



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 6 – LILLIE D. BLAKE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M006

PRINCIPAL: LAUREN FONTANA

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SUPERINTENDENT: MARIANO GUZMAN

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
Lauren Fontana	*Principal or Designee	
Gloria Winograd	*UFT Chapter Leader or Designee	
Michele Doty	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Barbara Rosenblum	Member/ Teacher	
Rosana Pelosi	Member/ Teacher	
Chris Reed	Member/ Teacher	
Suzanne Murphy	Member/ Parent	
Rachel Greenfield	Member/ Parent	
Lisa Fielding	Member/ Parent	
Amy Kanter	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 improve **informational** writing instruction by designing a rigorous writing curriculum that aligns to the new Common Core Curriculum Standards.

- The Teachers College Reading and Writing Project's writing continuum and rubric measures the structure, development and language conventions of the student's written work. Using this criterion, over 50% of students in grades 3-5 will improve one grade level from the "on demand" pre-assessment to the "on demand" post-assessment in the genre of informational writing, OR maintain above grade level 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.

As the NYC Department of Education is gearing up for the instructional alignment with the Common Core Curriculum, teachers are finding it challenging balancing the standards as outlined by the New York State standards. As noted above, the school saw a pattern in the student test scores over the course of three years.

While the students generally perform well (with over 91% of students in grades 3-5 score 3 or 4 in the NYS tests), the number of our students performing at levels 3s and 4 were not as high as we expected. While the number of our students in Grades 3 – 5 scoring Level 3s and Level 4s remain relatively high (and improving), the number of students who scored Level 4 has declined over the course of those three years. We know that our students are capable of demonstrating mastery, but saw the need to improve our instruction to support additional rigor in the classroom.

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) Teacher strategies/activities that encompass the needs of identified student subgroups,
 - Teachers will meet by grade levels to develop units to align with the Common Core on a monthly basis, or by the units of study as necessary.
 - The literacy coach will meet monthly with teachers and facilitate greater data collection, analysis and use by the teachers in aligning their instruction to the Common Core curriculum. Data sources will include Teachers College Reading and Writing Project Assessments for Reading and for Writing, Words Their Way Spelling Inventories, as well as student writing and work samples. This information will help form subgroups of particular students that require additional attention, either via intervention, or academic enrichment.
 - The grade teams will look at both student and teacher work to examine for higher levels of questioning, critical thinking and analytical skills. These teams will meet on a weekly basis.
 - Participation in Principals as Curricular Leaders Study group sponsored by Teachers College
 - Participation for selected Study Groups through Teachers College including one for Coaches and Lead Teachers.
 - Unit plans following Understanding by Design principles will be established with performance task assessment for informational writing and rubric for student evaluation with Teachers College
 - Special Education providers will work with TC consultants to refine selected unit(s) to reflect the principles of Universal Design for Learning.
 - b) key personnel and other resources used to implement these strategies/activities,
 - The resources dedicated for this purpose will be weekly professional development session, as elected by the teachers through their SBO vote. In addition, the common planning period on a monthly basis will be utilized for literacy work, including the work of aligning the common core standards with New York State standards. The time will be also used to analyze the initial Performance Assessments from the students to identify next steps and curricular shifts to meet student needs.

- Additional staff resources are listed below in the budget and resources allocation section.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - The teachers will take the lead in making instructional decisions based on the information garnered through the student achievement data outlined above. The grade-wide decisions will be facilitated by the literacy coach, Data Specialist and administration, but will be teacher-driven.
 - Teachers, coaches and administration will meet to plan and coordinate work with Teachers College Reading and Writing Project staff developers.
- d) timeline for implementation.
 - Teachers will meet on a monthly basis, beginning the month of October on literacy. In addition, the literacy planning across the entire school will be conducted in May.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This goal does not involve parental involvement.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Funds support from the Parent Association to pay for staff developers from Teachers College Reading and Writing Project.

- Partnership with Teachers College Reading and Writing Project at a cost of \$33,600 funded by the PS 6 Parent Teacher Association
- Approximately \$6000 in per diem substitutes to provide coverage for teachers to attend conferences at Teachers College funded through the Fair Student Funding.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The human resources allocated to this goal are:

1. The administration – the principal, and two assistant principals (including the data specialist)
2. The literacy coach, the ELA intervention team consisting of the SETSS teacher and the Speech and Language teachers.

The scheduling resources are:

1. The block scheduling so that teachers can meet on a weekly basis for two periods at a time.
2. Pre-scheduled grade meetings on a weekly basis, so that literacy, administrative, math and grade issues can be addressed regularly.

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.

Improve teacher effectiveness and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*. We will focus on the following competencies:

1. Designing Coherent Instruction (1e);
2. Establishing a Culture for Learning (2b);
3. Managing Student Behavior (2d);
4. Using Questioning and Discussion Techniques (3b);
5. Engaging Students in Learning (3c);
6. Using Assessment in Instruction (3d).

- Formal and informal observations will be conducted throughout the school year with at least 4 of the visits providing written feedback aligned to the 6 school selected competencies.
- Teachers will meet with administration 2 times to discuss on-going goals they have for themselves that are related to the six school selected competencies outlined above as well as share growth towards these goals.
- 75% of the formative feedback will be provided within one week of observations.

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.

State Assessments

Along with the Data Specialist, the administration saw a pattern in the student test scores over the course of three years. While PS 6 students generally perform well (with over 91% of students in grades 3-5 score 3 or 4 in the NYS tests), the number of students who scored Level 4 has declined over the course of those three years. We know that our students are capable of demonstrating mastery, but saw the need to improve our instruction to support additional rigor in the classroom.

Walk-throughs

Based on the various informal observations, staff development opportunities as well as the feedback from the two instructional coaches, we identified need for additional academic rigor and focus in the instruction to truly support further academic growth. The administration realized that a more systematic and consistent means of conducting observations was necessary to be able to effectively guide the further development of our teachers.

Teacher Feedback

Based on the Learning Environment Survey, the teachers noted that additional feedback was welcome and necessary to support their further growth as professional pedagogues.

Based on the above three points, we saw a need for gleaning additional information – on the work of the teachers across the entire school – as well as a consistent means of providing feedback to support the further growth of our teachers.

