



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 6X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12/X/006

PRINCIPAL: JULIET YOUNG _____

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SUPERINTENDENT: MYRNA RODRIGUEZ

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
Juliet Young	*Principal or Designee	
Angelique Dones	*UFT Chapter Leader or Designee	
Nancy Arias	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Dana Hall	Member/UFT	
Melissa Hlubik	Member/UFT	
Judith Teng	Member/UFT	
Maria Lugo	Member/UFT	
Lillian Pucho	Member/Parent	
Bartolo Rodriguez	Member/Parent	
Yvonne Rodriguez	Member/Parent	
Chereese Falcon	Member/Parent	

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.

To engage in short frequent cycles of class visits using a common rubric to evaluate and provide meaningful feedback in conjunction with the Charlotte Danielson Teaching Framework to improve teacher effectiveness.

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.

The data used to identify the necessity for this goal include:

- School Progress Report, Quality Review and State Accountability Status
- The data indicates an Underdeveloped rating (Quality Review) and Reconstruction Advanced Comprehensive (State Accountability) for the 2010-2011 year
- Decline in ELA and Mathematic test scores with 22.6% of students are at proficiency in Literacy and 35% of students at proficiency in Mathematics for the 2010-2011 school year
- Decline in student attendance with a 88.9% attendance rate for the 2010-2011 school year
- Increase in teacher turn-over rate

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.

The following strategies will be used to achieved this goal:

- Participation in the Talent Management Pilot program inclusive of tracking teacher formal and informal observations; feedback; and teacher impact of student learning as measured by state assessments.
- Implement Teacher's College Research-based Reading and Writing Program inclusive of intensive professional development training sessions by Teachers College staff developers
- Common planning periods for teacher to collaborate and revise curriculum maps, develop units of study and identify best practices
- Develop Positive Behavior and Intervention Support Program (PBIS) customized for our school population in order reduce disruption to classroom instruction.
- Identify staff members for PBIS Team to develop and coordinate the implementation of the program for a January 2012
- Train staff to utilize The Imagine Learning English computer adaptive program in the classroom with English Language Learner
- Train staff to provide push-in/ pull-out academic intervention with Special Education students

Measurable gains will be tracked by, Administrators, Staff Developer, Classroom Teachers, Facilitators, AIS Specialist, SETSS, and IEP teacher using

- Teacher's College Running Records
- Teacher's College Spelling Assessment
- Performance Task

- Push-In/Pull Out Services Tracking Form
- Charlotte Danielson Rubric
- Writing Portfolio

Teachers will be engaged in the process through multiple resources including

- Inquiry Groups
- Teacher's College Professional Development on-site and off-site sessions
- Network Specialist
- AUSSIE Math Staff Developer
- Grade Leader Meetings
- Professional Learning Teams (PLT)

Evaluation for effective teaching practices will take place a minimum of 4 times per year

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.

In collaboration with Parent Coordinator, we have:

- Increased the number of Learning Leaders
- Title 1 Representative
- Letters to Parents
- Parent Workshops held monthly
- Meet and Greet
- Open House
- English Language Learner Parent Orientation
- Electronic Advertising – Program school events on the electronic scroll in the front of the school
- Outside/Inside bulletin board announcing pertinent parent information
- Leadership Team Meeting
- Content Area Workshops
- Child Safety Workshop
- Health Workshops
- English as a Second Language Class for parents
- PHIPPS Career Center (GED class)

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 becomes highly qualified, in order to achieve this goal.

Periodic review of School Report Card, Progress Report, Mentoring Program to monitor growth and continue to provide a robust Professional Development training program for staff

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.

Teacher's College, Network Support, AUSSIE Consultant, Inquiry Team, and Talent Management Professional Development (on and off site sessions) and Services will be utilized

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.

Tier 1 and ARRA Race to the Top funds will be utilized to support this goal

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.

To engage students in one literacy task and math task aligned with the Common Core Learning Standards**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.

By 2014, New York City students will be assessed on tasks based on the Common Core Learning Standards. In order to prepare students to work effectively on tasks, they must become familiar with the standards, engage in rigorous tasks, and comprehend the steps needed to perform on grade level. The examination of curriculum, pedagogical observations, including the Charlotte Danielson Teaching Framework, a review of student work defined by protocols, and student data based on assessments serve as identified needs for this goal.

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.

In order to prepare students for the performance tasks, Administrators, Staff Developer, Classroom Teachers, Facilitators, AIS Specialist, SETSS, and IEP teacher s will extrapolate data from the following documents:

- Progress Report

- ELA Summative Assessment
- NYSESLAT
- ARIS
- Acuity
- Simulated Assessments
- Performance Task
- Teacher's College Running Records

Based on the analysis of the above data sources, decisions for planning student supports will include:

- Teachers collecting, recording, analyzing and documenting independent reading levels on a monthly basis for each student and grade.
- Teachers grouping students accordingly for Extended Day Tutorial
- Assigning Academic Intervention Services (AIS)
- Planning in teacher teams utilizing the Common Core Library and Teacher College resource materials
- Coordination supports with Supplemental Education Services (SES) providers (Academic Advantage Services, Phipps Afterschool Program)

Development of Staff:

Professional development will take place collectively and individually. Differentiated professional development activities will be provided for each teacher in collaboration with grade supervisors and or staff developers. Additionally each teacher will establish individual professional goals that will inform future professional development activities to prepare for the task assessments.

Sessions will also focus on:

- Non-fiction writing across the curriculum all student populations
- Aligning the CCLS 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
- Developing technology skill and managing data

The timeline for the performance task in English Language Arts and Mathematics will take place in Spring 2012 (March-April).

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 workshops will be held to inform parents about the Common Core Learning Standards. Through various workshops, parents will learn about the upcoming performance tasks in English Language Arts and Math. Parents will receive material and support to help improve student achievement levels in both literacy and math.

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 becomes highly qualified, in order to achieve this goal.

Partnership with Teacher's College and maximizing common planning time through Professional Learning Team sessions, monthly faculty conferences and On-site and Off-site workshops are the efforts used to build a strong professional learning community to attract highly qualified teachers

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.

Supplemental Education Support (SES) providers will articulate classroom teacher to provide specific data for instructional support

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.
ARRA RRT Funds will be utilized for training teachers and and Title 1 Funds be utilized for student and parent support

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.

To improve attendance by providing increased communication and positive recognition.

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.

The Automate the System (ATS) and the Progress Report indicates a trend of low attendance with a 88.9% attendance rate for the school year 2010-2011 with lower grade student have the highest level of absenteeism.

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.

The efforts to improve attendance for all students include:

- Daily Recognition on Public Address System of classes with 100% attendance
- Display students with 100% attendance in a prominent location on the main floor
- Install Automated Phone Message System to notify parents of absences and lateness on daily basis
- Conduct monthly attendance meetings to review and extreme attendance cases and determine appropriate actions
- Teach call after two consecutive absences

- Outreach Program : Home Visits
- Conferences with Guidance/Administration Staff
- Parent Association meeting
- Meet with administration
- Attendance Teacher Outreach

To improve staff attendance the following will be implemented

- Review of teacher attendance monthly for trends
- Place positive letters to file staff for 100% on a monthly basis
- Display staff with 100% in main office
- Conduct conferences with staff members with extreme attendance issues
-

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.

To generate parental involvement, we will create a welcoming environment, conduct parent workshops, parent volunteer training (Learning Leaders)

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 becomes highly qualified, in order to achieve this goal.

Promote a positive working atmosphere by celebrating best practices - "Teaching Moving of the Month" Gallery in Teacher's Cafeteria

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.

