



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

SCHOOL NAME: THE WEST FARM SCHOOL

DBN: 12X006:

PRINCIPAL: JULIET YOUNG

EMAIL: JYOUNG6@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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](#).

SLT Members:

Name	Position and Constituent Group Represented	Signature
Juliet Young	*Principal or Designee	
Angelique Dones	*UFT Chapter Leader or Designee	
Yvonne Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Dana Hall	Member	
Maria Lugo	Member	
Barbara Luboja	Member	
Freidarys Fortunato	Member	
Doris Canela	Member	
Lillian Pucha	Member	
Antoinette Talamone	Member	
Marcee Edwards	Member	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Training and classroom support should be provided to teachers to fully implement ESL instructional strategies in their daily lessons. (JIT pg. 3, 2010)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 75% of teachers will increase and improve the level of engagement in their classrooms as evidenced by an increase of their performance as per the HEDI Scale in Charlotte Danielson's Competency 3c: Engaging students in learning,

Instructional strategies/activities

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

Strategy 1

a) Various professional Development Opportunities for all teachers

- 6 PD sessions focusing on Oral Language Strategies (Think-Pair Share, Turn and Talk, Readers Theatre) will be provided by June 2013
- Monday morning Principal's Instructional Cabinet sessions including ESL, Literacy Coach, IEP Teacher, and administrators to review data and reassess the needs of students and teachers of student in this subgroups.
- Tuesday morning ELL Team meetings including Network ELL Specialist to identify, analyze data, implement strategies and track progress. The ELL Team members will participate in specific grade level PLT to support and share ESL strategies and practices into grade level planning twice a month
- TC Coach will also provide Monthly PD sessions for Classroom Teachers

b) Administrators, Literacy Coach, ESL Providers, Network Support, Teachers College Consultant

c) Teachers Curriculum Maps will be reviewed along with lesson plans, Observations (Formal and informal), ARIS Data (TEP Pilot) around observations entered to track teacher progress in this area

d) September 2012-June 2013

Strategy 2

- a) Purchase Imagine Learning Software to implement and use during small group instruction. Utilize the data collected from this program to monitor progress in language acquisition. Professional development will be provided to all teachers and ESL teachers of student who were beginner ELLs as per NYSESLAT/LAB R
- b) Administrators, Classroom teachers, ESL Providers, Coaches, site licenses for use of program and laptops
- c) Student data collected from the program, formal and informal observation reports and ARIS Data
- d) September 2012-June 2013

Strategy 3

- a) Purchase BeBop Book Series (Culturally responsive reading books) and Hot Topics for Guided reading instruction for all students Grades K-5. Teachers college was instrumental in providing PD on how to implement this material
- b) Classroom teachers, students K-5, administrators, ESL Teachers, literacy coach
- c) Fountas and Pinelle Reading levels, Acuity Data, and formal and informal observations
- d) September 2012-June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Teacher Effectiveness

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).
-

5 Per Diem Subs 1 time for this goal

Consultants – TC College 1 additional session

Imagine Learning 90 Site Licenses for all ELL students grades K-5

15 Laptops were purchased along with 20 Desk tops to support implementation of this program and placed in classroom K-5

15 BeBop Book Sets for K-2 students

3 Sets of Hot Topics purchased for ESL providers

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. . (JIT pg. 3, 2010)

The school should expand and improve the implementation of instructional ESL strategies (in particular for multi-sensory approaches.) The school leader should ensure that these strategies are incorporated into daily lessons. (JIT pg. 4, 2010)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum 3.4 Teacher collaboration
 3.3 Units and lesson plans 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 all students (inclusive of the lowest 1/3) in grades K -5, will receive differentiated access to the curriculum through intervention programs resulting in an increase of student achievement.

Instructional strategies/activities

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

Strategy 1

- a. Strategies/activities that encompass the needs of identified student subgroups**

Monday morning Principal's Instructional Cabinet sessions including ESL, Literacy Coach, IEP Teacher to plan professional development for school wide professional development. Observations and teacher feedback are all used to make decisions about PD topics.

- b. Key personnel and other resources used to implement these strategies/activities**

ESL, Literacy Coach, IEP Teacher, Fordham University Consultant will provide PD sessions and resources for administrators, ESL Coordinator, administrators

- c. Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments**

Formal and informal observations. Teacher surveys, Student work products, Fountas and Pinnell assessment data, Acuity data.

- d. Timeline for implementation**

September 2012- June 2013

Strategy 2

a. Strategies/activities that encompass the needs of identified student subgroups

Tuesday morning ELL Team meetings to identify, analyze data, implement strategies and track progress

b. Key personnel and other resources used to implement these strategies/activities

Fordham University Consultant will provide PD sessions and resources to ELL providers, ELL providers, Classroom teachers, Paraprofessionals.

c. Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments

Formal and Informal observation. Teachers will track student progress by learning targets with specific time frames, pre and posttest , school wide assessments (Acuity, Simulated Assessments)

d. Timeline for implementation

September 2012- June 2013

Strategy 3

a. Strategies/activities that encompass the needs of identified student subgroups

Teachers will be selected for various **off-site ELL PD** opportunities in QTELL, OELL, BTAC another offering

b. Key personnel and other resources used to implement these strategies/activities

Network, State and Private Companies (Teacher College, Network Learning Series,)

Teachers Colleges Instructional Resources: Curriculum Maps, Professional Development provided both at PS. 6 and at Teachers College

Imagine Learning: award-winning educational software in which students receive one-on-one instruction through thousands of engaging activities specifically designed to meet their individual needs. School Literacy Coach. Assistant Principal/Principal After school Teachers Test Ready materials Readers Theater Laptops HOT Topics

c. Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments

Teachers will track identified students' progress by learning targets with specific time frames, pre and posttest , school wide assessments (Acuity, Simulated Assessments) Use pre and post data from Afterschool programs including El' Teatro, ESL Academy, and Lighthouse Academy

d. Timeline for implementation

September- June 2013

Strategy 4

a. Strategies/activities that encompass the needs of identified student subgroups

Students will participate in specific after school activities that will be engaging them with materials/resources and in instructional activities that will support academic achievement.

