



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NORMA ADAMS CLEMONS ACADEMY / P.S. 6

DBN (i.e. 01M001): 17K006

Principal: ELLEN CARLISLE

Principal Email: ECARLIS@SCHOOLS.NYC.GOV

Superintendent: BUFFIE SIMMONS

Network Leader: JULIA BOVE

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 (AIS), and the Parent Involvement Policy (PIP). 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.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ellen Carlisle	*Principal or Designee	
Lorraine Porter	*UFT Chapter Leader or Designee	
Samantha Lloyd	*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>)	
	CBO Representative, if applicable	
Vincia Howes	Member/ Parent	
Simone Williams	Member/ parent	
Mary Smith	Member/ Parent	
Rheba Logan	Member/ Staff/Paraprofessional	
Angela Carrington	Member/ Staff/Teacher	
Maryse Crevecoeur	Member/ Staff/Teacher	
Rita Joseph	Member/ Staff/Teacher	
Lamercie Jacques	Member/ Staff/Teacher	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, parent participation will increase by 40% as measured by attendance and survey records of parent events.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development

- Parent Coordinator and SLT members will continue to attend professional development sessions sponsored by the Network/District or DOE departments
- Parents will be trained on how to use ARIS
- PD workshop on the new task initiatives (ELA/ Math)
- Workshops to inform parents of testing criteria and expectations
- Workshops to inform parents of CCLS- Common Core Learning Standards
- Cook Shop workshop for parents

2. Special Events

- Librarian will host book fairs, reading sessions for parents to inform and expose parents to children's literature
- School will create a monthly newsletter highlighting students and school events
- Parents will participate in completing school surveys
- Monthly PTA meetings will invite guests to address school and community concerns
- SLT members will collaborate and organize school events (Expo, talent show, health street fair)
- Teachers will conduct grade specific activities

3. Partnership outreach

- Parent Coordinator will meet with community organizations to maintain open lines of communication updates and information that relate to parents Coaches, PC and Administrators will design training modules and host monthly workshops
- Learning Leader Representatives will sponsor parent volunteer training workshops
- Workshops for grandparent

B. Key personnel and other resources used to implement each strategy/activity

1. Administration, SLT members, PTA Board, Parent Coordinator
2. Librarian, Parent Coordinator SLT members
3. Community organizations, Parent Coordinator, Administrators, Learning Leader

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agendas and attendance sheets as well as survey results
2. Agendas and attendance sheets as well as survey results
3. Agendas and attendance sheets as well as survey results

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals.
 - As a Title 1 School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Tax Levy), Title 1, Title III, and human resources to implement this action plan from September 2013-June 2014
 - Professional per-session
 - Professional support materials
2. Consumable instructional materials to use during workshops
 - Yearly .funding of \$500.00 will be used for parent resources.
 - 1% Parent Allotment for PAC
3.
 - Parent Coordinator works closely with PTA/PAC to plan for parent events and how to use designated funding

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Orientations to familiarize parents with school goals, programs, workshops and data,
- Workshops for parents will introduce, reinforce and expose them to information, strategies and life-skills that will foster a successful school-home, school-child and school-community connection.
- Workshops for parents will be conducted such as:
- Meet the Teacher Night, ELL/Title III, Grandparents Celebration, Hispanic Heritage, Dial –a-Teacher ,Middle School choice, Muffins with Mom, Donuts for Dads, Child Abuse/Prevention, Family Math, reading and science workshops
- Parent surveys to identify relevant needs, encourage parent volunteers to become learning leaders, consistent PTA meeting, encourage parents to go

on line to review school web site, provide childcare for parents who attend school workshops.

- District Level / CEC workshops – community based information presented to parents
- Special Education Parent meetings- educate and advocate special education policies and procedures
- Title 1 workshop to inform parents of educational resources and tools needed to work with their children one –on-one.
- End of Year BQ – Honoring parents for their contributions (volunteering) and recognizing students for their accomplishments (academic and citizenship):
- Communication: School Messenger – System in place to notify parents of school events
- Important flyers are distributed and telephone calls are made to parents to update them on important information pertaining to school events
- Monthly calendars are distributed
- Community Outreach- food drive, toy drive, distribute new clothes, technology resources , Flatbush Business Organization, health street fair,
- Distribute literature about P. S. 6- teachers

