by Buckle Down and "E-Z Reading for Older Students" by Remedia Publishing. NYSESLAT results show that there are many long-term ELLs and/or ELLs who remain on one language proficiency level for more than one year. Therefore, preparing for the NYSESLAT is another important aspect of the Title III program. "Getting Ready for the NYSESLAT and Beyond" is a test preparation book and will be an additional tool for improving skills to meet the core standards. The New York State Math and Acuity test results show that ELLs are weak in numeration, algebra, and problem solving. The math component will focus on improving these skills and learning how to apply new strategies for problem solving. "Math Problem Solving" from Coach and "Buckle Down Math" from Buckle will be used to enhance math instruction and problem solving skills. "Alphabet Shoe Box Learning", "Phonics Shoe Box Learning", and "Word Families Shoe Box Learning" centers from K-5 Kaplan will be used to help those students that are academically below level. There will be three teachers certified in English as a Second Language. There will be a third, fourth and fifth grade group. Each group will consist of no more than fifteen students. The program will take place on Tuesdays, Wednesdays and Thursdays from 3:15 to 5:15 from January 27, 2012 to March 29, 2012. The cost of this program will be 3 teachers for 29 days for 2 hours a day @ \$49.89 per hour is \$8,680.86.

### Part C: Professional Development

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

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

Begin description here: Professional development will consist of a study group in the area of academic literacy for ELLs. The three participating teachers will meet on January 16, 2012, February 6, 2012 and March 12, 2012 from 3:15 to 4:15 to analyze and discuss "English Learners, Academic Literacy, and Thinking-Learning in The Challenge Zone", by Pauline Gibbons. The purpose of the study will be to identify and put into practice new strategies to best assist ELLs and acquiring skills and academic literacy and to turnkey information to the school at large. The cost of professional development will 3 teachers

**Part C: Professional Development**

x \$49.89 x 3 = \$449.01.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parental involvement will consist of two events: the first will be a Math workshop entitled "Achieving Success in Math" which will focus on techniques to help students master some basic math skills that are necessary for advancing in mathematics. The second event will be an Afternoon Tea for students and parents. Each of the Title III groups will make a presentation to the parents to celebrate students' accomplishments. The workshop will take place on February 9, 2012 from 9:00 to 10:15 and it will be conducted by the ESL teachers. The Afternoon Tea will take place on March 8, 2012 from 4:15 to 5:15 and all Title III students and teachers will participate. All Title III parents will be invited to both events. These events are at no cost to Title III.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$8,680.86	3 teachers for instruction 2 hours x 29 days= 58 hours x 3 teachers= 174 hoursx \$49.89=\$8,680.86
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	\$2,070.13	45 Coach Math Problem Solving student book (Level 3-5) 45 E-Z Reading for Older Students from Remedia (Level 3-5) 3K-5 Kaplan 45 Buckle Down Math from Buckle Down ( Level 3-5)

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>Must be clearly listed.</li></ul>		45 Getting Ready For The NYSESLAT and Beyond ( Level 3- 5) Classroom supplies.
Educational Software (Object Code 199)		
Travel		
Other	\$449.01	Professional Development.
<b>TOTAL</b>	<b>\$11,200.00</b>	