- EL Teatro for beginner ELLs

- ESL Academy to support language acquisition for our
- Lighthouse Academy for

b. Key personnel and other resources used to implement these strategies/activities

Classroom teachers, achievement coach, assistant principals, principal. Per session for all teachers in each program (Outlined below) Materials purchased for each program (Outlined Below).

- ESL Academy: Per session -5 Teacher for 2 hours, 17 sessions, Per Session – 1 Principal for 2 hours, 17 sessions, Getting Ready for NYSESLAT and Words Their Way were used to support this program
- El Teatro Program: Per session – 4 teachers 2 hours 25 sessions1 administrator 2 hours 25 sessions, Readers Theater 4 kits for students Grade 3-5 was purchased to support the implementation of this program
- Light House Academy (90 Students): 13 teachers 2 hours 15 sessions and 1 administrators 2 hours 15 sessions

c. Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments

- Assessments administered during each program, Fountas and Pinnell benchmarks, Acuity will be tracked and monitored for progress

d. Timeline for implementation

January to April 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

ESL Academy (90 Students K-5)
 Per session -5 Teacher 1 administrators for 2 hours, 17 sessions
 Getting Ready for NYSESLAT (90 Books)
 Words Their Way (90 Books)
 EL Teatro Program (50 Students)
 Per session – 4 teachers 1 administrator 2 hours 25 sessions
 Readers Theater 4 kits for students Grade 3-5
 Light House Academy (90 Students)
 Per Session – 13 teachers 1 administrators 2 hours 15 sessions
 Per Session – 1 Principal for 2 hours, 17 sessions

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The principal should evaluate the effectiveness of ESL instruction in the self-contained and general education classes. School supervisors need to monitor and upgrade instructional practices. (JIT page 3, 2010)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

X 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 75% of teachers will show improvement in Charlotte Danielson's 1e: Designing Coherent instruction, as evidenced by an increase in one level on the Ineffective – Developing – Effective - Highly Effective Scale by their final observation.

Instructional strategies/activities

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

Strategy 1

a) Various Professional Development opportunities to support planning

- TEP Coach will provide staff with pd on identifying key components in an effective lesson plan
- TEP Coach and instructional cabinet will conduct frequent informal observations and the administration will provide poignant feedback to teacher within 1 week of the observation.
- Literacy coach in collaboration with the administrative team will provide differentiated PD to teachers as per their formal and informal observations (lesson plans will always be reviewed using Danielson's Framework)
- Weekly planning sessions will provide opportunities for teachers to plan and reflect on their practice
- Professional Development will be provided as needed on the use of student work products to inform instructional practice
- Monthly PD on various Topics will be provided (See below) that will support planning lessons that meet the needs of all learners
 - October: The Inquiry Process
 - November Language Objectives and Designing Coherent Instruction

- December- ELL Shadowing and Think-Pair Share
- January- TC Working with Beginner ELLS
- February – The Inquiry Process Part II
- March Test Sophistication for ELL
- April Universal Design for Learning
- May- Technology Supports to provide multi-sensory instruction and Reciprocal Teaching

b) All Teachers, Administrators, Literacy Coach, TEP Coach

c) formal and informal observations will be used to monitor progress on this goal, ARIS Data will be tracked and monitored for progress,

d) September 2012 – June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Teacher Effectiveness

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).

410 Per Session hours for Administrators and Teachers to attend PD listed above

AUSSIE Consultants - 4 Sessions for teachers grades K-5

TEP Coach – 4 sessions for teacher grades K-5

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school should make resources available that are culturally responsive and plan activities throughout the school.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013 there will be a 2% decrease of level 3 and 4 infractions as indicated on the Online Occurrence Reporting System.

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**
 - f. **staff and other resources used to implement these strategies/activities,**
 - g. **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
 - h. **timeline for implementation**

Strategy 1 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**
Implement Phase 2 of PBIS school wide behavior modification plan including the launch of “ B.R.I.G.H.T. BUCKS”- a token system where students receive “BBs” for demonstrating a define behavioral expectation throughout the school day and then redeem the “BB” for prizes at the BRIGHT Store at a designated time
Meet weekly with PBIS Team for planning sessions
Additional per sessions meeting for planning prepping
 - b. **staff and other resources used to implement these strategies/activities,**
Human Relations Facilitator
PBIS Team Members (Including Administrators, Teachers for various grade levels and constituencies)
ELL Provider

PD sessions from Network and Teacher College
Student trips as additional incentive that will support improved student behavior

c. identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

Review ORRS data three time a year (October, February May)
Monitor BRIGHTS Bucks of the 40 at risk students that have been identified

d. timeline for implementation

September to June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Per Diem Sub for Coverage's 5
Per Session Hours 20
Transportation for students - incentive

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

(1.3)The leadership is using its resources to address the low levels of attendance and social behaviors. As such, the school is developing activities, such as student incentives in the form of a school store so students are able to trade-in certificates received for good behavior for awards. Although resources to support public recognition in the form of assemblies and awards for perfect attendance are being developed, they have not yet impacted substantial change. Attendance and social behaviors are still a concern as demonstrated by only a small rise in attendance and excessive (OORS) reports. As a result, students with low attendance rates and/or social behavioral concerns are not sufficiently present in school to be engaged in learning or held responsible for producing acceptable work. (Quality Review Pg 5 2011-2012)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 the school will provide at least 10 culturally responsive workshops/activities that parents may participate in.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that are 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 19 through 21 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- i. **strategies/activities that encompass the needs of identified student subgroups**
- j. **staff and other resources used to implement these strategies/activities,**
- k. **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
- l. **timeline for implementation**