Provide translation services to parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA	x	Title III	x	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, General Education Students, Students with Disabilities, and English Language Learners will demonstrate progress towards achieving state standards as measured by a 5% increase in scoring levels 3 & 4 on the NYS mathematics assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<ul style="list-style-type: none"> • After conducting a two year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, acuity results, and school-based assessments, it was indicated that student groups showed an increase in math performance. However, students with disabilities and English Language Learners continue to display significant gaps in growth performance when compared to the general education students. • Morning tutoring and after-school programs to strengthen students' skills • Use item analysis from Math in Focus and Acuity to identify strengths and weakness in order to focus instruction • All students will maintain a mathematics portfolio • On-going observations to ensure teacher effectiveness by using researched –based tools (Charlotte Danielson/Learning Walks) • Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data • Students will complete performance-based tasks as attached to the critical areas in Go Math

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development

- Professional Development will focus on effective math strategies
- PD for new mathematics program-Go Math
- Lunch and Learn – PD sessions

2. Data Analysis

- Review and focus on data to guide effective instruction and activities based on students levels of comprehension
- Grouping based on assessments,

3. Curriculum Planning

- Students will participate in rigorous CCLS aligned units of study, containing on-going formative assessments, resulting in summative Performance Tasks which will address the demands of the shifts in instruction for students to utilize fluency, application and conceptual understanding of mathematics.
- Weekly grade level meetings to plan lessons and assess student progress
- Daily review of problem solving strategies
- Instructional Coaches will model, plan with teachers and provide feedback to their colleagues .
- Teachers will conference with students to provide guidance, and feedback to meeting their goals
- Webinars will focus on specific math strands to strengthen instructional practices

4. Use of Rtl Model

- Morning tutoring and after-school programs to strengthen students' skills
- Tiered /Readiness activities
- Use item analysis from Go Math to identify strengths and weakness in order to focus instruction
- All students will maintain a mathematics portfolio

5. Teacher Effectiveness Rubric

- On-going observations to ensure teacher effectiveness by using researched –based tools (Charlotte Danielson/Learning Walks)
- Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data
- Students will complete math task (DOE initiative)

2. Key personnel and other resources used to implement each strategy/activity

1. Administration, Coaches, Data Specialist, Funded teachers, Grade Leaders
2. Administration, Coaches, Data Specialist, Funded teachers, Grade Leaders
3. Administration, Coaches, Data Specialist, Funded teachers, Grade Leaders
4. Administration, Coaches, Data Specialist, Funded teachers, Grade Leaders

5. Administration

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric
2. Agendas and minutes from meetings, growth shown overtime within student data of General Education Students, Students with Disabilities and English Language Learners,
3. Evidence shown in unit and lesson plans as well as in 1e designing coherent Instruction
4. Progress monitoring will take place weekly in order to track progress and adjust instruction to maximize success
5. Data trends and strengths will be noted and provisions made for group and individual PD plan were appropriate

4. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. September 2013 to June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goals.
- As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), Title 1, Title III and human resources to implement this action plan from September 2013- June 2014
- Professional per-session
- Professional support materials

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parent Coordinator/Coaches will sponsor mathematics workshops for parents to focus on Math strategies and Common Core Learning Standards (CCLS)
- School staff will meet with parents on a regular basis to review children's progress
- Parents will be trained on how to use ARIS Parent Link
- Technology workshops to introduce and reinforce math links and resources that will strengthen mathematics
- Title 1 and Title III workshops to inform parents of educational resources and tools needed to work with their children one –on-one.
- Provide translation services for parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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

Annual Goal #3

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

- By June 2014, English Language Learners and Students with Disabilities groups will demonstrate progress towards achieving state standards as measured by 5% increase in students scoring levels 3 & 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

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

- After conducting a two year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, acuity results, and school-based assessments, it was indicated that student groups showed an increase in ELA performance. However, students with disabilities and English Language Learners continue to display significant gaps in growth performance when compared to the general education students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development

- Professional Development will focus on ELA strategies for these identified groups
- Students will participate in rigorous CCLS aligned units of study, containing on-going formative assessments, and resulting in summative Performance Tasks which will address the demands of the shifts in instruction for students to be able to read texts that are more complex and cognitively demanding, as well as write logical arguments based on substantive claims, sound reasoning and relevant evidence while writing opinions and arguments.
- Lunch and Learn PD
- PD for new ELA program
- Review of the data will support effective monitoring of student progress
- Network representatives will provide PD to all staff that will focus on effective strategies to improve specific ELA skills