To help raise student attendance, the following programs are in place:

- Breakfast Program
- Free Lunch Program
- Healthy Snacks
- Free Fruit/Vegetable Daily
- Bus service to and from school
- Metro-Card
- Specific transportation by way of Public Bus Company for students in temporary housing

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.

Title 1 funding and Grant are used to help support all school-wide programs.

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.
To improve student reading stamina using the Teacher's College framework.

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.

According to New York State ELA results from the past three years (2008, 2009, and 2010), over 40% of students in Grades 3, 4, and 5, including Special Needs and ELLs did not show gains in answering questions based on reading and comprehension. Similar results were seen in data gathered in ACUITY for reading passages. In further analyzing student running records, it was found that students were not reading fluently based on a lack of recognition for Tier II vocabulary. Students also did not have an allotted time frame for reading independently. There is a need for teacher to be trained in additional strategies for developing student reading skills including in-depth assessment and strategies

- 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.

Instructional strategies/activities

The following researched-based instructional strategies and activities will be used to achieve this goal:

- Students read independently every day to build up stamina, with the goal of reaching a 30 minute sustained reading period
- Teachers will teach daily mini lessons, focusing on skills and strategies for reading fluently and comprehension
- Teachers will prepare 'books in baggies' that reflect students' reading levels. 'Books in baggies' will be with students at all times. Students will have opportunities to 'shop for books,' i.e., replace present books with new choices.
- Students will be paired with reading partners at or close to reading levels.
- Students will read independently, When students read 'hip to hip,' they will share what they read based on a teaching prompt.
- Students will record books read daily in reading logs.
- Teachers will confer with students to learn about their strengths and areas of weakness.

Staff will support student independent reading.

- Teachers College consultants, Literacy Coach, Principal and Assistant Principals, ESL Providers and the IEP Teacher; classroom teachers. Resources will

include *Words Their Way*, written skills and strategies, along with modeling done by Teacher College consultants and the Literacy Coach, Units of Study in Reading from Teachers College, outlining genres to be studied, along with suggested skills and strategies to be implemented monthly

- Teachers will meet in grade level Professional Learning Teams to determine the implementation of Teachers College monthly units of study for reading. Teachers will plan together and decide upon a monthly Pacing Calendar
- Design plot student independent reading stamina on charts,
- Analyze student work to determine students present progress and next steps
- Determine movement in reading through a Reading Tracker determining student reading levels.
- Teachers will also utilize Teacher's College Pro-Assessment System

The timeline for implementation is from September 2011 through 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.

To increase parent involvement, a parent liaison (Parent Coordinator) will facilitate the exchange of information among parents and encourage parents to come to school to network. This information will be communicated in English, Spanish, and Bengali, utilizing the following:

- Telephone calls, electronic mean, written communication, flyers displays on Parent Coordinator Bulletin Board and at the main entrance.
- Outreach workshops and activities will take place during morning and afternoon. Examples of workshops and activities include familiarizing parents with our Literacy Block with an emphasis on independent reading, setting up a reading corner at home for their children; questioning children about their reading etc.
- Parents will engage in an excursion to the local Public Library and resources that are available for supporting independent reading

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 becomes highly qualified, in order to achieve this goal.

Strategies for attracting Highly Qualified Teachers:

The following strategies will be utilized to attract highly qualified teachers:

- Attendance at job fairs: Interview highly qualified teachers, questioning them about their education, their experience as teachers, and the contributions they can bring to Public School 6. Invite teachers to tour the school, interact with staff, and speak to administration about classroom assignments.
- Newspaper and Professional Journal Advertisements: Place advertisements for highly qualified teachers and follow up on leads.
- Outreach to colleges and universities: Visit colleges and universities to attract the best and brightest minds.

- Outreach to Professional Organizations: Teach for America, an example of a professional organization, yields teachers who are on their way to being highly qualified. Teachers attend graduate school to obtain a Master's Degree in Education, while teaching in the classroom.

The following strategies will be utilized to ensure that current staff becomes highly qualified:

- Graduate courses: Teachers who are studying for a Master's degree in Education can register for graduate courses at reduced rates. The New York City Department of Education offers P-credit courses toward the Master's Degree.
- Mentoring: Align a new teacher with an experienced mentor teacher to pave the way for a close professional relationship. The mentor teacher will gather resources to support the new teacher.
- Professional Development: Offer professional development opportunities for teachers in school and outside of school. Teachers can turn-key and support colleagues with their new learning.

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.
- Title III for ELL Students focusing on after-school and Saturday Academy programs
- Immigrant Grant for ELL Students focusing on after-school and Saturday Academy programs.
- Students who reside in temporary housing receive yellow bus service to arrive to school daily.
- Students are entitled to breakfast daily.
- Free Lunch Program for 85.8% students
- Department of Education Grant for Healthy Eating – fresh fruit daily

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.

Title 1 funding will be used to this school wide program.

ANNUAL GOAL #5 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 #5

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

To improve student behaviors with a school-wide behavioral plan focusing on positive reinforcement using Positive Behavioral Interventions and Support (PBIS).

Comprehensive needs assessment

f) 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.

Comprehensive Needs Assessment

- The following data sources indicated a need for a school-wide behavior program including:
- School Report Card
- School Progress Report
- Learning Walks
- Learning Environment Survey
- OORA Reporting

The received an “F” rating in the school environment portion of the Progress report card with Safety and Respect as an area of outstanding concern.

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.

To provide a safe learning environment for all students, we will examine:

- Off-site and on-site activities
- Hold monthly Safety Committee meeting
- School Inquiry Teams focusing on PBIS
- OORS Reporting

With the help of our SAPIS counselor, Guidance Counselor, School Psychologist, Network Leaders, and SBST, we will hold assemblies, lessons focusing on PBIS, posters displayed around school to remind students of the school expectations, and use various incentives and rewards.

We are offering multiple ways to expose and train all staff on PBIS. We will utilize Inquiry Teams, Professional Development, book study, and our Network Specialists.

By the end of February 2012, PBIS will be implemented in all classrooms and school-wide.

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.

Strategies to Increase Parental Environment

- Distribute Discipline Code
- Parent flyers
- Bulletin boards for Parent Information
- Workshops

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.

With the implementation of PBIS we will track the decrease in safety issues and concerns resulting in an improved rating on school data including the School Progress Report

Consistent promotion positive behavior will be included in the following

- Professional Development
- Engaging teachers in participating with school initiatives teams
- Periodic Newsletter

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.

With the use of various funds, we will hold:

- Parent Workshops
- Student Assemblies

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.

Title 1 Funding

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	35	35	N/A	N/A	55	0	2	7
1	25	25	N/A	N/A	62	0	1	7
2	25	25	N/A	N/A	58	0	1	6
3	25	25	N/A	N/A	52	3	3	3
4	25	25	30	25	49	2	4	9
5	30	30	30	30	45	2	2	6
6								
7								
8								
9								
10								
11								
12								

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
ELA: Wilson, Time For Kids, Uptown Education, Tool-Kits Text, Tool-Kits Comprehension Kit, Leveled Literacy Intervention Program, Ready	Push-in, pull-out, small group, one to one, and tutorial during the school day
Mathematics: Everyday Mathematics, Uptown Education, Time For Kids, Ready	Push-in, pull-out, small group, one to one, and tutorial during the school day
Science: FOSS, Uptown Education, Time For Kids, Measuring Up, Kaplan Science	Push-in, pull-out, small group, one to one, tutorial during the school day
Social Studies: Rosen Primary Sources, NYC Core Library, Time For Kids	Push-in, pull-out, small group, one to one, tutorial during the school day
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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DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

School/Parent Compact The West Farms Public School 6X Parent 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 partnership, family literacy, child development, and accessing the services of community resources. To increase parent involvement, Public School 6X will:

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and the Learning Environment Survey Report;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during the school year;
- Encourage meaningful parent participation on School Leadership Teams, Parent Association(or Parent-Teacher Association) and Title I Parent Committee; supporting or hosting Family Day events;
- Establish a Parent Resource Center/Area or lending library; instructional materials for parents;
- Host events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encourage more parents to become trained school volunteers;
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- Utilize academic learning time efficiently;
- Respond to cultural, racial and ethnic differences;
- Implement a curriculum aligned to the Common Core Learning Standards;
- Offer high quality instruction in all content areas;
- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conduct parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Arrange meetings at flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Provide 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;
- Involve parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensure that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notify parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arrange opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Plan activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- Create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assist 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);
- Share and communicate best practices for effective communication, collaboration and partnering with all members of the school community;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advise parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X6 **School Name:** The West Farm School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Finding from the 2010-2011 Quality Review

- Non-rigorous tasks that did not demonstrate higher order thinking skills
 - Limited planning for target subgroups and diverse learners
 - Lack of coherent vision based on school data
 - Low attendance rate
 - Limited collaborative structures that communicated feedback and shared decision-making
 - Lack of lead teacher involvement and engagement in the shared leadership process
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Implement Teachers College Reading and Writing Project Curriculum- A researched-based curriculum aligned with the Common Core Learning Standards that focuses on matching students to independent books and providing individualized Reading and Writing strategies through conferring
 - Purchase additional books on the appropriate reading level of students
 - Implement *iReady Test Preparation* in the classroom- a computerized adaptive program that individualizes student support

- Structure the Extended Day Program for targeted support in Literacy and Mathematics with additional resource that include *Lessons in Literacy Program, Wilson, Leveled Library Intervention System Fountas & Pinnell Intervention, Reading Rescue, Everyday Math Games Program*
 - *An AUSSIE Math Consultant will be used to give differentiated instruction support to Special Education teachers in grades 2-5*
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.
 - A portion of the 10% Title 1 Funds are used to support a Literacy Coach salary
 - The school is participating in the Teachers College Reading and Writing Project which includes researched-based on and off-site professional development for teachers in Literacy instruction
 - Teachers will be given opportunities to participate in lead teacher teams, take courses offered by the Teachers College Reading and Writing Project at Columbia University, as well as participate in Network-based sessions including Special Education and English Language Learners support
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Each new teacher will be assigned an official mentor as per DOE regulations
 - New teacher meets regularly with mentor and class inter-visitations are scheduled as needed
 - New Teachers meetings are also scheduled periodically throughout the school year
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.
 - The school will inform parents of the School Improvement Plan at Meet and Greets, Open Houses, Parent-Teacher Conferences and through written communication
 - Key points in the School Improvement Plan will also be shared as reminders at various school-wide events

**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 Jose Ruiz/Petrina Palazzo	District 12	Borough Bronx	School Number 006
School Name Public School 6 West Farms			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Juliet Young	Assistant Principal Ms. Susan K. Aker
Coach Ms. Dadrie Norville	Coach type here
ESL Teacher Mr. Hector Cruz	Guidance Counselor Dr. Judith Teng
Teacher/Subject Area Ms. Freidarys Fortunato/Elem.	Parent Ms. Doris Canela
Teacher/Subject Area Ms. Dana Hall/Elem.	Parent Coordinator Ms. Carmen Valle
Related Service Provider Ms. Ambika Kirkland	Other
Network Leader	Other type here

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	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	725	Total Number of ELLs	105	ELLs as share of total student population (%)	14.48%
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Part II: ELL Identification Process

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

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

1. When parents register their children for the first time at P.S. 6, they meet Ms. Heliana Quiñones, the Pupil Personnel Secretary, who hands out the Home Language Identification Survey (HLIS) for the purpose of having parents identify the language(s) spoken at home. Parents complete the HLIS, while certified pedagogues in ESL (Mr. Hector Cruz and Ms. Ambika Kirkland) and Bilingual instruction (Ms. Irasema Alvarado and Ms. Freidarys Fortunato) are ready to assist parents, who may have questions or need clarification. Certified pedagogues in ESL and Bilingual Instruction conduct the informal interview with parents and children in English and in the native language. A Language Assessment Battery – Revised (LAB-R) is administered to those students who may be considered English Language Learners. Certified pedagogues review LAB-R scores. If LAB-R scores indicate students as English Language Learners, they are interviewed by licensed pedagogues. For Spanish speaking English Language Learners, the Spanish LAB is administered by licensed pedagogues who are fluent in listening, speaking, writing, and interpreting Spanish. These certified pedagogues review the Spanish LAB scores and consult with administration about placement of students. However, please note that students and their families are interviewed by certified licensed Spanish speaking pedagogues in their native language - Spanish. Newly admitted students are placed in appropriate grade level classes, where they will receive the appropriate ESL Provider Services. However, for those students whose LAB-R scores signal the possibility of a learning disability, next steps are taken for proper evaluation by the Academic Intervention Services (AIS) Team. Those students are placed in appropriate grade level classes, where they will receive the appropriate ESL Provider Services. Note that the English Language Learner Identification Process must be completed within 10 school days of initial enrollment as per CR Part 154. The following pedagogues who administer the LAB-R are certified in ESL: Mr. Hector Cruz and Ms. Ambika Kirkland. Ms. Irasema Alvarado and Ms. Freidarys Fortunato are licensed Bilingual pedagogues who take part in administering the LAB-R. These pedagogues are fluent in Spanish. Ms. Fortunato is also licensed to teach Special Needs ELLs.

At P.S. 6, all English Language Learners receive the NYSESLAT annually. To ensure that all students are assessed, the New York City Department of Education testing schedule is accessed to note days of the week and dates of assigned testing. Each part of the NYSESLAT - Listening, Speaking, Reading, and Writing is carefully studied and noted on school calendars. The next step is to check that all ELL students who are eligible for NYSESLAT testing are formally listed in ATS. Then we check for testing modifications, an example being a Special Needs ELL who needs directions read. We walk throughout the school to determine the best seating for students and assign rooms. We assign certified pedagogues to conduct the NYSESLAT assessment: Ms. Irasema Alvarado, Ms. Ambika Kirkland, Mr. Hector Cruz, and Ms. Freidarys Fortunato, licensed in Bilingual Special Needs. We draw up a plan for the actual days of assessments, assigning pedagogues and students, those with and without modifications to rooms. We produce testing signs - 'TESTING, DO NOT ENTER OR DISTURB' that are required to be posted on each assigned room door, below the window. When we receive testing materials, we follow all instructions pertaining to distribution, storage, collection, and turning in test materials promptly to the assigned source. We promptly adhere to DOE directives mandated before, during, and after testing, staying in compliance throughout the assessment process.

2. The following structures, including the process, outreach plan, and timelines are in place for parents to understand the three program choices:

- Parent Orientations: Before parents attend an orientation, they are issued Entitlement Letters in English and in their native

language explaining the student's LAB-R score, the three selection programs, and an invitation to attend the orientation. At the orientation, parents receive a thorough and research based explanation about the three available programs by qualified and certified staff and administrators who communicate in English and the native language. Included during the meeting is our Parent Coordinator. Note that translators are available for parents who speak their native languages. Parents also view a video in their native languages of the choice process and three programs published on-line by the New York City Department of Education. Then parents can complete Parent Choice Letters and Surveys on the school site. This is done continuously during the school year as newly admitted students are enrolled at the school. Staff involved during Parent Orientations is Ms. Susan K. Aker, Assistant Principal; Ms. Irasema Alvarado, ESL Coordinator/Provider; Mr. Hector Cruz, ESL Provider; Ms. Ambika Kirkland, ESL Provider; Ms. Carmen Valle, Parent Coordinator, and Ms. Juliet Young, Principal. Parent Orientations are conducted during different times of the day, including afternoons and evenings. 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. Note that records of communication are kept by staff. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Parent Orientations are frequent, taking place several times per month; morning, afternoon, and evening.