Strategy 1

- e) Utilize The Flame Organization to present and co present workshops and events that will focus on the parents' understanding of the critical role they play as initial role models for their child; the importance of the parents' knowledge in language development even if they are non-proficient in English; and showing parents the importance of their involvement in their child's education by attending Parent Teacher Conferences, school meetings and events Provide Incentives to increase parental involvement such as Gift Baskets, Books, BRIGHT Bucks

Strategy 2

- f) Parent Coordinator, ESL Specialists, network support, ESL Coordinator,
- g) Signe In sheets and Parents Survey
- h) September 2012-June 2013

CBO Partnerships for PD
Learning Leaders
Strong Fathers Organization

- a) Parent Coordinator, ESL Specialists, ESL Coordinator, Network support Network ESL Specialist and Fordham University Partnership Learning Leaders
- b) Sing in sheets, Parent Surveys
- c) September 2012-June 2013

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

Flame Organization - 5 sessions for all parents
Incentives/ supplies (books, brochures etc.)
All others are of no cost to the school

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	Wilson Program F&P Leveling System Guided Reading Lessons in Literacy	Small Group Small Group Small Group Small Group	During the School Day During the School Day During the School Day During the School Day
Mathematics	Problem Solving Strategies	Small Group	During the School Day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Human Relations Facilitator roles has been established to improve school environment, by leading efforts to develop PBIS- a school-wide behavior modification program, mediate student conflict, manage lunchroom and other supports	Whole –Group Small- Group One-to-one	During the School 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.

Methods for recruiting include:

Internal Referrals from Effective teachers

Teach for America Partnerships

Job Fairs

NYCDOE Select Recruits

All teachers receive professional development through weekly PLT sessions led by Literacy Coach, Consultants, and Network Specialists, and lead teachers

Highly Qualified Teacher continue to receive professional development

Teachers College Workshops (On-site and Off-site)

Teachers College Consultants

AUSSIE Consultant

Special Education Network Consultant

Various Network Consultants

New Teacher Mentor Program (In-house)

Literacy Coach

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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;
 1. Learning Leaders: Parent Literacy Workshop-offered by grade, School computers to support accessing ARIS.
 2. Dial-A-Teacher workshop
- 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;
 1. PA board meetings
 2. Dial-A-Teacher workshop
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 1. Trained on using ARIS
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- Open house: introduction to City-Wide Instructional Expectations and CCLS presented by principal
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 1. All official communication is dual language
- 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;
 1. Learning Leaders training: parents are trained and assist in providing workshops to the community.
 2. Learning Leaders: Parent Literacy Workshop, Strong Fathers Strong Families

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

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	725	Total Number of ELLs	105	ELLs as share of total student population (%)	14.48%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

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

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

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

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

language explaining the student's LAB-R score, the three selection programs, and an invitation to attend the orientation. At the orientation, parents receive a thorough and research based explanation about the three available programs by qualified and certified staff and administrators who communicate in English and the native language. Included during the meeting is our Parent Coordinator. Note that translators are available for parents who speak their native languages. Parents also view a video in their native languages of the choice process and three programs published on-line by the New York City Department of Education. Then parents can complete Parent Choice Letters and Surveys on the school site. This is done continuously during the school year as newly admitted students are enrolled at the school. Staff involved during Parent Orientations is Ms. Susan K. Aker, Assistant Principal; Ms. Irasema Alvarado, ESL Coordinator/Provider; Mr. Hector Cruz, ESL Provider; Ms. Ambika Kirkland, ESL Provider; Ms. Carmen Valle, Parent Coordinator, and Ms. Juliet Young, Principal. Parent Orientations are conducted during different times of the day, including afternoons and evenings. Parent Survey and Program Selection forms are returned in several ways: by the student (in his/her homework folder), by telephone reminders, by the parent in person at P.S. 6X, by the Parent Coordinator who reminds parents during meetings, and by home visits conducted by an administrator, along with qualified and certified staff. Note that records of communication are kept by staff. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Parent Orientations are frequent, taking place several times per month; morning, afternoon, and evening.

- Parent Workshops: Our Parent Coordinator, with the support of qualified and certified staff and administrators, interacts with parents in English and in the native language throughout the school year. Parent workshops are frequent, taking place monthly: morning, afternoon, and evening.

- By Appointment: Parents can make an appointment with our staff or administration to learn about the three choices of programs throughout the school year. Appointments are made via telephone or letter. This is done right after a student is admitted to the school or within ten days after the student has been admitted to school.

- Written Communication: Entitlement letters, Placement letters for newly admitted students, Continued Entitlement letters for students who were administered the NYSESLAT, non-Entitlement letters for students identified for students who received and passed the LAB-R, non-Entitlement /Transition letters for students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT. This is done frequently, either immediately after the student is admitted; after ten days of having been admitted.

3. Entitlement letters are distributed via certified pedagogues to classroom teachers who have newly admitted ELL students (as per LAB-R) on their registers. Students who are newly admitted receive Placement letters. Those students who have taken the NYSESLAT are issued Continued Entitlement letters. Non-Entitlement letters are distributed to students who received and passed the LAB-R. Non-Entitlement /Transition letters are issued to students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT. Entitlement letters, Parent Surveys and Program Selections are collected, reviewed, and maintained in binders. Upon reviewing each document, the ESL Coordinator (Ms. Alvarado) contacts parents in the event of a question pertaining to items completed on documents. During the daily collection process either the student submits the document(s) to the classroom teacher, which is handed to the ESL Coordinator, or ESL Providers go to classroom to collect documents. There are parents who prefer to hand in documents directly to an ESL Provider.