2. Incorporate Technology

- ELL Technology programs will reinforce ELA skills
- ELL Teachers will provide strategies to General Education teachers in the area of ESL
- Achievement Specialist for special education services will provide instructional PD to teachers
- Grouping based on assessment

3. Rtl

- Morning tutoring and after-school programs to strengthen students skills
- Instructional Coaches will model ELA lessons, plan with teachers and provide feedback to their peers.
- Use item analysis from Ready Gen to identify strengths and weaknesses in order to focus instruction
- Tiered Readiness activities

- All students will maintain a writing portfolio

4. Danielson Rubric

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

5. Inquiry Teams

- Inquiry Teams will meet weekly to follow-up on student progress/ plan D.I. for students/look at data and monitor progress on the following;
- Title III after-school program
- Intensive after-school programs that will tutor ELLS and SWD
- Students will complete ELA performance-based tasks
- Weekly common planning for teachers to focus on ELA instructional practices and student work

2. Key personnel and other resources used to implement each strategy/activity

1. ELA/Math Coaches, Funded teachers, Grade Leaders
2. Network Support Personnel, Grade Leaders, teachers
3. AIS support staff
4. Administration
5. Inquiry Team, Teachers, Administration

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric
2. Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric
3. Progress monitoring will take place weekly in order to track progress and adjust instruction to maximize success
4. Data trends and strengths will be noted and provisions made for group and individual PD plan were appropriate
5. Agendas and minutes from meetings, growth shown overtime within student data of General Education Students, Students with Disabilities and English Language Learners,

4. Timeline for implementation and completion including start and end dates

6. September 2013 - June2014
7. September 2013 - June2014
8. September 2013 - June2014
9. September 2013 - June2014
10. September 2013 - June2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), ,Title III
2. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals.
3. Professional support materials
4. No cost
5. Funds and human resources to implement this action plan from September 2013- June 2014

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, pedagogues will implement differentiated tier Instruction practices by 60% within their classroom practices as indicated by observations and assessment results.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

1. Professional Development

- Professional development to reinforce D.I. strategies will be given in following areas:
- Track and report on the progress of students
- Grouping based on assessments (Differentiation)
- Teachers and coaches will model and engage in activities that support Universal Design for all Learners

2. Incorporate Technology

- Technology programs on Smart board, laptops carts, and over-head projectors will support D.I.
- Student conferencing
- Tiered readiness activities

3. RtI

Close monitoring student portfolios

- Flexible Student Grouping
- Tiered Assignments (tiered templates)
- Tiered Questioning
- All students will write and monitor and update their individual goals
- On-going conferencing and progress monitoring

4. Inquiry Teams

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

5. Danielson Rubric

- Frequent walk-throughs of classrooms to monitor DI practices
- On-going observations to ensure teacher effectiveness by using researched –based tools (PD-360/ Charlotte Danielson/Learning Walks)

• Key personnel and other resources used to implement each strategy/activity

1. ELA/Math Coaches, Funded teachers, Grade Leaders
2. Network Support Personnel, Grade Leaders, teachers
3. AIS support staff
4. Inquiry Team, Teachers, Administration
5. Administration

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric
2. Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric
3. Progress monitoring will take place weekly in order to track progress and adjust instruction to maximize success
4. Data trends and strengths will be noted and provisions made for group and individual PD plan were appropriate
5. Agendas and minutes from meetings, growth shown overtime within student data of General Education Students, Students with Disabilities and English Language Learners,

• Timeline for implementation and completion including start and end dates

1. September 2013- June2014
2. September 2013- June2014
3. September 2013- June2014
4. September 2013- June2014
5. September 2013- June2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals
 2. As a Title-1 School-wide Program School, Conceptual Consolidation, will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), Title III,
 3. Professional per-session
 4. Professional support materials
 5. Funds and human resources to implement this action plan from September 2013- June 2014

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.												