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,
 - The members of the administrative team – the principal, and the two assistant principals - will complete the observations, which will be conducted based on the Danielson framework. Each teacher will be assigned an administrative point-person to lead the observations. The administration will rotate throughout the staff, so that each teacher will have ratings from two different sources throughout the different observations.
 - The information will inform and influence school-wide professional development, and identify which teachers demonstrate best practices. The Danielson framework will help identify not only areas of improvement for specific teachers, but will also identify areas that our teachers excel – and thus offer resources for other teachers who need to grow in that area.
 - b) key personnel and other resources used to implement these strategies/activities,
 - The members of the administrative team – the principal, and the two assistant principals - will complete the observations. The administration will rotate throughout the teachers, so that each teacher will have ratings from two different sources throughout the different observations
 - Each teacher will be assigned an administrative point-person to lead the observations.
 - The two instructional coaches – the math coach and literacy coach – will be utilized to support the observation work of the administration, and offer support based on the needs identified from the observations and feedback.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Through professional development, develop shared norms among school leaders – a defined by school administrators and mentor coaches and teachers – for engaging in feedback conversations.
 - Common trends will be developed in conjunction with the Math and Literacy Coaches, so they can focus on these specific trends when planning, working with and mentoring teachers as a group or as individuals.
 - d) timeline for implementation.
 - School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies. The timeline as outlined in the measurable objective above.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This goal is not linked to parent involvement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

This goal and initiative is a continuation but refocusing of efforts that were begun with the New York City Department of Education Talent Management Office, where our school piloted in the 2011-2012 school year a more effective way of supporting teachers.

PS 6 does not receive Title I funds.

The human resources allocated to this goal are:

- The administration – the principal, and two assistant principals
- The instructional coaches – the math and literacy coaches

The scheduling resources are:

- The block scheduling so that teachers can meet on a weekly basis for two periods at a time.
- Pre-scheduled grade meetings on a weekly basis, so that literacy, administrative, math and grade issues can be addressed on a rotating basis.

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.

Refine communication structures with staff that will result in improvement in the Communications category of the School Survey.

- Increase teacher participation rate so that at a minimum 82% of the staff participate.
- Score for aggregate responses on the communication section of the Learning Environment Survey will increase from 7.5 in 2012 to 7.8 in 2013.

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 Learning Environment Survey in the past two years have outlined that increased communication is a continuing need that needs to be addressed within the school community. The participation rate in the past three years have been 30%, 70% and 78% and the information provided have been somewhat inconsistent, reflecting the swings in the participate rate. However, the information has been consistent in regards to improving communications. The numbers are 7.0, 7.0, and 6.7 for 2010-2012, respectively. This pales in comparison to 7.6 as the citywide average on communications. An increased level of communications will support the needs of the students by having a better informed teaching and support staff.

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, (no student subgroups – NA)
 - New teacher mentor teachers committee – begin in September, 2012.
 - More consistent and regular feedback – as outlined in goal #1, with feedback cycle starting in October, 2012
 - Mid-year and End of Year Conversations – Begin in February 2012, and finish in June 2013
 - Looking at student work and teacher work during Administrative Grade meetings – begin in September 2012
 - Staff meetings w notes sent out afterwards – Beginning October 2012
 - Monthly staff meeting share-out for each grade, where the agenda is more teacher-driven and focused on celebration. Begin September 2012
 - Sharing of notes from PD – Begin November 2012
 - Encourage teachers to complete the school survey and provide time and location for them to do so
 - b) key personnel and other resources used to implement these strategies/activities
 - The office staff will be the repository of information provided by the teachers, as well as administration.
 - The literacy and math coaches will serve as facilitators for the student and teacher work conversations within each grades. In addition, they will be responsible for implementing and monitoring the success of the new teacher mentor teacher relationship.
 - The administration will lead the implementation of the regular and consistent feedback, as well as scheduling the mid-year and end-of-year conversations. In addition, the administration will set the meeting agendas for the first set of meetings, until it becomes teacher-driven by the middle of the year.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - The entire initiative is driven by the feedback given by the teachers through the Learning Environment Survey, as well as informal feedback from the teachers. They will come the drivers of the staff meeting agenda, as well as the student-work/teacher-work conversations.
 - d) timeline for implementation.
 - As noted above.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This goal is not linked to parent involvement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

This initiative is a direct result of the Office of Accountability's School Reports and the Learning Environment Survey over the past three years.

The human resources allocated to this goal are:

- The administration – the principal, and two assistant principals (and data specialist)
- The math and literacy coaches.

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.

Establish a more refined baseline of student's **mathematics** achievement so that instruction can be more streamlined to address student needs, including increases in fluency, application, and conceptual understanding, as aligned to the Common Core Learning Standards and the Citywide Instructional Expectations.

- Over the course of the 2012-2013 school year, each grade team will adopt or revise 2 math units to reflect the Citywide Instructional Expectations(CIE) focus standards as well as the principles of UDL.
- Each classroom teacher in grades K-5 will establish pre-and post- assessments in two of the mathematics units.
- Each of the pre-and post-assessment will include more questions that require students to take multiple steps in order to solve them, in alignment with the CIE.

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.

As the NYC Department of Education is gearing up for the instructional alignment with the Common Core Curriculum, teachers are finding it challenging balancing the standards as outlined by the New York State standards. As noted above, the school saw a pattern in the student test scores over the course of three years.

While the students generally perform well (PS 6 scored the highest math scores in all of District 2 elementary schools in 2012), the number of our students performing at levels 3s and 4 were not as high as we expected. While the number of our students in Grades 3 – 5 scoring Level 3s and Level 4s remain relatively high (and improving), the number of students who scored Level 4 has declined over the course of those three years. We know that our students are capable of demonstrating mastery, but saw the need to improve our instruction to support additional rigor in the classroom.

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,
 - Teachers will meet by grade levels to develop units to align with the Common Core on a monthly basis, or by the content units as necessary.
 - Grade teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill; and to inform the revision of units.
 - Grade teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
 - The Math coach will meet monthly with teachers and facilitate greater data collection, analysis and use by the teachers in aligning their instruction to the Common Core curriculum. Data sources will include teacher created classroom assessments, New York State Testing Program Math results (as seen by Item Analysis data available on ARIS) as well as student work samples. This information will help form subgroups of particular students that require additional attention, either via intervention, or academic enrichment.
 - The grade teams will look at both student and teacher work to examine for higher levels of questioning, critical thinking and analytical skills. These teams will meet on a weekly basis.
 - b) key personnel and other resources used to implement these strategies/activities,
 - The resources dedicated for this purpose will be weekly professional development session, as elected by the teachers through their SBO vote. In addition, the common planning period on a monthly basis will be utilized for literacy work, including the work of aligning the common core standards with New York State standards. The time will be also used to analyze the initial Performance Assessments from the students to identify next steps and curricular shifts to meet student needs.