- 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. Parent workshops are frequent, taking place monthly: morning, afternoon, and evening.
- By Appointment: Parents can make an appointment with our staff or administration to learn about the three choices of programs throughout the school year. Appointments are made via telephone or letter. This is done right after a student is admitted to the school or within ten days after the student has been admitted to school.
- Written Communication: Entitlement letters, Placement letters for newly admitted students, Continued Entitlement letters for students who were administered the NYSESLAT, non-Entitlement letters for students identified for students who received and passed the LAB-R, non-Entitlement /Transition letters for students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT. This is done frequently, either immediately after the student is admitted; after ten days of having been admitted.

3. Entitlement letters are distributed via certified pedagogues to classroom teachers who have newly admitted ELL students (as per LAB-R) on their registers. Students who are newly admitted receive Placement letters. Those students who have taken the NYSESLAT are issued Continued Entitlement letters. Non-Entitlement letters are distributed to students who received and passed the LAB-R. Non-Entitlement /Transition letters are issued to students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT. Entitlement letters, Parent Surveys and Program Selections are collected, reviewed, and maintained in binder. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12. The ESL Coordinator (Ms. Alvarado) contacts parents in the event of a question pertaining to it. The daily collection process either the student submits the document(s) to the classroom teacher, or ESL Providers go to classroom to collect documents. There are parents who prefer to hand in documents directly to an ESL Provider.

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 an ESL program. 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 Public School 6 (when records or student cumulative resources have not yet arrived at Public School 6). Placement of students is input into ATS by the Pupil Personnel Secretary (Ms. Heliana Quinones) and placement letter records are kept on file in the Main Office. Parents who receive continued entitlement letters, hand those in to classroom teachers, ESL Providers, and to Ms. Quinones, who forwards these to the ESL Coordinator. The ESL Coordinator is responsible for maintaining continued entitlement letters in a binder.

The school does its very best to honor parent choice, as indicated on Parent Choice Letters.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices requested

by parents has been for Free-standing ESL placement (for their children).

PARENT PROGRAM CHOICES:

Kindergarten: Transitional Bilingual Education: 2 Dual Language: 1 Free-standing ESL: 6
 Grade 1: Transitional Bilingual Education: 5 Dual Language: 0 Free-Standing ESL: 5
 Grade 2: Transitional Bilingual Education: 8 Dual Language: 0 Free-Standing ESL: 15
 Grade 3: Transitional Bilingual Education: 4 Dual Language: 1 Free-standing ESL: 10
 Grade 4: Transitional Bilingual Education: 10 Dual Language: 0 Free-standing ESL:15
 Grade 5: Transitional Bilingual Education: 4 Dual Language: 0 Free-standing ESL:17

6. Based on the Parent Selection Program form, parents of Public School 6 have requested that their children be placed in Free-Standing ESL. Please note that certified pedagogues have clearly explained the research and differences among the three program choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K* 1* 2* 3* 4* 5* 6● 7● 8● 9● 10● 11● 12●
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This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	1	1	1								3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	5	5	5	5	5	4								29
Total	5	5	5	6	6	5	0	32						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	80	Special Education	10
SIFE	9	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	1	0	0	1	0	0	1	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	68	7	7	37	0	2	0	0	0	105
Total	68	7	8	37	0	3	0	0	1	105

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

C. Home Language Breakdown and ELL Programs

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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	11	22	17	26	17								102
Chinese														0
Russian														0
Bengali					1	1								2
Urdu														0
Arabic														0
Haitian														0
French			1											1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	11	23	17	27	18	0	105						

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?

1. a. We currently have one bilingual self-contained special education class. This class is 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 differentiated 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.

b. Our push-in model is provided for our ESL students in monolingual classes. ESL Providers schedule students on grade levels with the same or similar NYSESLAT scores to provide academic instruction coupled with ESL strategies and methodologies. ESL Providers meet with students for the legal minutes mandated by the Federal Government in classrooms to work with students in small groups. ESL Providers and classroom teachers articulate during common scheduled times to analyze student data and work and plan instructionally according to student levels. All ESL students receive grade level instruction in English provided by state curricula, including tasks that align with the Common Core Learning Standards. ESL Providers meet with students daily and follow up with students

A. Programming and Scheduling Information

on assignments given in class or at home. Thus, in accordance with CPR-154, students receive instruction daily from certified ESL Providers in core subjects with ESL strategies and methodologies. Students study grade level curricula, along with tasks aligned with the Common Core Learning Standards.

Our Bilingual Special Needs class receives daily instruction in a contained setting from a licensed Bilingual Special Education teacher (Ms. Fortunato). Instruction is taught in English and Spanish and aligns with grade level curricula and ESL strategies, as well as tasks aligned with the Common Core Learning Standards.

2. a. A Free-standing ESL model is in place at Public School 6. As stated in Question 1, articulation and planning take place among classroom teachers and ESL Providers. A definitive factor determining the mandated number of instructional minutes is the NYSESLAT scores assigned to students and the LAB-R. Classroom teachers and ESL Providers study student scores on these documents and determine targeted instruction according to the following:

- 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)

ESL Providers align their schedules to meet the number of mandated minutes above.

Explicit ESL minutes are determined by the scores on the NYSESLAT listed above. A block of 90 minutes is assigned to Literacy, i.e., Reading, Writing, speaking, listening, in accordance with instruction in phonics, word work, vocabulary development; inclusive of Tiers I,II,III vocabulary; language functions, building background knowledge, introducing concepts accompanied by visuals, cooperative learning; all elements built on scaffolding. Native language support features cognates, base words, prefixes, suffixes, and sentence structure. Included are other supports, an example being graphic organizers. Native Language supports are incorporated in lessons.

3. All students are required to have equitable instruction in curricula implemented in classrooms. P.S. 6 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, vocabulary development, 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 vocabular); 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). Also included is the SMART Board for explicit, engaging instruction. As part of effective instruction, assessments are administered to students and studied by all staff. Examples are running records and unit tests in core subjects. Many strategies listed above are also used in the teaching of Social Studies.

For Mathematics, ESL strategies are infused into content area instruction by classroom teachers by working with Everyday Mathematics. Each unit consists of a section for instructing ELLs, which lists those strategies utilized in classrooms. Examples are working with manipulatives, using charts as reference for mathematical terms; several teachers have listed math cognates that students apply to their mathematics learning; working in cooperative groups, with students seeing, listening, speaking, and finally sharing their new

A. Programming and Scheduling Information

knowledge with students in their group, as well as with the entire class. Science is taught in the same manner, using FOSS Kits.

4. English Language Learners are appropriately evaluated in their native language through the LAB-R by licensed pedagogues. Informal interviews are conducted and decisions about placement are done according to student language ability. Formative assessments are used in the native language for the Bilingual Special Education class via formal assessment: New York State Assessments in ELA, Mathematics, and Science. Informal assessments consist of Mathematics Unit Tests, running records, and teacher made assessments.