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 6. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- 7. Key personnel and other resources used to implement each strategy/activity**
 - 6.
- 8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.
9. Timeline for implementation and completion including start and end dates
1.
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Close Reading, Interactive Writing	Small Group and tutoring	During the school day and 37 ½ minutes tutoring
Mathematics	Manipulatives,	Small Group and Tutoring	During the school day and 37 ½ minutes tutoring
Science	<p>Using Harcourt Science Kits and FOSS Delta Science Kits, teachers are able to reinforce a hands-on learning approach in the science lab or/and the classroom.</p> <p>Some writings are based on lab activities included in the program</p>	<ul style="list-style-type: none"> • Whole class and small group 	2 periods weekly of content based incorporated in the literacy block
Social Studies	Social Studies is included in the literacy block	<ul style="list-style-type: none"> • Whole class and Small group 	2 periods weekly of content based incorporated in the mathematics block
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The guidance counselors at P. S. 6 provide counseling to at-risk children to help them feel cared-for, connected and contributing to a positive self esteem.</p> <p>At counseling sessions, at-risk students are given the opportunity to talk about their feelings on what is going in their lives, both at school and at home.</p> <p>At-risk students are taught skills to help build their self-esteem, to teach them good character, and to help them make wise decisions.</p> <p>Cooperative learning strategies are implemented.</p> <p>Organizing techniques</p>	<p>Small groups and one-to-one</p> <p>Large group / social interaction sessions</p>	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Strategies and activities used to attract highly-qualified teachers in our school include;
<ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur • Central Office of Talent and Recruitment partners with colleges, the Network HR Director to identify qualified candidates • Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited • Establishing a partnership with local colleges to support the grooming of student teachers in our search of HQT candidates • Interviewing HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve (ATR) • Establishing a rigorous interview protocol that includes intensive criteria for the selection of a new staff member including demonstration lessons, interviews and NYS certification <p>If a teacher's status is NOT HQT, the principal will consult with the Networks' HR Director for guidance to ensure that the non HQT will meet all required documentation and assessment deadlines. The non-HQT will be afforded counseling and direction in order to guide them to meet the HQT standards</p>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Needs Assessment,- PD opportunities are based on specific needs for development. Maintaining a teacher resource center and professional library to promote promising and effective practices. Individual PD plans are created for teachers to ensure continued improvement • Weekly meeting with specific staff members to provide support and PD • Regional sessions for specific staff will focus on areas of instruction • Professional literature for designated staff • ESL Specialist from Fordham University will provide ELS PD • Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of Federal, State, and/or local funds are based on specific needs and mandates .

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Transition activities include:

- Family tours prior to registration
- Parent orientation in the September
- Parent coordinator sponsored "Tea in the Garden" with new families
- Open school week
- Parent teacher conferences
- Distribution of "What to Expect in Kindergarten" materials
- IEPS from "Turning Five" process reviewed immediately following registration

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers individually selected the Danielson observation option of their choice- Option 1 or 2.

Teachers and administration meet on a regular basis to collaborate, discuss and review assessment results. Plans are developed to address and enhance specific areas of instruction. Administration supports teachers by frequently visiting, observing and documenting instructional practices which will be followed up with one –to one meetings to share instructional recommendations for improvement.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 006
School Name Norma Adams Clemons Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal E. Carlisle	Assistant Principal S. Porter, Y. Alcindor
Coach J. Marius	Coach type here
ESL Teacher S. Bergman, L. Jacques	Guidance Counselor P. Cherry
Teacher/Subject Area M. McFayden, Technology	Parent Samantha Lloyd
Teacher/Subject Area L. Sinclair, Social Studies	Parent Coordinator S. Narvaez
Related Service Provider C. Hall, Speech	Other G. Weber, Occupational Therapy
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	714	Total number of ELLs	121	ELLs as share of total student population (%)	16.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	2	2	2	2	1	1								10
SELECT ONE														0
Total	2	2	2	2	1	1	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	31
SIFE	3	ELLs receiving service 4-6 years	42	Long-Term (completed 6+ years)	18

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	61	3	7	42	0	17	18	0	7	121
Total	61	3	7	42	0	17	18	0	7	121

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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: ____	Hispanic/Latino:
Native American: ____	White (Non-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	8	18	10	13	8	13								70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	1	1	3	1	1								10
Haitian	10	5	4	5	4	9								37
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	0	0	1	0	0								4
TOTAL	24	24	15	22	13	23	0	0	0	0	0	0	0	121

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	14	9	6	4	4	11								48

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	6	7	3	4	6								26
Advanced (A)	10	9	2	15	5	6								47
Total	24	24	15	22	13	23	0	0	0	0	0	0	0	121