- All teachers will participate in team meetings during Wednesday’s Extended Day Professional Development, with the support of our school-based, magnet, and network coaches
 - Additional staff resources are listed below in the budget and resources allocation section.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- The teachers will take the lead in making instructional decisions based on the information garnered through the student achievement data outlined above. The grade-wide decisions will be facilitated by the Math coach, Data Specialist and administration, but will be teacher-driven.
 - Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- d) timeline for implementation.
- Teachers will meet on a monthly basis, beginning the month of October on math. In addition, the math planning across the entire school will be conducted in May.
 - School leadership and Math Coach will meet with grade leaders, join team meetings on a regular basis, and coordinate this work across the grades.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This goal does not involve parent involvement.

The information about the Common Core Curriculum and its impact on our students will be transmitted to parents a variety of ways, which include Curriculum Night, Math Night, grade specific math parent workshops, and grade-specific parent meetings for testing.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The human resources allocated to this goal are:

- The administration – the principal, and two assistant principals (and data specialist)
- The math coach, and the math intervention/enrichment team.

The scheduling resources are:

- The block scheduling so that teachers can meet on a weekly basis for two periods at a time.
- Pre-scheduled grade meetings on a weekly basis, so that literacy, administrative, math and grade issues can be addressed regularly.

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

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

Using the Reading Reform program, **Kindergarten** students will master their letter-sound relationships and beginning decoding skills to exit Kindergarten reading on grade level.

- 90% of Kindergarten students will be reading at or above grade level by June 2013 as measured by the TC running record assessments (using Fountas and Pinnell guided reading levels). 20% of the students will be reading above grade level at the conclusion of Kindergarten.

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.

As the NYC Department of Education is gearing up for the instructional alignment with the Common Core Curriculum, teachers are finding it challenging balancing the standards as outlined by the New York State standards. As a school community we noticed that the performance shifts in the New York State Testing Program (as noted above), particularly the shifting of our students from level 4 to level 3s. We determined that the need for additional rigor needed to be addressed in earlier grades, starting from Kindergarten, and working our way up to 2nd grade.

To address the basis of early grade literacy, we will invest a tremendous amount of time, resources, staff development into a program to support this early grade literacy work with our students. We know that our students are capable of demonstrating mastery earlier on, but saw the need to improve our instruction to support additional rigor in the classroom.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - Kindergarten teachers will have intensive professional development through Reading Reform to give teachers additional tools for literacy
 - Teachers will receive extensive support for literacy planning through working with professional developers twice a week, in addition to grade wide planning
 - The teachers will collect assessment data from Teachers College Reading and Writing Project Reading Levels to form differentiated student reading groups. Teachers will submit to administration student reading levels on a monthly basis. The literacy coach will meet monthly with teachers and facilitate greater data collection, analysis and use by the teachers in aligning their reading instruction. Data sources will include Teachers College Reading and Writing Project Assessments for Reading and for Writing, Words Their Way Spelling Inventories, as well as student writing and work samples. This information will help form subgroups of particular students that require additional attention, either via intervention, or academic enrichment.
 - Teachers will collaboratively assess the quality of student work that comes out of the implementation of the staff development work.
 - School leadership and literacy coach will meet with grade leader, join grade meetings on a regular basis, and coordinate this work across the classroom
 - a) key personnel and other resources used to implement these strategies/activities,
 - The resources dedicated for this purpose will be weekly professional development session, as elected by the teachers through their SBO vote. In addition, the common planning period on a monthly basis will be utilized for literacy work, including the work of evaluating student performance on the reading reform work in the classroom – as a whole, in small groups as well as in individual assessments.
 - Additional staff resources are listed below in the budget and resources allocation section.

- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - The teachers will take the lead in making instructional decisions based on the information garnered through the student achievement data outlined above. The grade-wide decisions will be facilitated by the literacy coach, Data Specialist and administration, but will be teacher-driven to meet the needs of the particular group of students within their own classrooms.
- c) timeline for implementation.
 - Teachers will meet on a monthly basis, beginning the month of October on literacy. In addition, the literacy planning across the entire school will be conducted in May.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This goal does not include parental involvement.

However, the information about Reading Reform and particular ways to support students at home will be transmitted to parents a variety of ways to families, including Curriculum Night and parent workshops.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III Grants PTA Other

If other is selected describe here:

The actual costs incurred for the Reading Reform staff development will be provided by the Parent Association.

The school will allocate tax levy funds to provide occasional per diem substitutes for the teachers so that they can participate in the staff development

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The human resources allocated to this goal are:

- The administration – the principal, and two assistant principals (and data specialist)
- The math coach and the math enrichment/intervention team.

The scheduling resources are:

- The block scheduling so that teachers can meet on a weekly basis for two periods at a time.
- Pre-scheduled grade meetings on a weekly basis, so that literacy, administrative issues can be addressed regularly.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> Differentiate instruction, based on on-going assessments such as Teachers College Reading and Writing Project running records, in all grades Intervention program begins with Tier I interventions in-class, utilizing programs such as Wilson, Foundations 	<ul style="list-style-type: none"> One-on-one Differentiated small group Push-in and pull-out programs conducted by AIS specialists. 	During school, extended day.
Mathematics	<ul style="list-style-type: none"> Differentiate instruction in all math classes -- Tier I intervention Evaluate effectiveness through frequent content and skills-based assessment, as well as data collected through the periodic assessments (gr 3-5) Instruction, focusing on mathematical inquiry, skill-building, problem solving strategies. 	<ul style="list-style-type: none"> One-on-one Differentiated small group Push-in and pull-out programs conducted by AIS specialists. 	During school, extended day.
Science	<ul style="list-style-type: none"> The science lab and EcoCenter will be used as a vehicle to provide additional instruction to grades 3-5. In addition to the State mandated periods of science instruction, students will 	<ul style="list-style-type: none"> One-on-one Differentiated small group Utilization of technology, such as SmartBoards, document cameras to assist visual learners 	During school, extended day.

	receive an additional 45 minute period of science per week.		
Social Studies	<ul style="list-style-type: none"> • Differentiate instruction in all math classes -- Tier I intervention • Evaluate effectiveness through frequent content and skills-based assessment, as well as data collected through the periodic assessments (gr 3-5) • Instruction, focusing on mathematical inquiry, skill-building, problem solving strategies. 	<ul style="list-style-type: none"> • One-on-one • Differentiated small group • Push-in and pull-out programs conducted by AIS specialists. 	During school, extended day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Provide guidance and crisis counseling services during the school day, one period a week or more frequently if needed, to students in need of academic intervention services. • Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc. • Services focused on divorce and separation, peer-mediation and self-expression, anxiety related concerns. 	<ul style="list-style-type: none"> • One-on-one • Differentiated small group 	During School, lunchtime, extended day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The staff of PS 6 are all considered Highly Qualified Teachers as outlined by State guidelines. This goal is to improve the instructional methodologies and practices in the classroom so that the instruction is aligned to both New York State Standards and the Common Core Curriculum. The Performance Assessments will assist in using student data effectively to support students, as well as using the Danielson Framework to support the continued professional development of our HQTs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;