4. Criteria and procedures are followed to place identified ELL students in Bilingual and ESL instructional programs. Question Number 1, as written above, is dedicated to identifying English Language Learners. Within ten days of the arrival of new students, the LAB-R is issued. If the LAB-R shows that new students are in need of English support, they are placed in an ESL program. Placement of ELL students is not limited to new arrivals. Students who transfer to P.S. 6X from public schools located within the 32 districts of New York City have documentation in their cumulative records. Examples are Home Language Identification Surveys, the LAB-R, and student cumulative records showing promotion status, along with assigned classes. The Pupil Personnel Secretary inputs the OSIS number of a student into ATS and comes up with information regarding placement of the student. For students who come from schools within the fifty states, a telephone call made to the Principal or Assistant Principal of the former school yields information pertaining to placement at Public School 6 (when records or student cumulative resources have not yet arrived at Public School 6). Placement of students is input into ATS by the Pupil Personnel Secretary (Ms. Heliana Quinones) and placement letter records are kept on file in the Main Office. Parents who receive continued entitlement letters, hand those in to classroom teachers, ESL Providers, and to Ms. Quinones, who forwards these to the ESL Coordinator. The ESL Coordinator is responsible for maintaining continued entitlement letters in a binder.

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

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

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

PARENT PROGRAM CHOICES:

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	1	1	1								3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	9	11	23	17	27	18	0	105						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

To facilitate articulation, curriculum planning and the sharing of methods and strategies that support scaffolding across content areas; common preparation periods are arranged once a week for teachers in the same grade (all 1st graders, all 5th graders, and so on). Furthermore, ESL strategies are infused into content instruction by classroom teachers using adaptations of materials instruction by classroom teachers using adaptations of materials (use of pictures and illustrations, use of tape recorder for listening/speaking/reading activities, modification of L2 vocabular); directions (Simplify and illustrate them); instructional presentation (scaffolding concepts, individualized tasks, the use of oral modeling), motivation (prior knowledge student's own culture, student participation). Also included is the SMART Board for explicit, engaging instruction. As part of effective instruction, assessments are administered to students and studied by all staff. Examples are running records and unit tests in core subjects. Many strategies listed above are also used in the teaching of Social Studies.

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

A. Programming and Scheduling Information

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

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

5. Instruction for English Language Learner subgroups is differentiated. However, to keep instruction equitable among all students, pedagogues engage in the following:

a. Instructional Plan for SIFE: Equitable instruction based on LAB-R, NYSESLAT proficiency scores, grade level, and resources described above. Receipt of AIS strategies during the second period, known as the AIS period.

b. Instructional Plan for Newcomers: Based on LAB-R, NYSESLAT (if administered at the time of arrival at school), grade level, and resources; AIS strategies, Q-TEL strategies. ELLs who are in the country for over one year, one day receive ELA support as stated in Questions 1 – 4 and engage in learning through an after-school programs: Academic Advantage, Phipps, and a Saturday Academy.

c. Instructional Plan for ELLs receiving services for 4 – 6 years entails ESL services and academic support through differentiated, explicit instruction and after-school programs (see b). This year we have implemented Teachers College Reading and Writing which focuses on strategies to have students learn together as partners in reading and writing, examples being independent reading, Guided Reading, Shared Reading, and the Writing Process.

d. Instructional Plan for Long-term English Language Learners: Note if IEP has been assigned to the student based on assessments and ATS reports. Follow the IEP goals and promotional criteria. Students will continue to receive ESL services and academic support through differentiated, explicit instruction and after-school programs (see

b). In addition accommodations for former ELLs are established. Former ELLs are entitled to ELL accommodations for two years after attaining proficiency. For the 2011-2012 year, this accommodation is for students who scored proficient on the Spring 2010 or 2011 NYSESLAT. Students who tested out in 2009 or earlier do not get ELL accommodations. Students who tested out on the LAB-R are not former ELLs and may not receive ELL accommodations. The students are entitled to time extension, separate location, third reading, bilingual dictionaries and glossaries, simultaneous use of English and alternative language editions, and oral translations for lower-incident Language students. Classroom teachers and ESL Providers articulate weekly to implement differentiated instruction for LTE students within the push-in ESL program model. NYSESLAT levels, New York State assessments, running records, unit tests, and teacher observations are some of the data looked at for each student. Within NYSESLAT levels, there is a breakdown consisting of scores for the following modalities: Listening, Speaking, Reading, and Writing. While data is analyzed carefully in these modalities, it is also compared to data from sources, an example being running records. Classroom teachers and ESL Providers also utilize ARIS to note further data, an example being attendance to date. Attendance data shows if students are coming to school regularly to learn. There is follow up by telephone if the data shows otherwise.

6. Instructional strategies and grade-level materials provide access to academic content areas and accelerate English language development. Instructional strategies include integrating ESL strategies within all instruction, as well as components within the Workshop Model: teach the introduction explicitly and model or demonstrate how it is done; have students work in small groups and independently, have students share out their knowledge within groups and to the whole class; have students practice how to listen carefully to information (an example being note taking); have students write to the component, (an example being writing to a prompt); and have students use manipulatives to gain deeper understanding of concepts, (an example being using pattern blocks to create congruent shapes). Materials include: Imagine Learning English, Getting Ready for the NYSESLAT and Beyond (Attanasio), Teachers College skills and strategies, manipulatives for Mathematics and Science, SMART Board, listening centers, and visual materials. Grade level materials provide students with skills, strategies for learning, as well as inquiry based, hands-on exploration to obtain deeper information about components being taught.

7. All students are required to have equitable instruction in curricula implemented in classrooms. In describing the components below, it is important to note that flexible programming is used to maximize time spent with students, in order that they receive their mandated minutes of ESL instruction within their regularly scheduled instructional time.