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	9	0	0	0	9
5	4	6	0	0	10
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	7	0	2	0	0	0	0	0	9
5	7	0	2	0	3	0	0	0	12
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	-0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		7		6		18
8									0
NYSAA Bilingual (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school did not use any of the following assessments (ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP) to assess the early literacy skill of our ELLs. In the 2012-2013 school year, all ELLs in K-2 at P. S. 6 were assessed with MClass, LAB-R for new admits, and NYSESLAT at the end of the year for all ELLs. In addition to these assessments, this year, 2013-2014, the selected assessments include: MOSL for writing, periodic assessments, performance tasks for ELA and MATH, and beginning, middle and end of the year assessments for ELA, MATH, Science and NYCETEL which replaces NYSESLAT. The insights provided by this data is that beginner and intermediate students (on LAB-R and NYSESLAT) are mostly well below grade level as determined by reading assessments. Teachers of ELLs will incorporate all modalities in their instructional plans. Most of our ELLs were found to be extremely weak in their writing strand, therefore this will be a focus of instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In September, 2013, 24 students were assessed with LAB-R and the results show that 14 students were beginners and 10 advanced.

In May, 2013 NYSESLAT was given as follows:

Grade 1 - 9 beginners, 6 intermediate, 9 advanced

Grade 2 - 6 beginners, 7 intermediate, 2 advanced

Grade 3- 4 beginners, 3 intermediate, 15 advanced

Grade 4 - 4 beginners, 4 intermediate, 5 advanced

Grade 5 - 11 beginners, 6 intermediate, 6 advanced.

This data reveals that in grades K, 1, 2, 4, and 5 the majority of the students are beginners and intermediate on their proficiency levels. However, the data reveals that the 3rd grade has more advanced students than beginner and intermediate proficiency levels.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

This report is not available as of November 15, 2013.

4. For each program, answer the following:

- a. 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?

- a) The majority in the lower grades are beginners, and the rest intermediate and advanced. In the upper grades, those children who have been here between 4-6 years, the majority are advanced. In the third grade, 2/3 of our ELLs are advanced. In our fifth grade, we now have a large group of beginners since they are newcomers. Our ELLs are not faring as well in tests taken in English because many of them are not fluent enough to take the standardized tests.

- b) Pending the outcomes of the 2013 Periodic Assessment for ELLs, the school leadership and teachers plan to analyze and use the data in order to track the progress of ELLs toward meeting their academic goals. We use the data to address the critical needs of each student.

- c) The results of the Periodic Assessment are not available as of November 15, 2013. The language of instruction of our ELLs is English. Native language support is given as needed by the Ms. Bergman, who is fluent in Spanish and Ms. Jacques who is fluent in Haitian Creole and French. Also, many of our classroom teachers are bilingual and can provide native language support as needed. In addition, we provide our ELLs with picture dictionaries, translation dictionaries and leveled books in their L1 to further strengthen their L1 in order to transition to their L2.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

In order to support the academic needs of our struggling ELLs, our school implements the recommendations in the NYC DOE response to intervention reference guide. We provide our ELLs with the same high expectations, rigorous and culturally responsive instruction as the English speaking students. ESL teachers design their lessons with cloze readings and text based questions to help ELLs develop vocabulary, grammar and background knowledge. ESL teachers develop language objectives that stem from the language of the text. Complex text on each grade level is aligned with the Common Core Learning Standards. In order to meet the

ELLs language needs, the ESL teachers incorporate the recommended research based intervention strategies in the RtI model. All of our teachers understand the best practices for ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction is delivered in English to our ELLs.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We utilize data from a variety of sources. These sources are progress reports, NYSESLAT results, periodic assessments and students' work, and progress in attaining their academic goals. By analyzing the progress reports, we notice that the Spanish speaking subgroup of ELLs has not met AYP. We strategically target students from this group for AIS and early morning intervention (37 1/2 minutes)..