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, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 1, Yuet Chu	District 2	Borough Manhattan	School Number 6
School Name Lillie Devereaux Blake			

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

Principal Lauren Fontana	Assistant Principal Amy Santucci, Daniel Kim
Coach Barbara Rosenblum	Coach Jane Galasso
ESL Teacher Marisa Moss	Guidance Counselor Jessica Underwood
Teacher/Subject Area Jennifer Radden	Parent type here
Teacher/Subject Area Melissa Ross	Parent Coordinator Pam Fuchs
Related Service Provider Wendy Katzman	Other type here
Network Leader Yuet Chu	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	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	796	Total Number of ELLs	20	ELLs as share of total student population (%)	2.51%
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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. In order to identify whether a student is eligible for ELL services, the first thing we do at P.S. 6 is have the parent(s) fill out a home language identification survey at registration. A licensed pedagogue who is trained in the administration of the HLIS conducts the initial screening as well as the administration of the HLIS. The HLIS is offered in the native language if it is available. The parents are told what the form is for and if needed, a translator is provided for interpretation. The HLIS form is also offered in a variety of languages. If a family speaks one of the languages that is offered in the translated version, they may fill out one in their NL. A trained pedagogue will conduct an informal interview at this point, with the parents, while they fill out the HLIS form, and provide translations if necessary. If a parent or guardian has selected another language for at least 1 of the first four questions, and two of the second four questions, that student is then eligible for LAB-R testing. The ELL Teacher is the pedagogue who is responsible for conducting the LAB-R testing and the initial assessment. The Lab-R testing takes place within the first 10 days of when the student is enrolled in the school. If students are identified as an ELL based on the LAB-R, and their home language is Spanish they are then administered the Spanish LAB. After the students are tested, students who scored at or below LAB-R cut scores will receive ELL services. If they scored higher than the cut score, they will not be entitled to ESL. Letters are sent home to parents of all students who are administered the Lab-R, explaining if their children are entitled to receive services or not.

Steps are taken to annually evaluate ELLs using the NYSESLAT. To ensure that all ELLs take the NYSESLAT, the ELL teacher generates the NYSESLAT eligibility report from ATS. The ELL teacher creates a schedule of when the 4 modalities of the NYSESLAT exam are administered.

2. A Parent Orientation is held at the beginning of the school year by the ELL teacher who is a certified TESOL teacher, Parent Coordinator and the Assistant Principal. During this parent orientation, parents are asked to sign in and are given 2 packets. One is the parent informational brochure for parents which is available in many different languages which are offered at the meeting along with English printed brochures. There's also a survey selection form they are given, but this is after they are shown the Parent Orientation DVD from Joel Klein. This DVD explains that as residents of NYC, they have 3 options: A freestanding ESL pull-out program, a Transitional Bilingual Education program, and also a Dual Language Program. We let the parents know that we offer the Freestanding ESL program after they have filled out the parent survey and program selection forms, and that if they should desire one of the other programs they should consult with our Parent Coordinator, and go ahead and tour other schools that offer programs they want. Parents are informed that if there are 15 or more students in one or two contiguous grades speaking the same home language and parents opt for a specific program, the school is then obligated to open such a program. Parents are also informed that they have the option of transferring to another school with the program of their desire if they wish. The school provides a lost of TBE and dual language programs offered in the district. Parents are also informed that if the do not choose a program, that the default program will be ESL, since we do not have a dual language or TBE program available in the school.

3. Parents are given a choice to fill out the parent survey and program selection form right after the orientation, or they may take it home to consult with others, and to bring it back exactly 1 week from the orientation meeting. If parents do not return the surveys and forms within one week, the ELL teacher calls home to remind parents to have the forms sent back. Copies of all program selection forms may be found in the ELL office. In the past few years, most if not all parents have selected the Freestanding ESL option on the program selection form. This makes it very easy to build alignment between parent choice and program offerings, since the program

that they always choose is already in effect. No additional steps have been taken at this time to change anything because the #1 choice is, and has been, Freestanding ESL. As noted before, The first ELL parent orientation is during September. The ELL teacher is also available to meet with parents of newly enrolled students throughout the year. Parents are able to learn about the school community, state assessments, and general program requirements. The ELL teacher joins the parent-teacher conferences for all ELL students in order to ensure appropriate support for the child.

4. The ELL teacher will distribute entitlement letters to parents of students who are eligible for ESL services based on the LAB-R and also non-entitlement letters are sent home for students who do not qualify for services. Students who are new to the school and who will qualify will receive a letter explaining entitlement services, while those who passed the LAB-R test will receive letters explaining that they passed the LAB-R, and therefore do not qualify for ELL services. Students who have passed out of ESL due to passing the NYSESLAT will receive letters of notification that they are no longer entitled to ESL accommodations. Finally, ESL students who had previously been in ESL and did not pass out of the NYSESLAT will receive letters explaining their continued entitlement for ESL services. The originals of the HLIS and PSS are kept in the cumulative folders and copies of all documents are retained in the ELL office. Copies of all entitlement, non entitlement, and transitional letters are also kept on file in the ELL office. Any and all letters sent home are sent home in the parent's preferred language if and when they are available. Once these letters have gone home, the ELL teacher, AP and Parent coordinator will hold the parent orientation at which point the 3 will give parents the appropriate and necessary information regarding program choices, honoring whatever choices they select.

5. The parents at P.S. 6 have all, in the past four years, always chosen freestanding ESL. All 5 of the surveys and forms we have received all show the same results. In previous years, the same pattern has been noted, where all parents opt for freestanding ESL.

6. The program models offered at P.S. 6 are aligned with parent requests. We have one option, freestanding ESL, and that consistently is and has been their first choice. If a parent were to opt for Dual Language or TBE, we would have the parent coordinator help the parents tour and select another school that does offer the option they prefer.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% →)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18		1	2		1				20
Total	18	0	1	2	0	1	0	0	0	20

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

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	0													

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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		1	2		1	1								5

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
Chinese					1									1
Russian		2												2
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other		2	4		1	3								10
TOTAL	0	5	7	0	4	4	0	20						

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. At P.S. 6 we align all ELL programs with the comprehensive core curriculum. The ESL teacher works collaboratively with classroom teachers to ensure the students are getting the most out of their small groups. While one ESL group may focus on reading elements, the classroom teacher can help the ESL teacher pick out appropriate texts to tie into a thematic unit that the class is studying.

a. The ELL instruction is provided mostly through a “pull-out” model. The push-in model is also utilized a few of times per week for beginners. The ELL teacher, the Principal, and other staff members are continuously working to develop a schedule for ELL students

A. Programming and Scheduling Information

in each grade and proficiency level that is compliant with the CR Part 154 regulations.