5. Instruction for English Language Learner subgroups is differentiated. However, to keep instruction equitable among all students

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
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, Q-TEL strategies. ELLs who are in the country for over one year, one day receive ELA support as stated in Questions 1 – 4 and engage in learning through an after-school programs: Academic Advantage, Phipps, and a Saturday Academy.	100%	75%	50%
c. Instructional Plan for ELLs receiving services. Includes a list of strategies and resources used to support ELLs.	25%	100%	75%
d. Instructional Plan for Long-term English Learners. Includes a list of strategies and resources used to support ELLs. Follows the IEP goals and promotes the use of appropriate instructional strategies.	25%	100%	75%
e. Instructional Plan for former ELLs. Includes a list of strategies and resources used to support former ELLs. Former ELLs are entitled to ELL accommodations for two years after attaining proficiency. For the 2011-2012 year, this accommodation is for students who scored proficient on the Spring 2010 or 2011 NYSESLAT. Students who tested out in 2009 or earlier do not get ELL accommodations. Students who tested out on the LAB-R are not former ELLs and may not receive ELL accommodations.	25%	100%	75%
	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

observations are some of the data looked at for each student. Within NYSESLAT levels, there is a breakdown consisting of scores for the following modalities: Listening, Speaking, Reading, and Writing. While data is analyzed carefully in these modalities, it is also compared to data from sources, an example being running records. Classroom teachers and ESL Providers also utilize ARIS to note further data, an

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?

8. Targeted Intervention Programs for all students, including English Language Learners are conducted in English. This covers the following:

Core Subjects:

English Language Arts (Reading, Writing, Speaking) 90 minute daily block for all students, including ELL students.

Mathematics: 90 minute daily block for all students, including ELL students

Science, Social Studies 45 minute blocks for all students, including ELL students covered three to four times per week.

The range of intervention services for all students, including ELLs cover:

37 ½ minutes of Tutorial featuring explicit instruction in ELA and Mathematics: 30 minute blocks, three times per week.

A Programming and Scheduling Information

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?
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17. What language electives are offered to ELLs?

8. Targeted Intervention Programs for all students, including English Language Learners are conducted in English. This covers the following:

Core Subjects:

English Language Arts (Reading, Writing, Speaking) 90 minute daily block for all students, including ELL students.

Mathematics: 90 minute daily block for all students, including ELL students

Science, Social Studies 45 minute blocks for all students, including ELL students covered three to four times per week.

The range of intervention services for all students, including ELLs cover:

37 ½ minutes of Tutorial featuring explicit instruction in ELA and Mathematics: 30 minute blocks, three times per week.

After School Program (Explicit Instruction) featuring explicit instruction in ELA, Mathematics, and Science: January, February, and March; 2 hours.

Team Teaching: Classroom Teacher/ESL Provider with ESL Methodologies: In all core subjects: Daily: 45 minute blocks

Collaborative Inquiry on Grade Levels, ELL Strategies in Everyday Math ELL Strategies in Scopes and Sequences and FOSS

Program: three to four times per week in 45 or 90 minute blocks.

Phipps After-school Program: Daily, offering homework help and tutoring in all core subjects - 2 hours daily

Academic Advantage - Daily for two hours; offering ELA and Mathematics support.

Saturday Academy: January, February, and March: Saturdays 3.5 hours: Explicit instruction in ELA: reading, writing, speaking, and listening components in English.

9. The plan for continuing transitional support for English Language Learners reaching proficiency on the NYSESLAT consists of reviewing data on administered assessments: running records, unit tests for all core subjects, Teachers College skills and strategies. 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, including the SMART Board, and materials for independent work.

10. New programs for the school year include a Saturday Academy for English Language Learners, Academic Advantage, and Phipps After-school programs for students. Imagine Learning English provides the technological component for instructional analysis. The rationale for implementing these programs stems from English Language Learners requiring more instruction in the second language (English) that will focus on core subjects, thus promoting speaking, reading, writing, and listening skills. Tiers II and III vocabulary will be taught to further the comprehension of instruction and to provide ELLs opportunities to use words to explicitly express themselves as speakers and writers. Each program listed will involve literacy instruction, including Imagine Learning English. Data shows that less than 50% of ELLs are considered proficient in understanding English, as shown in NYSESLAT data.

11. DIBELS assessments are discontinued because these assessments did not provide an accurate analysis of reading and comprehension. Reading passages are timed and are not a true analysis of fluency levels.

12. All English Language Learners are afforded equal access to all school programs according to the P.S. 6 Comprehensive Educational Plan. Please see Question 8 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.

a. English Language Arts (Reading, Writing, Speaking) 90 minute daily block for all students, including ELL students.

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?

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Core Subjects:

English Language Arts (Reading, Writing, Speaking) 90 minute daily block for all students, including ELL students.

Mathematics: 90 minute daily block for all students, including ELL students

Science, Social Studies 45 minute blocks for all students, including ELL students covered three to four times per week.

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Team Teaching: Classroom Teacher/ESL Provider with ESL Methodologies: In all core subjects: Daily: 45 minute blocks

Collaborative Inquiry on Grade Levels, ELL Strategies in Everyday Math ELL Strategies in Scopes and Sequences and FOSS Program: three to four times per week in 45 or 90 minute blocks.

Phipps After-school Program: Daily, offering homework help and tutoring in all core subjects - 2 hours daily

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9. The plan for continuing transitional support for English Language Learners reaching proficiency on the NYSESLAT consists of reviewing data on administered assessments: running records, unit tests for all core subjects, Teachers College skills and strategies. 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, including the SMART Board, and materials for independent work.

10. New programs for the school year include a Saturday Academy for English Language Learners, Academic Advantage, and Phipps After-school programs for students. Imagine Learning English provides the technological component for instructional analysis. The rationale for implementing these programs stems from English Language Learners requiring more instruction in the second language (English) that will focus on core subjects, thus promoting speaking, reading, writing, and listening skills. Tiers II and III vocabulary will be taught to further the comprehension of instruction and to provide ELLs opportunities to use words to explicitly express themselves as speakers and writers. Each program listed will involve literacy instruction, including Imagine Learning English. Data shows that less than 50% of ELLs are considered proficient in understanding English, as shown in NYSESLAT data.

11. DIBELS assessments are discontinued because these assessments did not provide an accurate analysis of reading and comprehension. Reading passages are timed and are not a true analysis of fluency levels.

12. All English Language Learners are afforded equal access to all school programs according to the P.S. 6 Comprehensive Educational Plan. Please see Question 8 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.

a. English Language Arts (Reading, Writing, Speaking) 90 minute daily block for all students, including ELL students.

Mathematics: 90 minute daily block for all students, including ELL students

Courses Taught in Languages Other than English 

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)?

This question is not applicable to our school.

Math:

D. Professional Development and Support for School Staff

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

1. In-house Professional Development is ongoing and presented throughout the school year during Faculty Conferences, lunch and learns, grade level meetings, before/after school, and on Saturdays. The topics generated by teacher requests meet the needs of English Language Learners, as noted by CR Part 154. There were new teacher orientations, The Framework for Teaching (Charlotte Danielson), and analyzing the school's student data (and comparing student data to New York City schools).

Another component of Professional Development is weekly Inquiry meetings on grade levels. Staff on grade levels study, analyze, and align student data with curricula and Common Core Learning Standards, as well as with student levels and student needs. As a result of analyzing student data, staff develops and utilizes strategies in their classrooms, thus informing colleagues of their practices.

The next component of Professional Development is comprised of staff inter-visitations to classrooms based on best practices modeled by staff developers from Teachers College. After the modeling session, staff debriefs with the staff developer for clarification and review of best practices.