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At the time of registration, the parents are interviewed and asked to complete a Home Language Identification Survey. Once it is completed, a certified ESL teacher reviews the HLIS form and according to the answers on the form, determines whether the child will be administered the LAB-R. The LAB-R is given to each child individually according to their grade level within 10 days of admission to the NYC Public School System. The HLIS is only completed once when the student enters the New York City Public Schools. For other newly enrolled ELLs who have already completed the HLIS in another New York Public School, biographical information in ATS is utilized. It is the responsibility of the certified ESL teachers, Ms. S. Bergman and Ms. L. Jacques, who are trained in student intake procedures to discuss home language with the family, and provide assessments to determine elligibility for English language services. There are many staff members in our school who are available to assist parents with translations in Spanish, Haitian Creole and French. For other languages such as Arabic, Fulani and others, translations and interpretation services are used.
The Home Language Identification Survey (HLIS)
At the enrollment of a new entrant to the NYC schools, ESL teachers meet with parents to make an initial determination of the child's home language. This process is formalized through a home language survey (HLIS) that is translated into nine languages. Parents complete this form to show what language the child speaks at home. If it is determined that the student's native language is other than English, an informal interview will be conducted, and the child is administered the Language Assessment Battery Revised (LAB-R). which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become elligible for state mandated services for ELLs. If the new entrants L1 is Spanish, and the Spanish LAB is administered, to decipher language dominance.
Language Assessment Battery (LAB-R)
Once the ESL teachers collect the HLIS from parents and determine that the language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery - Revised (LAB-R) which is the test that establishes English proficiency level. Those children that score at or below proficiency on the LAB-R become elligible for state - mandated services

for ELLs. Students who speak Spanish at home, and score at below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. Parents are notified of their child's eligibility for services, and are provided with information and service options in English and their native language. Our school provides parents with translated notification and information in English as well as their native languages in order to keep them well informed. Our school also provides parents with translated notifications resources, parents options, and program selection forms, placement letters, entitlement letters, continued entitlement letters as well as non-entitlement letters.

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.

Once a student has been identified as an ELL, members of our ELLs team will contact each parent via telephone calls and in writing within 10 days to invite them to come to the school for a meeting. At this meeting, parents will view a dvd which describes all three programs available to them to best deliver ESL services. At this meeting, parents will opt for the ELLs programs which best suit their childrens' needs, and once they have decided they must sign a Parent Survey and Choice Form provided in their native language. Parents are informed that the students must be placed in one of the programs within 10 days. If they fail to choose a program for their ELLs, they are informed that the default program for ELLs is Transitional Bilingual Education Program as per CR-Part 154. Parents are informed that at P. S. 6, we only offer ESL. We provide them with information about other schools that offer TBE and Dual Language programs, so that they may choose to enroll their children in these schools. The ESL teachers also inform the parents about technical assistance that is available through the ASPIRA. All this is done within 10 days of admission to the public school system of New York City. Brochures in different languages are available to all parents to ensure their understanding of the three program choices (TBE, Dual Language, and Free Standing ESL). If a parent does not attend the meeting, the ESL teachers and Parent Coordinator will follow up with a phone call interview. During this interview, in the parents home language, the parent is informed about the three program choices that are available to their child. These interviews by phone are documented and filed by the certified ESL teacher. Because the state requires that ELLs be placed in the appropriate program within 10 days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Information and question and answer sessions are provided throughout the year in a number of ways such as one on one meetings, phone conversations, district presentations and informational packages. We monitor and log all contacts with parents.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Our school honors parent choice. Within ten days of enrollment, our ESL Teachers will conduct parent orientation meetings for newly enrolled ELLs in order to inform parents and guardians of different ELL programs available. At these meetings, parents are invited to view a DOE dvd in their native language about the ELL programs that are available. We inform parents that the only ELL program that we offer at P.S 6 is the Free Standing ESL program. We provide parents with information regarding TBE and Dual languages programs that available in other schools so they may chose to transfer their children to these schools. After viewing the dvd, parents in a better position to decide which program they want for their children. They are given the Parent Choice Survey and Program Selection Form. Attached to this form is the Placement Letter which we recommend that they complete. Those parents who need more time and decide not to complete the form at he orientation meetings are informed that if a form is not returned, the default program for ELLs is Transitional Bilingual Education as per Part 154. We also communicate with those parents who do not attend the orientation meetings of ELLs by telephone and in writing that their child must be placed in an ELL program within 10 days of enrollment. The ESL teachers will go the classes where the identified ELLs have been placed to distribute the Parent Choice Surveys, entitlement letters and placement letters so that the students can take them home to their parents. After exhausting all efforts to have the parents return the forms, if a form is not returned, ELLs parents will be notified by administrators that they must transfer their children to a TBE program, per CR Part 154. Copies of Parent Survey and Selection forms and Entitlement Letters are secured and stored in our ESL file cabinets. We maintain a log of all communication with the parents. This year as in the past, we have collected all entitlement, non entitlement, continued entitlement and non entitlement /transition letters. We maintain and store the copies of the letters and the copies of the letters and all ELL parent information in our accessible and secured ESL files.