The ELL program is built around the four essential skills students must acquire: listening, speaking, reading and writing. The ELL instruction is content-based. The content, materials and lessons are adapted to meet each student's needs and provide scaffolding for language. The ELL teacher utilizes differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model.

b. The program model that we have at P.S. 6 is a mix of Heterogeneous and Homogenous. We try to group by skill level as well as grade level. For example if there is a Fourth grader whose proficiency level is lower than that of the other 4th graders, but the same as the 3rd graders, that student would be placed with the Third grade group.

2. Students are served with the mandated number of minutes according to proficiency level in the ESL model. The advanced students are served with 4 periods of 45 minutes of ESL per week. In order to ensure the beginning and intermediate levels have 8 periods (or 360 minutes) a week, the push-in model is then utilized for the remaining minutes. The ELL teacher shares NYSESLAT data with classroom teachers to ensure that all ELLs are receiving the mandated number of ESL minutes.

a. ESL instruction is given to the students on two levels. On the beginning and intermediate level, PS 6 provides 360 minutes of explicit instruction per week. On the advanced level, explicit instruction is provided 180 minutes per week. This is complemented by a minimum of 400 minutes of explicit ELA reading and writing instruction provided in the regular classrooms.

3. The ELA and ESL content delivered is a mixture of heterogeneous and homogeneous levels, based on both the grade and proficiency level of the student. This is complemented by the balanced literacy model that is provided within the classrooms throughout PS 6. Each of the content areas is made comprehensible by differentiating instruction for each of our students, providing different levels of scaffolding based on language proficiency and literacy with the content areas. A variety of resources are utilized, such as native language books, content area books and manipulatives to support the comprehensible input provided to ELL students.

4. We ensure that ELLs are appropriately evaluated in their native languages when we feel it is necessary to do so. If we are referring an ELL student to have related services such as SETTS or speech, we request a bilingual evaluation for the student. If any of the standardized tests are available in a student's native language we make sure to make that language an option for the student. If any further investigation in the home or native language is needed, we have a translator come in to assist with whatever information we are trying to collect.

5. Instruction and intervention within the ELL subgroups is differentiated, depending on the fluency levels of the students. We try to pair the students with similar fluency students, but this is not always the case. In some cases, we may provide one student with enriched text, and another student with a controlled text, as in the Wilson Reading System, in the reading section. Other times worksheets may be adjusted according to skill level.

a. P.S. 6 does not currently have any SIFE students, which indicates there is currently no program model in effect for those students. If we were to receive a SIFE student, we would place the student in an appropriate age range and have them in the group that best suits their needs. Appropriate scaffolding techniques would be applied.

b. Our plan for ELLs in the US less than 3 years involves a lot of vocabulary-based lessons, as well as grammatically-enriched lessons. With the newcomers, generally the vocabulary range is our strongest focus, paired with picture books. With the intermediate newcomers, we usually work on sentence syntax and the grammar rules, as well as reading comprehension. For the ELLs who have been in the US for over 4 years, the lessons are very different than the ones for newcomers. These ELLs work mostly on reading and reading comprehension as well as essay writing and general writing and editing. However, we support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

c, d. At P.S. 6 we do not currently have any students who have been here for over 6 years, so there is no program in place. However if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If one student keeps getting low scores in writing, they would be placed in a writing-intensive ESL class. For ELLs

A. Programming and Scheduling Information

who have special needs, lessons are tailored according to the individual's specific needs.

e. ELLs at times need to be screened further to determine whether or not they have special needs, like help in reading or math outside of their time in ESL class. The math coach will assess students who are struggling with the math concepts, and the reading and literacy coaches will assess ELLs to determine if they should be receiving additional services in these areas as well as ESL. If they are deemed eligible by the interventionists, then they will have AIS to serve their needs in either, or in some cases both areas.

6. Instructional strategies and grade level materials that teachers use with ELL-SWD's provide access to academic content areas and accelerate English language development. The ELL teacher works collaboratively with the classroom teacher to ensure appropriate and relevant context related texts are used in the ELL classroom. For example, if the class is doing a unit on the American Revolution, the ELL teacher picks out texts that talk about the same things as the classroom texts, but in a clearer, simpler way. By utilizing non-controlled, simpler texts the ELL teacher helps to ensure that the students understand what the regular classroom students are learning but on a level which they can understand.

7. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of the ELL-SWD's within the least restrictive environment. Students are grouped by both grade/age level and by comprehension levels. If there are beginners in grades K-1, they will be grouped together while intermediate or advanced students in those grade bands are grouped together as well. Various proficiency levels are grouped accordingly in K-1, 2-3, and 4-5. The curricular and instructional flexibility is dependent upon the fluency levels of the students in each group. If the levels are low, the focus is mainly on getting the appropriate context-related vocabulary. If fluency levels are intermediate or advanced, the focus shifts to understanding grade level vocabulary and grade level context of the unit. More focus is on grammar and a writing intensive element.