P.S. 6 utilizes the Department of Education Scopes and Sequences in all core areas. Curriculum maps, along with pacing schedules are issued to pedagogues. The Workshop Model is utilized throughout the day and is incorporated in a Flow of the Day Chart posted in each classroom. While students are taught by

A. Programming and Scheduling Information

their homeroom and cluster teachers, ESL Providers push into classrooms to team teach and to provide ESL strategies and methodologies. Other methodologies include cooperative learning and small grouping, instructional modifications, vocabulary development, and the incorporation of Q-TEL strategies.

To facilitate articulation, curriculum planning and the sharing of methods and strategies that support scaffolding across content areas; common preparation periods are arranged once a week for teachers in the same grade (all 1st graders, all 5th graders, and so on). Furthermore, ESL strategies are infused into content instruction by classroom teachers using adaptations of materials instruction by classroom teachers using adaptations of materials (use of pictures and illustrations, use of tape recorder for listening/speaking /reading activities, modification of L2 vocabulary); directions (Simplify and illustrate them); instructional presentation (scaffolding concepts, individualized tasks, the use of oral modeling), motivation (prior knowledge student's own culture, student participation). Also included is the SMART Board for explicit, engaging instruction. As part of effective instruction, assessments are administered to students and studied by all staff. Examples are running records and unit tests in core subjects.

Courses Taught in Languages Other than English

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

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

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

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

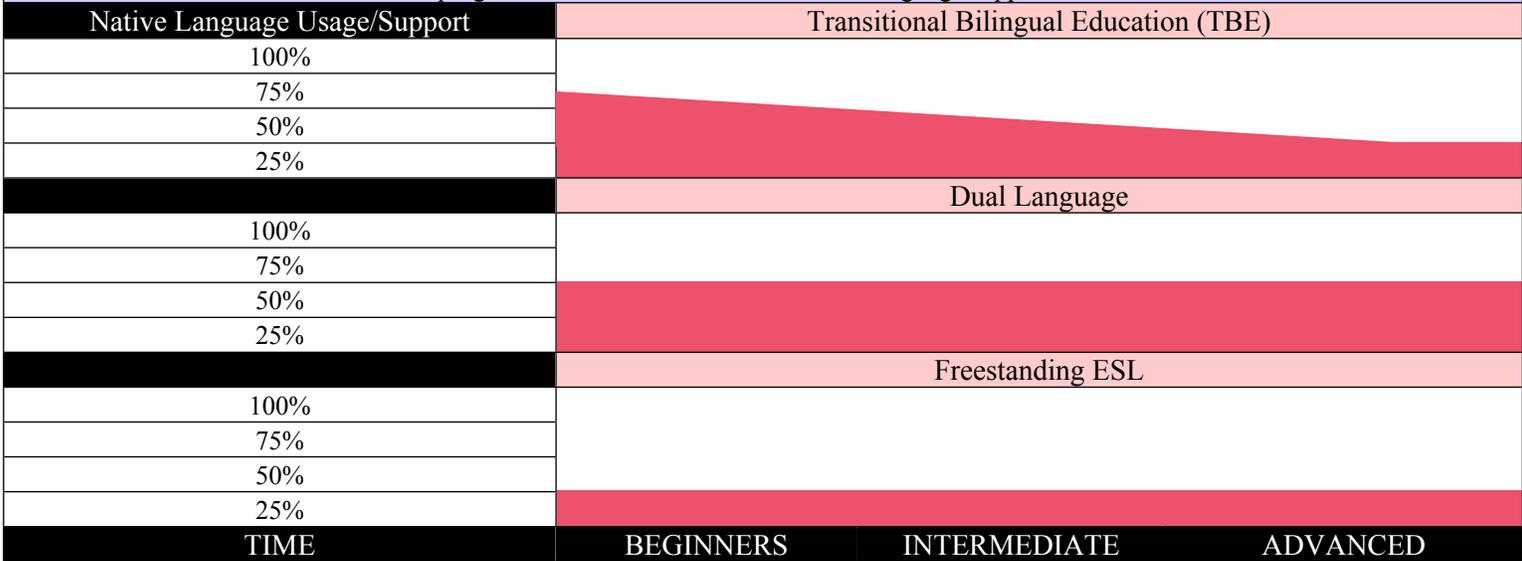
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

Core Subjects:

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

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

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

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

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

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

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

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

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

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

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

9. The plan for continuing transitional support for English Language Learners reaching proficiency on the NYSESLAT consists of reviewing data on administered assessments: running records, unit tests for all core subjects, Teachers College skills and strategies. The NYSESLAT will also show proficiency levels. In conjunction with reviewing the NYSESLAT, ATS reports will show the progression of proficiency levels that are important in determining areas of instructional support. Excellent and thoughtful planning by classroom and cluster teachers, along with ESL Providers, will result in explicit and equitable instruction re: grade level curriculum. Resources will be utilized, including listening centers, computer programs, including the SMART Board, and materials for independent work.

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

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

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

Plan. Please see Question 8 for programs offered to English Language Learners. These programs offer explicit instruction in the content areas for internalization of strategies; both core subject and ESL strategies.

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

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

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

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

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

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

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

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

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

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

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

b. The rationale for after school and Saturday programs lends itself to providing effective, explicit instruction in English for ELLs, including Tiers II and III vocabulary that will build up language process. Funding for programs is provided by Title III and other funds in the Public School 6 budget. The dollars are allocated to personnel, instructional services, and technology.