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.

At the parent orientation meetings, we provide parents materials about ELL programs in their home language and in English. Parents are also given the opportunity to ask questions about ELL services with the assistance of a translator if necessary. Oral translation services are provided by bilingual staff members who are fluent in Spanish, Haitian-Creole and French. We also utilize bilingual volunteers who are fluent in Arabic, and Fulany. These languages are the primary languages of our ELLs. We explain to

parents that if a student scores below proficiency on the LAB-R, parents are provided with the Parent Survey and Program Selection and Placement Letter. If a student scores at or above proficiency level on the LAB-R, parents are provided with the Non Entitlement Letter. We also communicate with parents during one-on-one meetings as well as phone conversations. If a child scores below proficiency on the NYSESLAT, parents are provided with The Continued Entitlement Letter. If a student scores at or above proficiency on the NYSESLAT parent are provided with the Non Entitlement/Transition Letter. Although we prefer to provide parents with these letters at orientation meetings, and one-on-one meetings, if they are not able to attend the meetings, the ESL teachers distribute the letters to students to take home to their parents when they are not able to attend the meetings. We always follow up with phone conversations with parents regarding these letters. Once the parents of ELLs choose to place their children the Free Standing ESL program that we offer at P. S. 6, students are served according to their proficiency levels on the LAB-R and or NYSESLAT as per Part 154. Beginner and intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes of ESL per week and 180 minutes per week for ELA. Within 20 days of enrollment, The ELPC screen in ATS is updated by our ATS coordinator. the ESL teachers will ensure that parent choice information is recorded. we also record the date of the LAB-R administration, whether the parents were provided with information about ELL programs, which programs the parents chose, and in which program the students were place.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We use the RLER an ATS report in order to determine students' eligibility for the NYSESLAT. Each year in the spring, the NYSESLAT is given in the four modalities: The speaking part of the NYSESLAT is given to each child individually throughout the grades. The Listening, Reading and Writing is given to each grade separately in a separate location and given unlimited time to complete. Directions are read out loud and samples are done as a group to ensure complete understanding of what is required to pass the NYSESLAT. Students who are absent on the day scheduled for any part of the NYSESLAT, are given a make-up test during the time window. Once the window closes, any child who missed a part of the NYSESLAT is marked absent.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is ESL. Only one parent whose native language is Spanish requested TBE. This student was transferred to another school that offers TBE. This year, 2013-2014 we have 42 newcomers that have opted for ESL provided at the school. The year 2012-2013 we had 27 newcomers that opted for ESL provided at the school. The year 2011-2012 we had 17 newcomers that opted for ESL provided at the school. The year 2010-2011 we had 12 newcomers that opted for ESL provided at the school. This data shows that over the past four years there is a significant increase in the number of newcomers who have enrolled in our ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a) At P.S. 6, we are implementing the push-in (co-teaching) model for the ESL program. This practice allows for the continuity and alignment of instruction. In the regular classroom, the ESL teacher and the co teacher will work with the students in groups in order to differentiate the level of support for the students so that they can understand the text from the same document. ESL teachers also pull-out students who need intensive support.
 - b) The program model at P. S. 6 consists of mixed proficiency levels with beginner and intermediate proficiencies in one group and advanced proficiency levels in another group.
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)?

All ESL instruction is given in English with native language support. ESL, ELA instructional minutes are delivered in our ESL model according to CR-Part 154. 360 minutes per week are given to the beginner and intermediate students and 180 minutes per week of ESL and 180 minutes of ELA per week are given to the advanced students as per CR-Part 154. .
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 foster language development and meet the demands of the Common Core Learning Standards.