Courses Taught in Languages Other than English ⓘ

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

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

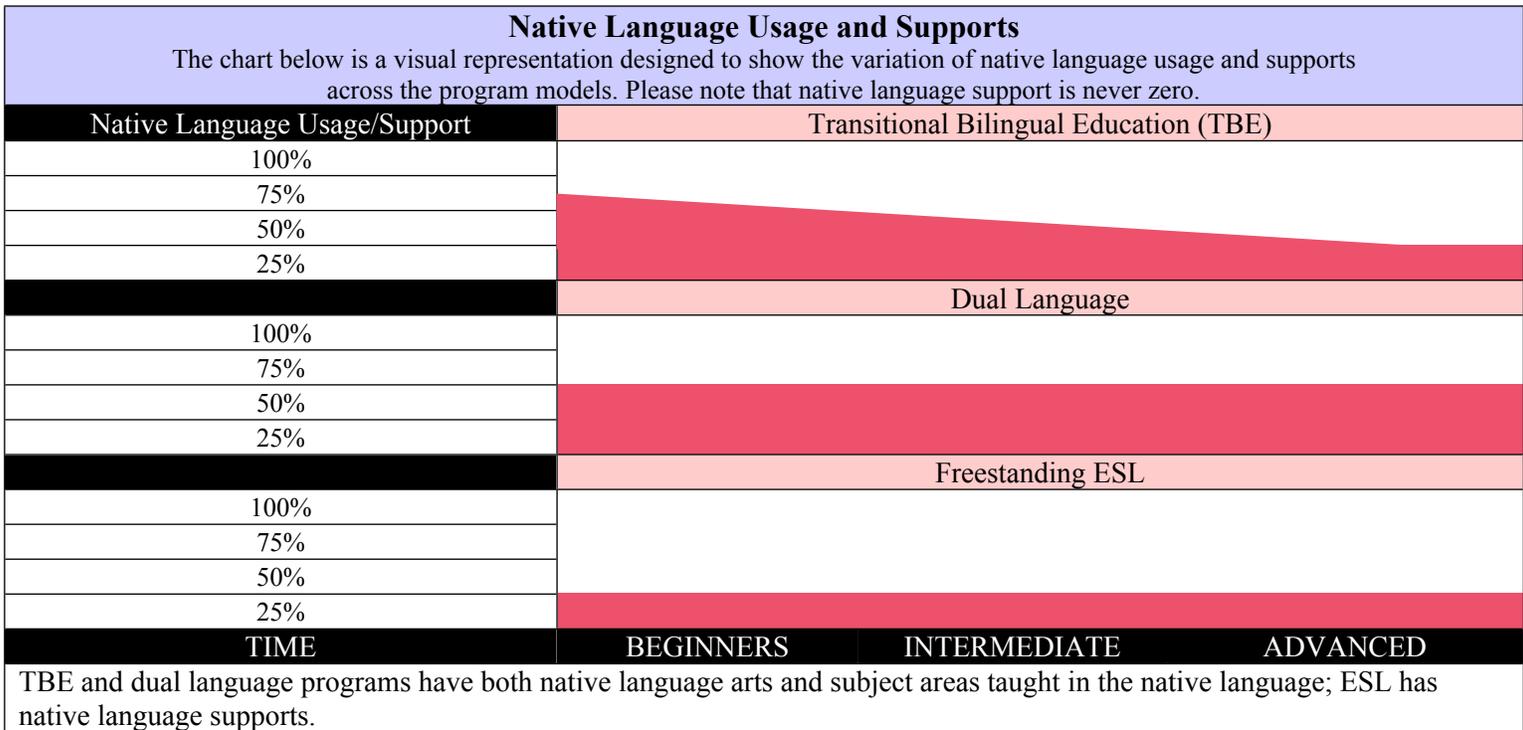
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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



B. Programming and Scheduling Information--Continued

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. All the ELL students are continually assessed to examine the effectiveness of the instruction and the intervention program for all content areas. Additional at-risk intervention is available for instruction in Spanish for those who qualify.

There are targeted intervention programs available for ELLs who need the assistance in math, social studies, science and ELA prep. Intervention teachers evaluate and assess what each ELL student may need for the year, and depending on scores the interventionists work with students who may benefit from additional support outside of the ESL class and the general classroom. Various curriculums are then started and an ongoing monthly assessment is provided for each student who has intervention services. Assessment tools include running records, reading levels, anectodals and conference notes. Additionally, the content area standardized tests are used as well, supplementarily.

9. The ELL students who have passed out of ESL within the last 2 years do receive additional support from the ESL teacher. In a few cases, the ESL teacher will continue to see the student, either during extended day or during another time that does not interfere with the current ESL students. These students are also provided with extended time on all standardized statewide tests, as well as the opportunity to take the test in a separate location. In some cases, glossaries or bilingual dictionaries may be used. The ESL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students progress. If needed, they will be provided with ESL services.

10. No new programs are currently forecasted, as the needs of our students currently are being met by the above outlined program. However, we will be conducting a year-end program assessment to determine if a new curricular or new instructional approaches are needed based on projected needs of students in the next calendar year.

11. Also to note, we will be examining whether or not we will discontinue the use of the Wilson Foundations program that is currently weaved into the ESL program, as the program is currently being implemented across the board by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students. The data that supports this potential move is the repetitive nature in the Wilson reading system. Wilson is a very strictly formulated curriculum, and with the implementation of this reading system into the classroom, the ESL program may need to change or work around wjhat's being done in the classroom in order to provide maximum opportunity for learner growth.

12. ELL students are afforded full access to all school programs, including the after school program, which is held inside of the school building, Spanish Club, the PS6 track team, and also Lunch Leagues which are offered during lunchtime. There are also enrichment programs offered during extended day, as well as with outside CBO's like Big Apple Sports and the 92 Street Y. These programs are provided to students through fair student funding and Children's First Funds. P.S. 6 does not receive Title III funds due to the number of ELL students in the building.

The Extended Day program serves many of our ELL students, by utilizing small-group instruction for two days for an additional 100+ minutes per week. During this time, the students are provided with additional support in the content areas, and specific areas that the students are having difficulty. For example, the current ELL students who attend the extended day program have been focusing on phonemic work, oral skills and reading comprehension to support their increased literacy for all content areas that they are working on in

their classrooms.

13. A variety of differentiated instructional materials are utilized within the ESL program. The students have access to a wide variety of reading materials, from classroom libraries (most of them have over 1,000 titles), the school library (with over 100,000 titles) as well as the ESL library, which has over 500 titles, geared towards specific languages and cultures). In addition, specific programmatic texts tailored to the ELL population are used. For example, the school word study curriculum, Words Their Way, is modified to fit the specific learning needs of the students. Classrooms use Smartboards to further enhance student learning. Boardmaker is also utilized in the classroom and also in the ESL classroom.

14. In addition, the students are supported in helping them bridge their prior knowledge from a variety of cultures, by utilizing math and content supports. For example, many students who have been exposed to math in different cultures find it easier to explain their understanding while using blocks and other math manipulatives, as well as science concepts.

15. As mentioned above, to support age, grade and proficiency levels of the students, we align our material and instructional resources to meet their needs. There is a constant collaboration between the classes and the ESL program so that there is a consistency of message and content. For example, a 5th grade beginning English Language Learner will be matched with subject texts that would interest a 10 year old, while meeting the language needs of the same student by providing easier texts. This is coordinated frequently with the classroom teacher so that the students can actively participate in both programs. Required services both support the ELL ages and grade levels as well as having resources correspond to their ages and levels. Age appropriate texts are always utilized, as a text that will peak the interest of a Kindergarten student will not have the same effect as it would on a 5th grade student. We choose books and writing activities based upon age and grade level, as well as proficiency. As an example, the kindergarten ESL class will have a study unit on apples, while a third grade group will study the subway system and history in New York. Both lessons can be adapted to suit different proficiency levels while also providing appropriate and important core curriculum from each grade level.