13. The following instructional materials, including technology support are used to support English Language Learners:

- Guided Reading Libraries in all core areas.
- Classroom Libraries.
- Computer Programs, an example being FCRR (Florida Center for Reading Recovery), Imagine Learning English, Starfall.com, SMART Board.
- Math Manipulatives found in the Everyday Mathematics Program.
- Science Materials found in FOSS Science Kits.
- Listening Centers.
- Math Games found in the Everyday Mathematics Program.
- Games used for sentence structure, decoding, and letter recognition found in classroom centers.
- Clay and sandpaper for our youngest learners, used for tracing and the formation of letters.
- Initiatives to support critical thinking and internalization of core subject elements:
Quality Teaching for English Learners (Q-TEL) and vocabulary development.

14. Native language support in each model is supported by resources, examples being leveled classroom libraries, native language/English dictionaries, and glossaries.

15. Required services, support, and resources correspond to English Language Learners through age level, grade level, instructional level, and assessment levels.

16. English Language Learners are given a Summer Reading List based on a recommended bibliography published by the New York State Summer Reading Program. Students are encouraged to sign up for the New York State Summer Reading Program provided by all New York State Public Libraries. Fordham University, in partnership with Bronx schools, offers reading support for English Language Learners.

17. Language electives are not applicable.

C. Schools with Dual Language Programs

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

This question is not applicable to our school.

D. Professional Development and Support for School Staff

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

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

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

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

Professional Development Plan for Secretaries and the Parent Coordinator

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

Professional Development to Take Place at End-Academic Year:

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

Topics may include:

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

Professional Development to Take Place at Beginning-Academic Year:

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

Topics may include:

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

Professional Development to Take Place at Mid-Academic Year:

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

Topics may include:

- a) DOE Environmental Parent Surveys, including responses from families of ELL students.
- b) Monthly Compliances
- c) Preparing for the New School Year
- d) Supporting Test Preparation and Test Modifications for student groups, including ELL and students with disabilities.

2. Dr. Judith Teng, Guidance Counselor; Ms. Marilyn Gonzalez, SAPIS Counselor; and Ms. Carmen Valle, Parent Coordinator mentor and advise parents and students with the tools to ensure a smooth transition from P.S. 6X to middle school. Parents and students attend meetings aimed at explaining the middle school process, starting from middle school choice and proceeding to the application process. A time line is offered to support handing in documents in a timely manner. Dr. Teng speaks to parents by appointment or through 'walk in' to answer questions and support parent documentation on forms. Parents and students are spoken to in English and/or Spanish. Applications and other written documentation are provided in English and Spanish. When needed, telephone calls serving as reminders for handing in documentation are made in English or the native language. Written reminders in English and Spanish are handed out to parents.

Staff, teachers, the Parent Coordinator, and the SAPIS Counselor attend Professional Development outside of school, relative to the needs of the school. An example is the Teachers College Reading and Writing Program. Teachers, including the ESL Coordinator participate in workshops focusing on reading and writing. The ESL Coordinator attends workshops that include ELLs needs for reading and writing. The Guidance Counselor attends workshops that focus on the health and welfare of students, an example being McKinney-Vento workshops on children in shelters. Administration supports the entire staff to become knowledgeable about recent developments in specialities and ask staff members to turn key for colleagues.

3. The school will ensure that all Staff will receive 7.5 hours of English Language Learner training through substantial communication of professional development opportunities in-house or outside of the school. Staff will receive communication through memos, Weekly Bulletin on display in the Main Office. Announcements will be made during group sessions, including Faculty Conferences and grade level meetings. Staff will be notified via e-mails. Staff will be instructed to visit the DOE teacher page for professional development opportunities. Administrators will note professional development opportunities in the Principal's Weekly and notify staff through e-mail, Faculty Meetings, and grade level meetings. Examples of professional hours from the following sources entail

- a. In-house or outside professional development from Children First Network 606 or other professional groups.
- b. Bronx BETAC
- c. UFT Teacher Center
- d. DOE Professional Development
- e. Undergraduate or graduate college/university course credit
- f. Professional conferences (Teachers College)
- g. On-line professional development

4. The following staff should be receiving the minimum 7.5 hours of English Language Learner training:

- a. Common Branches Teachers
- b. Special Education Teachers
- c. Special Education Administrative Assistant
- d. Paraprofessionals
- e. Parent Coordinator
- f. Early Childhood Liaison
- g. School Secretaries
- h. School Aides
- i. Guidance Counselor, School Psychologists, Social Worker

- j. Speech Teacher
- k. Cafeteria Staff
- l. Administration

Records of professional development entailing 7.5 hours of ELL training will be kept on file at the school. Examples of records are certificates, agendas and sign-in attendance forms, college/university transcripts of course completion, and signed letters from workshop presenters.

E. Parental Involvement

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

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

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

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

-Professional Development and informational meetings regarding Home Libraries, NCLB, Resume Writing, Content Area Instruction, Collaborative Team Teaching, Alternatives to Special Education, training for ESL Strategies are several topics presented by our Parent Coordinator, Ms. Carmen Valle. Meetings are conducted in English and in the native language.

-Learning Leaders: Parents attend a Regional program to become Learning Leaders. Learning Leaders are involved in school events, coordinate school-wide picture taking of students and classes, and inform parents about upcoming workshops. Learning Leaders communicate to parents in English and in the native language.

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

- Programs and Events: Science Fair at P.S. 6, student writing celebrations, class trips, grade level orientations, Book-a-Ween Halloween Literacy celebration, Pre-kindergarten Stepping Up Ceremony, Kindergarten Moving Up Ceremony, Fifth Grade graduation and fifth grade trip.