Professional Development Plan for Secretaries and the Parent Coordinator

The following professional development plan is designed for the school secretaries: Ms. Ofelia Boncamper and Ms. Heliana Quiñones and for the Parent Coordinator: Ms. Carmen Valle:

Professional Development to Take Place at End-Academic Year:

Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

Topics may include:

- a)What constitutes an English Language Learner, including what constitutes a SIFE.
- b)Identification process of newly admitted English Language Learners, including pertinent documents utilized during registration of students and families. The school's registration protocol for new students and transfers from other schools will be included. Home Language Identification and the LAB-R process are explicitly studied.
- c)Family Orientation, including DOE on-line video, Parent web page with resources.
- d)Interpretation and significance of ATS Reports, examples being the RLAT and BESIS.
- e)An overview of English Language Learner information located on the DOE and NYS websites.
- f)Monthly Compliances
- g)Technology detailing ATS and ARIS for Parents and staff

Professional Development to Take Place at Beginning-Academic Year:

Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

Topics may include:

- a)ARIS training for Parents.
- b)DOE Attendance Policy for Students

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.

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- a)What constitutes an English Language Learner, including what constitutes a SIFE.
- b)Identification process of newly admitted English Language Learners, including pertinent documents utilized during registration of students and families. The school's registration protocol for new students and transfers from other schools will be included. Home Language Identification and the LAB-R process are explicitly studied.
- c)Family Orientation, including DOE on-line video, Parent web page with resources.
- d)Interpretation and significance of ATS Reports, examples being the RLAT and BESIS.
- e)An overview of English Language Learner information located on the DOE and NYS websites.
- f)Monthly Compliances
- g)Technology detailing ATS and ARIS for Parents and staff

Professional Development to Take Place at Beginning-Academic Year:

Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

Topics may include:

- a)ARIS training for Parents.
- b)DOE Attendance Policy for Students.
- c)Testing Calendar Dates to incorporate into school calendar.
- d)Monthly Compliances.
- e)Interpreting the Progress Report, Environmental Survey, and the Quality Review: looking at ELL subgroups.
- f)No Child Left Behind Act
- g)Technology

Professional Development to Take Place at Mid-Academic Year:

Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

D. Professional Development and Support for School Staff

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

1. In-house Professional Development is ongoing and presented throughout the school year during Faculty Conferences, lunch and learns, grade level meetings, before/after school, and on Saturdays. The topics generated by teacher requests meet the needs of English Language Learners, as noted by CR Part 154. There were new teacher orientations, The Framework for Teaching (Charlotte Danielson), and analyzing the school's student data (and comparing student data to New York City schools).

Another component of Professional Development is weekly Inquiry meetings on grade levels. Staff on grade levels study, analyze, and align student data with curricula and Common Core Learning Standards, as well as with student levels and student needs. As a result of analyzing student data, staff develops and utilizes strategies in their classrooms, thus informing colleagues of their practices.

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Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

Topics may include:

- a)What constitutes an English Language Learner, including what constitutes a SIFE.
- b)Identification process of newly admitted English Language Learners, including pertinent documents utilized during registration of students and families. The school's registration protocol for new students and transfers from other schools will be included. Home Language Identification and the LAB-R process are explicitly studied.
- c)Family Orientation, including DOE on-line video, Parent web page with resources.
- d)Interpretation and significance of ATS Reports, examples being the RLAT and BESIS.
- e)An overview of English Language Learner information located on the DOE and NYS websites.
- f)Monthly Compliances
- g)Technology detailing ATS and ARIS for Parents and staff

Professional Development to Take Place at Beginning-Academic Year:

Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

Topics may include:

- a)ARIS training for Parents.
- b)DOE Attendance Policy for Students.
- c)Testing Calendar Dates to incorporate into school calendar.
- d)Monthly Compliances.
- e)Interpreting the Progress Report, Environmental Survey, and the Quality Review: looking at ELL subgroups.
- f)No Child Left Behind Act
- g)Technology

Professional Development to Take Place at Mid-Academic Year:

Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

Topics may include:

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

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?

Public School 6 believes in a home/school partnership to support the education of all students. Therefore, parent involvement is integral to maintaining a strong relationship between the home and the school. The following depicts parent involvement in our school, including parents of ELL students:

1. Informational meeting/orientation for ELL's parents regarding the NYSESLAT, LAP, and preferences for student placement. Parents are informed about the different program choices indicated by the Parent Survey and Program Selection Form. Parents are informed of parental services rendered by 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, training for ESL Strategies

are several topics presented by our Parent Coordinator, Ms. Carmen Valle. Meetings are conducted in English and in the native language.

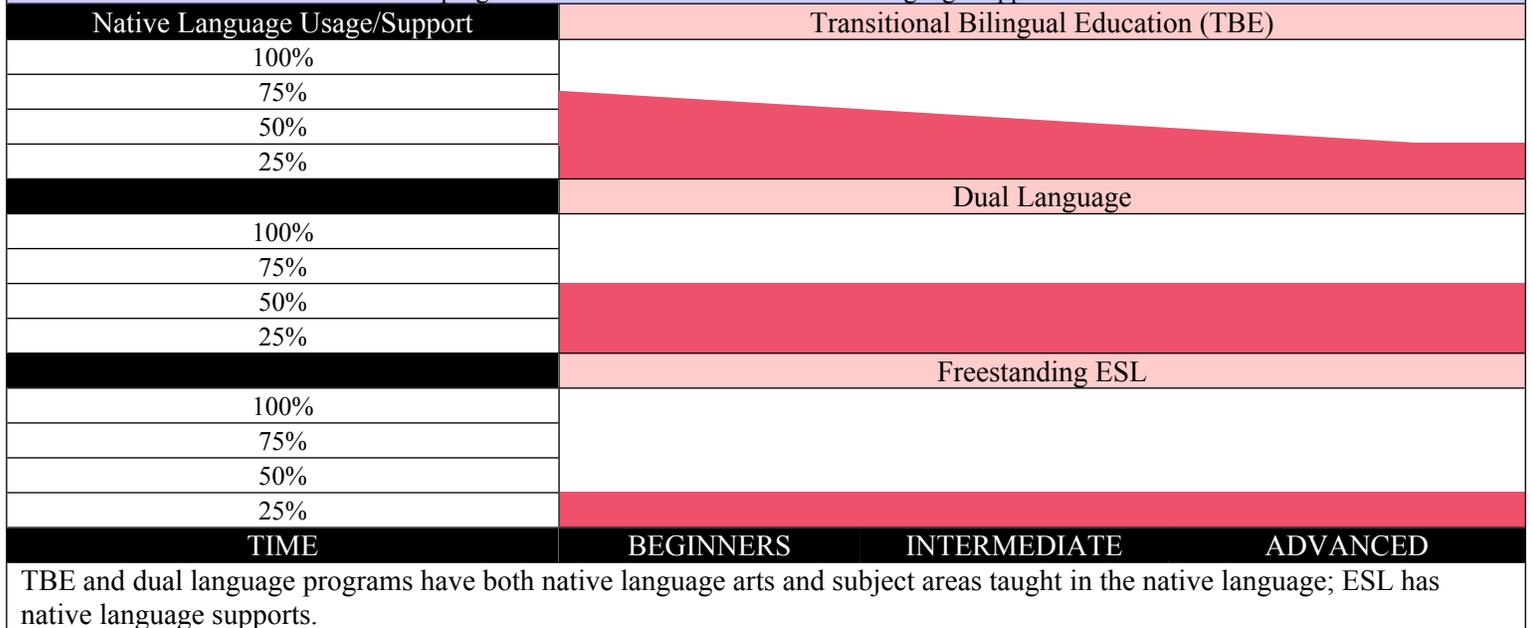
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 - Parent/Teacher Conferences during November and March, School Open House, and Parent Test Preparation Meeting for the New York State ELA and Math assessments for all students, inclusive of ELL students.
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2. 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. The school partners with its affiliated CFN Network for ELL support and for professional development.
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 to P.S. 6 to speak to the Parent Coordinator about programs provided by the school. 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 for parents written in English and the native language.
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. Parents who wish to volunteer in the school are trained to be Learning Leaders.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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?