16. Due to the comprehensive nature of our ESL program, we need to be proactive in contacting and informing ELL students who will be attending PS 6. Our office staff flags those families whose home language is not English, and affords them additional information and support through the resources available to the parent coordinator. Official documents and information about the school is available in the P6 webpage in a variety of translated languages. In addition, as many of our ELL population comes from the various hospitals (families of medical staff), consulates and embassies, we have working relationships with their staff to exchange information and provide additional resources for those new incoming families. The parent coordinator contacts all potential ELL parents before the start of school to give them each others contact information, if they are interested in getting to know other new to America parents. Since many of their children are in very similar situations, this is a very good way to find friends and make playdates for their children. It can help force the children to speak English together if they do not have the same native language, or it can provide a comfort level to one another if they share the same home language.

17. Spanish language classes are offered at P.S. 6 to all students k-2. Then French club is available to any and all students who want to join.

Native language support is delivered differently in each group. For the upper grades, we do a study unit on home country holidays. We have students choose their favorite holiday in their home country, and then write an expository or informative essay about the holiday, and it's significance. The Essays go through a revisional process, and are also accompanied by either a drawing or a piece of art that the student chooses to associate with the written piece. At the end the essays are presented to the class, and then hung on the wall for others to see. In lower grades we have different lessons incorporating using words in native language in different exercises. An example would be like reading a book about school buses, and then discussing characteristics of school buses and having the students record vocabulary words in both english and in the native language. This helps them to remember what the words mean in English along with incorporating the home language into the classroom day-to-day activities.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Staff development is very useful and important for P.S. 6. Our ELL teacher and any other teacher who would like to participate, take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the network and other related workshops. The ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. This past summer, our ESL teacher attended a professional development workshops focused on supporting ELLs in various content areas.

There is an amount of professional development for all personnel who work with ELLs. Articles selected by the ESL teacher and the administration are handed out periodically from various reputable research sources on awareness of ELLs, methods and strategies for dealing with having an ELL in your classroom and other related topics. At staff meetings readings will be discussed and analyzed. Included in the staff meetings are APs, classroom teachers, cluster teachers, paraprofessionals, at-risk teachers, speech and language teachers, OT/PTs, school secretaries and other admin, the Parent Coordinator, guidance counselors, the special ed and CTT teachers, the psychologists and also all coordinators. Aside from the staff meetings that are held, the ESL teacher is consistently collaborating with all classroom teachers, special education teachers, speech and language teachers and also the guidance counselor in order to keep up communications about the various ELLs in the school. In these meetings updates are revealed and strategies and methods are implemented to improve student achievements. The classroom teachers attend TC calendar days on the topic of ELLs.

2. Support is provided to staff to assist ELLs as they transition from one school level to another. The previous teacher and the new teacher discuss the student at length, and the old teacher as well as the ESL teacher help to give the new teacher insightful strategies and methods that helped the student progress in the years past. Teachers old and new are especially collaborative in this way, constantly speaking to one another about ways to help scaffold the students.

3. There is a minimum of 7.5 hours of ELL training for all staff. We have records to maintain these requirements which have been met. During the professional development days, when students are not in attendance, there is a certain amount of time allotted for ESL information and training. This can last between one to two hours, depending on the session. By the end of the school year, we have met or have exceeded the 7.5 hours assigned to ELL training. Some of the training may come from the ELL teacher from her network meetings, and some of it may come from APs. Teachers are given important information, including testing accommodations, ways to provide scaffolding and differentiated instruction to ELL students in the classroom, math word problems, etc. Some examples of topics include how to work with newcomers in the classroom, supporting different content areas with newcomers and also ELLs with special needs.

E. Parental Involvement

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

1. The parent involvement level at P.S. 6 is extremely high, whether or not it is concerning the parents of ELLs. Even parents of English speaking children contribute to ELL students needs. For example, they will donate books that the ESL teacher might have asked for, or put educational material or books into her room for her to see if it might be useful for the students. Parents of ELLs are also highly active. There are a few who are a part of the PTA and a few who volunteer their time occasionally to help at school. At the ESL Orientation meeting at the beginning of the year, many parents had conversations and exchanged numbers so they may be in contact with each other as well. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school.

2. At this time P.S. 6 does not have Title III money, which is used to create workshops for students and parents after the school hours. In order to receive such monies, the ELL population must reach 30. We do encourage all students to participate in one of many after school programs (i.e. after school programs, Gill Sports, Manhattan Youth, etc) (mention PTA, CBOs and add parent coordinator and elizabeth)

3. In order to evaluate the needs of the parents, the classroom teachers as well as the ESL teacher are in constant contact with these parents. The parents have all of the teachers' phone numbers and email addresses in case they should ever need to get in touch to talk about a concern or to ask a question. Parent-teacher conferences are held, and in many cases, follow-up meetings are held with parents a month or so after each parent teacher conference to check up on student progress and parent thoughts. Evaluations are also given by handing out surveys at the beginning of the year to parents. Workshops are also provided.

4. P.S. 6 has parental involvement activities, which address the needs of the parents as well as the children. We have several occasions when the parents are invited into the school to partake in various activities. We have the semi-annual dance and music performances, grade plays and sidewalk singers, special classroom events and celebrations, like publishing parties, when the parents come in and review student work and celebrate the hard work their children did. Parents needs include wanting to be involved in the students education, wanting to be in the know about what's happening with their child at school, and they want outside support. We provide every type of support a parent could want, with the exception of the after school workshops with Title III funding.

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)		3	4			2								9
Intermediate(I)		1	1		3									5
Advanced (A)		1	2		1	2								6
Total	0	5	7	0	4	4	0	0	0	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B		3	4			2							

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

1. The ELL teacher can access students' scores through ATS to determine the breakdown of test results. By analyzing the "Exam History Report," we can also see patterns of student performance. This is very helpful when it comes time to group the classes and also to see what areas need improvement. We also use the TC running records, and the TCRWP assessments.

2. Certain information is revealed by the data patterns across proficiency levels and grades. Most of the students in the school are either intermediate level or advanced. It appears that the younger the students are, the more likely they are to be beginners and intermediate level. The upper grades indicate intermediate or advanced standing. Only when there is a new older student are there scores that reflect beginner. It looks like there is generally an equal distribution of Beginning, Intermediate and Advanced students across all grades.

3. When reviewing NYSESLAT data, our students are generally performing better in the areas of listening and speaking. Students who received low scores in reading typically had strengths in writing, and vice versa. The patterns across the NYSESLAT modalities (reading/writing and listening/speaking) do affect how the ELL teacher plans instruction. Decisions on how she proceeds with ELL instruction depend on the scores of the ELLs. If a certain group of students excel in the reading areas but not in writing, that class will have a much stronger focus on the writing aspect. The same would be true for a group who expressed low reading scores: that group would then work much more on reading and reading comprehension, and reading for fluency. Individual students who are in similar age ranges are grouped with others who show similar test results, with the exception of Kindergarteners and newcomers. Kindergarten is placed in one group, and newcomers are assigned to those groups who are at the beginning-intermediate stages, and never with advanced.