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

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

4. Parental involvement activities enable parents to form a bond with other parents within the school community. These parents make friends and work together to ensure commitment to school events, as well as to provide information that will benefit their children. Parents who wish to volunteer in the school are trained to be Learning Leaders.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	7	6	9	6	2								35
Intermediate(I)	0	3	13	4	6	15								41
Advanced (A)	0	1	4	2	13	9								29
Total	5	11	23	15	25	26	0	0	0	0	0	0	0	105

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Running Records
- Fountas and Pinnell
- NYSESLAT
- TCRWP

2. LAB-R data shows that out of 70% of hispanics in our school, approximately 50% of hispanic students and their families have answered questions in Spanish and have had interviews held in Spanish by certified pedagogues who are licensed, certified, and fluent in Spanish.

3. Classroom teachers, SETTS and ESL Providers must study student data in each modality and make academic decisions for effective instruction. Articulation must occur among staff in which research based skills and strategies must be taught. The Workshop Model is to be implemented with an emphasis on explicit instruction and differentiated instruction. Materials should be aligned to lessons and differentiated for student use. Student conferences conducted by teachers reveal strengths and deficits for each student. This provides next steps in planning for student levels and student needs. Assessments, administered after each teaching cycle, will show staff what students have learned well and what components need to be re-taught.

Data patterns across proficiency levels on the LAB-R and NYSESLAT across grade levels reveal the following:

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

Patterns across NYSESLAT modalities – Reading/Writing and Listening/Speaking will affect instructional decisions:

Consistent analysis of the data

Small group instruction and individual instruction

Center related activities that correspond to student data

Computer sites: FLCC, etc.

Use of other technologies: listening centers and SMART Boards

Adjust Curriculum Maps, where necessary

4. In looking at student results, we found that:

A. Looking at NYSESLAT, and other data, we noted that Reading and Writing are in need of improvement.

Implement research based strategies. Example: Teachers College Reading and Writing. Adjust Curriculum Maps to reflect literacy instruction in the core subjects. Work with small groups during Tutorial and After School Programs.

B.Data patterns across proficiency levels on the LAB-R and NYSESLAT across grade levels reveal the following:

- Reading and Writing are the areas that need the most work for all grades K through 5.
- As a sub group, boys fall behind girls in the above and are thus, mostly fluent in Spanish.

- Students in Grades 3, 4, and 5 who are in this country more than 3 years score better on Speaking and Listening in all grades.
- Listening skills score above Reading and Writing for all grades, K through 5. Perhaps it is because of Tier 1 vocabulary heard during the assessment.

In looking at proficiency levels, we notice that the majority of students (40%) fall into the intermediate score on the NYSESLAT; 25% in beginner level, while less than 1% fall in the proficient level. Our ELL students require more support outside of the classroom, which the school is doing through its extended day, after-school, and Saturday programs.

5. Not Applicable: No Dual Language Program

6. The success of our English Language Learner Programs is evaluated by close examination of our instructional strategies and programs to see how we are serving the instructional needs of students. We also examine data from different sources, examples being the NYSESLAT, ATS, noting if the triangulation of data is telling the same story across the board. School leadership observes teachers with students and note how they are reaching students. Teachers are regularly spoken to about the improvement of instructional strategies. Teacher involvement entails taking a careful look at school-wide initiatives to evaluate the effectiveness of instructional retention by students. At Faculty Conferences, grade level meetings, and lunch and learns, we learn about and examine instructional strategies that will increase the knowledge base of English Language Learners. Parent involvement is important to the process. Therefore, with the support of our Parent Coordinator, we listen to parents, following their concerns and their praises. We do our very best to implement changes, when necessary. Looking at the Progress Report, Parent/Teacher Surveys, and the Quality Review, we note our strengths and deficits. We build upon our deficits to turn them into strengths. What is also important to our school is the daily and overall persona of our students – we see students who genuinely like to come to school and greet us enthusiastically. This is a first indicator showing that our students are happy and eager to learn. At P.S. 6X we do our very best to have students reach their highest potential.

The following testing accommodations for former English Language Learners will be provided for up to two years immediately after they have achieved proficiency on the NYSESLAT as per a memorandum issued by The New York State Education Department:

- Time Extension - Extend the test time for English Language Learners.
- Separate Location – State examinations may be administered to English Language Learners individually or in small groups in a separate location.
- Third Reading of Listening Selection (English Language Arts Exams Only) - Proctors may read the listening passage on the Grades 3-8 English Language Arts Tests a third time to English Language Learners.
- Bilingual Glossaries (All Exams except Foreign Language) – English Language Learners may use bilingual glossaries when taking State examinations in all subjects except foreign languages. The bilingual glossaries may provide only direct translations of words. Bilingual glossaries that provide definitions or explanations are not permitted.
- Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations) - For State examinations for which the Department provides written translations, English Language Learners may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one of the two editions.

Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts & Foreign Language Examinations)

- Schools may provide English Language Learners with an oral translation of a state examination when there is no translated edition provided by the Department. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided.
- Writing Responses in the Native Language (Not allowed for English Language Arts Examinations) - English Language Learners making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended

questions in their native language.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Public School 6

School DBN: 12X006

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juliet Young	Principal		11/21/11
Susan K. Aker	Assistant Principal		11/21/11
Carmen Valle	Parent Coordinator		11/21/11
Hector Cruz	ESL Teacher		11/21/11
Doris Canela	Parent		11/21/11
Freidarys Fortunato	Teacher/Subject Area		11/21/11
Dana Hall	Teacher/Subject Area		11/21/11
Dadrie Norville	Coach		11/21/11
	Coach		11/21/11
Judith Teng	Guidance Counselor		11/21/11
	Network Leader		11/21/11
Irasema Alvarado	Other <u>ESL Coordinator</u>		11/21/11
	Other		1/1/01
	Other		1/1/01

School Name: Public School 6

School DBN: 12X006

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X006 School Name: Public School 6

Cluster: 606 Network: 6

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

2012-13
Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

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

2012-13

Title III Immigrant Funds Supplemental Program for Immigrant Students

Districts 5, 8, 10, 12, 20, 21

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to

TitleIIIImmigrantPlans@schools.nyc.gov.

Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Part A: School Information	
Name of School: <u>Public School 6</u>	DBN: <u>12X006</u>
Cluster Leader: <u>Petrina Palazzo</u>	Network Leader: <u>José Ruiz</u>
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: <u>90</u>	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: <u>7</u>	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here: The Title III Immigrant Plan serves immigrant students, including both ELLs and non-ELLs in order to meet the grant intent and satisfy the NYSED Title III Immigrant Grant requirements. The present ELL population at Public School 6 is close to 70%, marking the majority of students coming from homes where English is not the dominant language. 18% of our students qualify as English Language Learners. However, throughout the school year, we admit students from grades K through 5 who are considered newcomers: students (and their families) who are brand new to the United States and who do not speak English as evidenced by the home language survey and the LAB-R. Along with newcomers, are SIFE students whose interrupted education did not allow them to process English fully. To better support learning a second language (English), language resource materials will increase literacy skills for ELLs and support immigrant parents with materials on how to acculturate to school environment and access social support services. Research shows that when language resource materials are used at schools and home it can accelerate the second language acquisition process and help foster academic success. Coupled with effective and explicit instruction, language resource materials can lend support in closing the achievement gap between native and non-native student Newcomers take the NYSESLAT assessment during the later part of the school year. Data shows that 30% of students are categorized as 'beginning' because they are still in the beginner stages of learning a second language - English. According to research based studies, newly arrived students do not master Tier II and	

Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Part A: School Information
<p>Tier III vocabulary until their seventh year as students in the United States.</p> <p>In working with new comers, classroom teachers and ESL Providers articulate during common planning sessions to plan and to implement effective, explicit instruction for all students, including differentiating instruction according to student levels and capabilities. ESL Providers push in during school hours and 'extended day,' covering thirty-seven extra minutes of instruction after dismissal on Tuesdays and Wednesdays. While the school makes every effort to provide explicit, differentiated instruction to ELLs during the school day, additional time is needed for internalizing academic concepts.</p> <p>The following subgroups and grade levels for Title III Programs include ELL students in K through 5 who fall into free lunch; lowest one-third; ELLs who were assessed through the NYSESLAT, students who live in designated housing (shelters); new comers; students in the United States less than one year and one day.</p> <p>PS 6 will host an after-school program for K through 5 students that will be held on Mondays from 2:30P.M. - 4:30P.M. at Public School 6. The program, named 'The ESL Academy,' is slated from January 2013 to June 2013. All instructional programs will be taught in English. Instructional focus is on vocabulary and reading strategies, and NYSESLAT practice.</p> <p>There are 2 Providers certified in ESL and 4 teachers certified in Bilingual who will be part of the after-school program. Students will be grouped as follows: K-1; 2-3; 4-5. Teachers will team teach for each group of students. Materials to be used in The ESL Academy include On Our Way to English published by Rigby, Sussman NYSESLAT books, and Imagine Learning English, a technological program. One Arts teacher will be funded to push in to each group on Monday to infuse arts into language instruction for 40 minutes every Monday. This only program on Mondays, therefore, one Administrator will be funded through Title III Immigrant funds during this time.</p>
Part C: Professional Development
<p>Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:</p> <ul style="list-style-type: none"> • Rationale • Teachers to receive training • Schedule and duration • Topics to be covered • Name of provider
<p>Begin description here: The school offers professional development for teachers responsible for the delivery of instruction and services to ELLs. Teachers engage in learning skills and strategies that are researched based, while</p>

Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Part A: School Information

collaborating in active participation within a professional learning community. New learning can be turned to the school and taken to a higher level in aligning tasks with the Common Core State Standards, thus promoting rigor during instruction. The goal is for explicit, effective instruction that will result in improved student outcomes and a narrowing of the achievement gap for ELLs.

ESL Providers and Bilingual teachers will receive training starting from January 2013 and going into the months of March and April 2013. Professional Development training will take place on Thursdays from 3:10P.M. - 4:10P.M. Topics for professional development will cover instructional planning and differentiating instruction for students based on student data from the Rigby publication; analyzing RLAT and RNMR reports to determine differentiated instruction for students taking the NYSESLAT, and analyzing vocabulary needs based on Imagine Learning English. Professional Development will be conducted by the ESL Coordinator and the Assistant Principal.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Research has proven that when there is explicit communication between the home and the school, children receive the benefits of an excellent education. Public School 6 is a strong believer in parent involvement in a school setting. All families, including families of English Language Learners are invited to come into school to become involved in their children's' education. Families have opportunities to participate in professional development workshops presented by the Parent Coordinator. In our warm educational environment, families can share their wealth of knowledge in English or in their native languages.

Parent workshops for families of new comers will be held monthly, starting in January 2013 through June 2013. Workshops are held during the mornings, afternoons, and early evenings. Topics covered will include learning English, enhancing Literacy in the home, inclusive of establishing home libraries for student reading, and ESL strategies to utilize at home with students, provided by FLAME Company. Parents will receive information in both English and native languages. Learning Leaders and P.S. 6 staff will provide

Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Part D: Parental Engagement Activities		
<p>translation and support parents with support in comprehending all information.</p> <p>Notification of parental engagement activities will be written in English and the native languages. Parents can learn about participating in activities through school calendars, flyers, e-mail, parent newsletter, oral communication through Learning Leaders, and through the Parent Bulletin Board located on the first floor.</p> <p>?????</p>		
Part E: Budget		
<p>FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>. Ensure that your budget matches your plan as described in Parts B, C, and D above.</p>		
<p>Allocation Amount: \$ _____</p>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 		
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 		
Educational software (Object Code 199)		
Travel		
Other		
TOTAL		