8. Targeted Intervention Programs for all students, including English Language Learners are conducted in English. This covers the following:

Core Subjects:

English Language Arts (Reading, Writing, Speaking) 90 minute daily block for all students, including ELL students.

Mathematics: 90 minute daily block for all students, including ELL students

Science, Social Studies 45 minute blocks for all students, including ELL students covered three to four times per week.

The range of intervention services for all students, including ELLs cover:

37 ½ minutes of Tutorial featuring explicit instruction in ELA and Mathematics: 30 minute blocks, three times per week.

After School Program (Explicit Instruction) featuring explicit instruction in ELA, Mathematics, and Science: January, February, and March; 2 hours.

Team Teaching: Classroom Teacher/ESL Provider with ESL Methodologies: In all core subjects: Daily: 45 minute blocks

Collaborative Inquiry on Grade Levels, ELL Strategies in Everyday Math ELL Strategies in Scopes and Sequences and FOSS Program: three to four times per week in 45 or 90 minute blocks.

Phipps After-school Program: Daily, offering homework help and tutoring in all core subjects - 2 hours daily

Academic Advantage - Daily for two hours; offering ELA and Mathematics support.

Saturday Academy: January, February, and March: Saturdays 3.5 hours: Explicit instruction in ELA: reading, writing, speaking, and

B. Programming and Scheduling Information--Continued

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Saturday Academy: January, February, and March: Saturdays 3.5 hours: Explicit instruction in ELA: reading, writing, speaking, and listening components in English.

9. The plan for continuing transitional support for English Language Learners reaching proficiency on the NYSESLAT consists of reviewing data on administered assessments: running records, unit tests for all core subjects, Teachers College skills and strategies. 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, including the SMART Board, and materials for independent work.

10. New programs for the school year include a Saturday Academy for English Language Learners, Academic Advantage, and Phipps After-school programs for students. Imagine Learning English provides the technological component for instructional analysis. The rationale for implementing these programs stems from English Language Learners requiring more instruction in the second language (English) that will focus on core subjects, thus promoting speaking, reading, writing, and listening skills. Tiers II and III vocabulary will be taught to further the comprehension of instruction and to provide ELLs opportunities to use words to explicitly express themselves as speakers and writers. Each program listed will involve literacy instruction, including Imagine Learning English. Data shows that less than 50% of ELLs are considered proficient in understanding English, as shown in NYSESLAT data.

11. DIBELS assessments are discontinued because these assessments did not provide an accurate analysis of reading and comprehension. Reading passages are timed and are not a true analysis of fluency levels.

12. All English Language Learners are afforded equal access to all school programs according to the P.S. 6 Comprehensive Educational Plan. Please see Question 8 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.

a. English Language Arts (Reading, Writing, Speaking) 90 minute daily block for all students, including ELL students.

B. Programming and Scheduling Information--Continued

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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)?

This question is not applicable to our school.

D. Professional Development and Support for School Staff

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

1. In-house Professional Development is ongoing and presented throughout the school year during Faculty Conferences, lunch and learns, grade level meetings, before/after school, and on Saturdays. The topics generated by teacher requests meet the needs of English Language Learners, as noted by CR Part 154. There were new teacher orientations, The Framework for Teaching (Charlotte Danielson), and analyzing the school's student data (and comparing student data to New York City schools).

Another component of Professional Development is weekly Inquiry meetings on grade levels. Staff on grade levels study, analyze, and align student data with curricula and Common Core Learning Standards, as well as with student levels and student needs. As a result of analyzing student data, staff develops and utilizes strategies in their classrooms, thus informing colleagues of their practices.

The next component of Professional Development is comprised of staff inter-visitations to classrooms based on best practices modeled by staff developers from Teachers College. After the modeling session, staff debriefs with the staff developer for clarification and review of best practices.

Professional Development Plan for Secretaries and the Parent Coordinator

The following professional development plan is designed for the school secretaries: Ms. Ofelia Boncamper and Ms. Heliana Quiñones and for the Parent Coordinator: Ms. Carmen Valle:

Professional Development to Take Place at End-Academic Year:

Secretaries and the Parent Coordinator will receive professional development from administration, licensed pedagogues, or qualified individuals that will take place at the school or outside of school.

Topics may include:

- a) What constitutes an English Language Learner, including what constitutes a SIFE.
- b) Identification process of newly admitted English Language Learners, including pertinent documents utilized during registration of students and families. The school's registration protocol for new students and transfers from other schools will be included. Home Language Identification and the LAB-R process are explicitly studied.
- c) Family Orientation, including DOE on-line video, Parent web page with resources.
- d) Interpretation and significance of ATS Reports, examples being the RLAT and BESIS.
- e) An overview of English Language Learner information located on the DOE and NYS websites.
- f) Monthly Compliances
- g) Technology detailing ATS and ARIS for Parents and staff

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- b) DOE Attendance Policy for Students.
- c) Testing Calendar Dates to incorporate into school calendar.
- d) Monthly Compliances.
- e) Interpreting the Progress Report, Environmental Survey, and the Quality Review: looking at ELL subgroups.
- f) No Child Left Behind Act
- g) Technology

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Topics may include:

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?

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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)	5	7	6	9	6	2								35
Intermediate(I)	0	3	13	4	6	15								41
Advanced (A)	0	1	4	2	13	9								29
Total	5	11	23	15	25	26	0	0	0	0	0	0	0	105

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	3	4	2	5	2							
	I	0	1	5	0	1	3							
	A	5	3	6	7	5	6							
	P	0	4	8	6	4	10							
READING/ WRITING	B	5	6	6	4	6	2							
	I	0	3	13	9	6	10							
	A	5	2	3	2	13	9							
	P	0	0	1	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	8	1	0	15
4	9	6	7	0	22
5	7	14	1	0	22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	4	4	0	0	8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	4	10	1	3	0	0	0	21
4	0	0	14	2	8	1	1	0	26
5	5	1	10	0	1	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	2	0	5	0	1	0	0	0	8

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	6	2	9	1	3	1	25
8									0
NYSAA Bilingual Spe Ed	2	0	0	0	0	0	0	0	2

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				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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: <u>Public School 6</u>		School DBN: <u>12X006</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juliet Young	Principal		11/21/11
Susan K. Aker	Assistant Principal		11/21/11
Carmen Valle	Parent Coordinator		11/21/11
Hector Cruz	ESL Teacher		11/21/11
Doris Canela	Parent		11/21/11
Freidarys Fortunato	Teacher/Subject Area		11/21/11
Dana Hall	Teacher/Subject Area		11/21/11
Dadrie Norville	Coach		11/21/11
	Coach		11/21/11
Judith Teng	Guidance Counselor		11/21/11
	Network Leader		11/21/11
Irasema Alvarado	Other <u>ESL Coordinator</u>		11/21/11
	Other		1/1/01
	Other		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: 12X006 **School Name:** Public School 6

Cluster: 606 **Network:** 6

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.

When newly admitted students and their families are registered at Public School 6, they are given a Home Language Information Survey to read and to complete. Once the HLIS has identified the Home Language as a language other than English, the LAB-R assessment is administrated. It is from these documents that families are identified as speakers of a language other than English. Our certified pedagogues, fluent in English, Spanish, and Bengali, interview families to determine their comprehension of questions listed on these documents. According to Chancellor's Regulation A-663, Public School 6 determines within 30 days of a student's enrollment the primary language spoken by the parent of each student enrolled at Public School 6, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with Public School 6. Public School 6 maintains an appropriate and current record of the primary language of each parent in ATS and on the student emergency card.