4. (a, b, c) It is difficult to analyze ELL students who are taking tests versus tests in their home language. The only language that allows us to analyze differences at this point is Spanish. The Spanish kids who have special needs are having difficulties with tests both in English and in Spanish. Spanish speakers who are in general education and have moved here within the past couple years have more trouble taking tests in English as opposed to Spanish. General Ed students are typically having an easier time in their native language, if not both, while the students with language processing problems or other special needs are struggling in both areas, regardless of language.

5. Not applicable

6. School leadership and teachers are using the results of the ELL Periodic Assessments. They help provide our teachers and staff with detailed information about our students' strengths and weaknesses in English language development. These tests also serve as a resource to help the ELL teacher better plan for the small-group lessons. By seeing where specific strengths and weaknesses fall, we are not only better able to get the students placed, but we can also focus on problem areas and lean less on the areas they excel in. This is not to say a student who scores high on reading will not be able to read, but that writing will simply take up more of his time than reading will. These assessments are very similar to the NYSESLAT and to the ELA. The school is learning a lot of information about ELLs from the Periodic Assessments. As previously stated, we can see where certain students are falling behind, and we can see where others are excelling. These tests give us an idea of what each student is capable of. This helps us all to plan and create different lessons with appropriate amounts of differentiation and scaffolding.

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.

Use of Native Languages and Cultures

Native language and culture is continuously portrayed in students' independent writing and presentations. There are a number of foreign language books also available for newcomers, and also for special projects. Students are encouraged to share their cultural knowledge with others. There is a Holiday project every year where each child composes an essay about their favorite holiday in their home country. They then present their essay (accompanied by a drawing or some type of significant art) to the rest of the group. The work is celebrated by hanging on the wall for the rest of the semester for other students to enjoy. It's essential to make sure the student knows his or her culture is of great importance. This philosophy is especially important in the ELL classroom.

Instruction of ELLs

The NYSESLAT, LAB-R, and ELL interim assessments can all be used as a guideline for instruction, and also for student progress. Results from the interim assessments will reveal the areas of strength and weakness for each English Language Learner.

We will allow certain beginning newcomers the opportunity to write in their native languages. This will help them to begin expressing ideas, while they learn more and more and eventually begin participating in solely English.

A wide variety of materials are used to support ELLs in the classroom, including 1 pocket chart, magnetic journals, classroom, resource room and school libraries for both fictional and non-fictional books, leveled readers, a listening library, picture dictionaries of all levels and sizes, big books for the younger students, graphic organizers, word walls, Wilson Readers and additional materials, Words Their Way materials, and also computer programs.

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Part VI: LAP Assurances

School Name: P.S. 6

School DBN: 02M006

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lauren Fontana	Principal		12/16/11
	Assistant Principal		12/16/11
	Parent Coordinator		12/16/11
	ESL Teacher		12/16/11
	Parent		12/16/11
	Teacher/Subject Area		12/16/11
	Teacher/Subject Area		12/16/11

School Name: P.S. 6

School DBN: 02M006

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		12/16/11
	Coach		12/16/11
	Guidance Counselor		12/16/11
	Network Leader		12/16/11
	Other		12/16/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M006

School Name: PS 6 Lillie D. Blake

Cluster: CFN 103

Network: Yuet Chu

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.

The language needs of the parents at P.S. 6 were identified using a variety of methods and in various ways during interactions and contact with parents. First we manually go through the HLIS of all new registrants to determine which new admits speak another language. Additionally ATS and CAP were consulted for initial identification of home languages other-than-English spoken by parents of our students. Teachers and administration notify ELL teachers if there is a need for translation services. Appointments are made for translators if they are needed. The parent coordinator at P.S. 6 also has a running file on all present and previous P.S. 6 parents and contacts that speak other languages, and their contact information as it is needed. These volunteers are useful with both written translation as well as oral interpretation. In addition, we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved. There are currently around 20 official ELL students and about 4 at risk ELLs. This means there are about 40 ELL parents that speak many different languages. However, many of the parents are bilingual or trilingual and English is always a language they can understand. Parent languages of the ELL's at PS 6 include: Mongolian, Spanish, Japanese, Chinese, Korean, Bulgarian, Arabic, Russian, Portuguese, Swahili, Italian, Hebrew, Serbo-Croatian and Swedish. There are two parents that require further assistance and that is the Korean and the Mongolian parents. We have the DOE phone number to use if someone from the parent coordinators file cannot come in for a meeting that requires a translator. Many parents prefer the materials to be sent home in English and if they don't we send them home in the home language.

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.

Our school has a diverse range of languages. Currently there are over 17 different languages represented in our school. Findings are reported on a regular basis at parent orientations and staff development meetings. All teachers in our school community are constantly being made aware, by the ELL teacher, parent coordinator and the AP, of certain limitations some parents may have regarding language barriers. Additionally, the home language identification survey is quite useful in determining who may need written or oral translations as well as what languages are needed. Currently, ELL's make up almost 2% of our schools population, so written and oral translation service needs are low, which makes the services easily providable.

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.

To ensure that the parents are provided with appropriate and timely information in their native language, all written communication to parents will be translated into the requested language by either staff, parent/community volunteers, or by the NYCDOE Translation and Interpretation Service. Parent letters related to our school's outreach for academic intervention services, after school programs, and parent participation and publishing parties can be translated into any language that is needed. We have a number of staff in the school that speak more than one language as well as a comprehensive database of parents and community members who aid in translation services. A complete list may be found in the parent coordinators office. Important and time-sensitive information and letters are given to translators well in advance of scheduled parent meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

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

Oral interpretation services are provided by both the school staff, volunteers as well as the NYCDOE phone translation system. Language interpreters will be available to interpret for parents who need to participate during activities that involve parent participation, including conferences with parents, PTA meetings, workshops, IEP meetings, etc. Depending on the language that is needed, we usually have an in-house translator available. If in the future we find that we do not have a translator available for use, we will contact an outside contractor, a translator provided by from CBOs, or the DOE Translation Services number

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>.

Notification of parents' rights regarding translation and interpretation services in the appropriate covered languages and how they may obtain these services is available in the main office. The parent coordinator has each of the necessary pamphlets with the information that is required of Section VII of Chancellor's Regulations A-663. Parents may also be made aware of these rights during meetings with school staff, i.e. conferences, IEP meetings, etc. Signs are posted throughout the school offering translation services and assistance. Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.