2011 data indicates a 70% Hispanic population and 1% Bengali population. Over 50% of our staff is fluent in Spanish, i.e., having the capability to read, write, listen, and speak to families. Therefore, staff members are always available to communicate with families in Spanish. All written communication in English and Spanish is distributed to families in a timely fashion, thus giving families multiple opportunities to contact the school for clarification. Our Bengali interpreter, a school Paraprofessional, (reads, writes, listens, and speaks to our Bengali family, providing written and spoken information in a timely manner. She provides written and spoken answers to questions addressed by the family.

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.

Chancellor's Regulation A-663 requires all families in New York City schools to have access to information regardless of the primary language spoken. Public School 6 has extrapolated data to identify languages that require written and oral translation from our staff. Data sources include: the Home Language Information Survey, LAB-R, ARIS, Progress Report, Quality Review, Demographic and Accountability Snapshot, and the CEP. Data indicates that families are dominant in the following languages: 70% Spanish (Hispanic Population); 1% Bengali (Bengali Population); and over 50% English. Data findings were reported to the school community electronically and in writing. Parent Workshops, Parent Orientations, faculty meetings, professional learning teams (teachers), School Leadership Team, and Inquiry Teams are examples of oral reporting 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.

Public School 6 will provide written translation services in native languages spoken by the school community: English, Spanish, and Bengali. Written translation services include timely school information that are important for the school community. Examples are: school openings and closings, school handbooks, parent newsletters, and brochures are written in English, Spanish, and Bengali.. Student- specific information, provided by the school, is communicated to parents in English, Spanish, and Bengali. Student-specific information is concerns the following: a student's health, safety, legal or disciplinary matters; entitlement to public education, or placement in any Special Education, English Language Learner, or non-standard academic program. Public School 6 adheres to the DOE academic calendar for timely delivery of information to the school community. School staff, including teachers and Paraprofessionals, along with the Parent Coordinator and Learning Leaders (parent volunteers) provide written translation services, as they are fluent in English, Spanish, and Bengali.

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 interpretation services for families to establish a home/school connection. The identified needs are based on data identifying three categories of oral speakers: English, Spanish, and Bengali. Oral interpretation services will be implemented at parent/teacher meetings, Parent/Teacher conference afternoons and evenings, Parent Orientation, parent workshops, and through telephone conferences. School staff, including teachers and Paraprofessionals, along with the Parent Coordinator and Learning Leaders (parent volunteers) provide written translation services, as they are fluent in English, Spanish, and Bengali.

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>.

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements of translation and interpretation services as follows:

Parents who require language assistance services and request a copy of the Bill of Parent Rights and Responsibilities will receive their copy in their native language found on the DOE internet.

Signs depicting native languages spoken in this school will inform parents about translation services. Signs will be posted in conspicuous locations.

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: Public School 6	DBN: 12X006
Cluster Leader: Petrina Palazzo	Network Leader: Jose Ruiz
This school is (check one): ✳conceptually consolidated (skip part E below) ●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): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 64
Grades to be served by this program (check all that apply): ●K ●1 ●2 ✳3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●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 present ELL population at Public School 6 is close to 70%, marking the majority of students coming from homes where English is not the dominant language. 18% of our students qualify as English Language Learners. According to the home language survey and LAB-R, parents and students who were interviewed by a licensed pedagogue, showed minimal or no understanding of questions addressed in English. However, when interviewed in the native language, parents and students responded to questions.

NYSESLAT data for the school reveals that over 50% of students are categorized as 'intermediate.' Thus, students do not show a proficient understanding of English to fully access academic content. The school's classroom teachers and ESL Providers articulate during common planning sessions to plan and to implement explicit instruction for all students, including differentiating instruction according to student levels and capabilities. ESL Providers push in during school hours and 'extended day,' covering thirty extra minutes of instruction after dismissal on Tuesdays, Wednesdays, and Thursdays. While the school makes every effort to provide explicit, differentiated instruction to ELLs during the school day, the time ELLs spend in classrooms is not sufficient for internalizing academic concepts. Research has proven that ELLs can take up to seven years to fully grasp what is taught in the classroom, especially in learning Tier III vocabulary required for core subjects.

The following subgroups and grade levels for Title III Programs include ELL students in Grades 3, 4, and 5 who fall into free lunch/nominal fee for school lunch; lowest one-third; ELLs who were assessed through the NYSESLAT and/or New York State ELA and Math assessments; ELLs that did not demonstrate improvement on New York State assessments; students who live in designated housing (shelters); new comers; students in the United States less than one year and one day and long-term ELLs are to be served in the programs.

Title III program at PS 6 will consist of an after-school program for Grades 3, 4, and 5. The after-school program, conducted Tuesdays and Wednesdays, will be held from 3:10P.M. - 5:10P.M. The after-school program will take place from March 2012 to April 2012. All instructional programs will be taught in English.

There will be 3 ESL Providers certified in ESL and Bilingual. The program instructional components will include 1. Independent Reading, using Lucy Caulkins Library customized for ELL students. The books are leveled and consist of multiple Tier II vocabulary words. 2. Direct Instruction using Getting Ready for the NYSESLAT and Beyond materials for whole group instruction. 3. Small Group Instruction with Teachers using NYSESLAT data to inform targeted small group and individualized instruction in

Part B: Direct Instruction Supplemental Program Information

Listening, Speaking, Reading and Writing modalities.

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:

The school offers professional development for teachers responsible for the delivery of instruction and services to ELLs. Teachers engage in learning skills and strategies that are researched based, while collaborating in active participation within a professional learning community. New learning can be turn-keyed to the school and taken to a higher level in aligning tasks with the Common Core State Standards, thus promoting rigor during instruction. The goal is for explicit, effective instruction that will result in improved student outcomes and a narrowing of the achievement gap for ELLs.

ESL Providers, and the Bilingual teacher will receive training March through April 2012. Topics for professional development will cover ESL strategies to increase fluency for readers, and for students requiring deeper comprehension of English; Q-TEL strategies to incorporate into lessons for Tier III vocabulary and comprehension of tasks; alignment of Common Core State Standards to tasks assigned during instruction. Providers of professional development are Susan K. Aker, Assistant Principal; Irasema Alvarado, ESL Coordinator/Provider; Ambika Kirkland, ESL Provider; Hector Cruz, ESL Provider.

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:

Research has proven that when there is explicit communication between the home and the school, children receive the benefits of an excellent education. Public School 6 is a strong believer in parent involvement in a school setting. All families, including families of English Language Learners are invited

Part D: Parental Engagement Activities

to come into school to become involved in their childrens' education. Families have opportunities to participate in professional development workshops presented by the Parent Coordinator. In our warm educational environment, families can share their wealth of knowledge in English or in their native languages.

Parent workshops are held monthly, starting in September 2011 through June 2012. Workshops are held during the mornings, afternoons, and early evenings. Topics covered include establishing home libraries for student reading, NCLB, resume writing, information pertaining to core subjects, collaborative team teaching, alternatives to Special Education, Town Hall Safety Meeting, ESL strategies to utilize at home with students, and workshops requested by parents, an example being the Cornell Cooperative Extension. The Parent Coordinator (Ms. Carmen Valle), the Literacy Coach (Ms. Dadrie Norville) and the Principal (Ms. Juliet Young) present an informational workshop for parents pertaining to the New York State assessments. For those parents who express an interest in volunteering two or more hours per week, a Learning Leader workshop is held in October. The Parent Coordinator and a representative from the Department of Education support parents in the nuts and bolts of volunteering at school. Workshops are presented in English and in the native languages. Translators are available to interpret information in the native languages.

Notification of parental engagement activities will be written in English and the native languages. Parents can learn about participating in activities through school calendars, flyers, e-mail, parent newsletter, oral communication through Learning Leaders, and through the Parent Bulletin Board located on the first floor.

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		