Curriculum and instruction at our school are closely aligned to the Common Core Learning Standards. ESL teachers and classroom teachers work collaboratively to ensure that Literacy development is integrated with content instruction. There is a focus on increasing the cognitive academic language proficiency of the students. Teachers of ELLs utilize QTEL scaffolding strategies to strengthen the components of reading and writing across the contents. Our school has an ELL Inquiry Team that continues to analyze data to find ways to help accelerate achievement for ELLs. Teachers of the ELL inquiry group focus on finding ways to help improve the academic performance of the Spanish-speaking ELLs who did not make AYP. Content areas are delivered in our ESL program in English. Teachers of ELLs emphasize contextual references such as visuals, realia. They implement listening activities to assist student in developing the sounds of English. They use a variety of questioning strategies and activities to meet the needs of individuals at varying stages of language acquisition. They expose students to higher levels of comprehensible language, and tap into the students' prior knowledge.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Throughout the year, ELLs are given the opportunity to converse with NL with bilingual teachers who provide feedback regarding the language ability of the students to have an organized informative conversation. We also provide the students with translation dictionaries, and NL materials such a collection of library books in Spanish and Haitian Creole. We encourage the students to write book reports and summaries in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school continuously monitors the progress of ELLs. Our evaluation measures include both formal and informal assessments. Teachers of ELLs use periodic assessments, end of chapter assessments, and student work to inform and adjust instructional planning based on the data. Our ELLs are provided with opportunities to use English with varied audiences and for a variety of purposes. Evidence that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the school year is well reflected in the students' work in all four modalities. An analysis of the effectiveness of the delivery of ESL instruction at P.S 6 showed that many ELLs are making significant progress in all contents. In ELA, we see progress in the students' writing. Our ELLs are writing, interpreting and responding to literary works, They are using appropriate and academic vocabulary, grammar, spelling, and punctuation. They are also using the appropriate academic vocabulary, grammar and pronunciation for all oral presentations and oral communication in English. They are also applying active listening skills, as they are able to paraphrase the responses given by their classmates.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a) Our instructional plan for SIFE is that instruction is focused on essential learning as expressed by ESL standards/performance indicators integrating content area standards. ESL Teachers use a variety of reading intervention resources that are designed to aid with language development and help to accelerate reading proficiency. These resources include the following: phonics texts, leveled libraries, audio CDs, practice books, computer software, translation dictionaries and glossaries.
- b) Our instructional plan for ELLs who have been in US schools less than three years (newcomers) is to use students' prior knowledge and cultural background to inform instruction.
ELLs who have been receiving services 4-6 years are encouraged to self-evaluate, using different techniques to make print comprehensible
- d) Our instructional plan for ELLs who have been receiving services 6+ years include the following: conferencing on reading, writing, performance and use of technology in order to assess the students' strengths and weaknesses and plan appropriate strategies to further improve performance.
- e) All ELLs are entitled to up to six years of state-funded bilingual/ESL services. Former ELLs are given time and a half during standardized tests for two years. Fifth graders that have become proficient in English, also receive transitional support as they prepare for middle school.
7. 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?
ELL-SWDs receive academic language services which are mandated on their IEPs. ELL SWD's are served as per their IEP's. The start date for ESL service is reported by telephone to IVR and a start date is given. Our teachers of ELLs are utilizing research based ESL strategies to accelerate their English Language Development. Regarding access to academic content, teachers of ELL-SWDs are currently implementing the Ready-Gen by Pearson and Go Math by Harcourt. All content lessons are aligned to the Common Core Learning Standards.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. We place our ELL-SWDs in integrated co-teaching classes where they receive instruction in small groups. We also provide Native Language support on a needs basis.

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:	N/A		
Social Studies:	English		
Math:	English		
Science:	English		

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

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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	45 minutes per day	45 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

9. 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.
- All targeted intervention programs for ELLs are in English and they are as follows: extended day tutoring, after school programs, TITLE III programs, Resource Room interventions when it is stated in the child's IEP. AIS is only provided for those students who were highlighted by the DOE as ""Bottom 1/3". THE ELLs in regular education and special classes are not included in this group.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program and how it is meeting the needs of our ELLs in both content and language development is indicated by the progress shown on a variety of assessments. Evidence of progress in listening and speaking, reading and writing are reflected in the results of NYSESLAT is not currently available for the 2012-13 NYSESLAT. The current progress report shows that the Spanish speaking subgroup of have not made AYP.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are using Ready Gen curriculum which is standard based. This curriculum although advanced for the general population uses many strategies and routines that are helpful to ELLs. With tier instruction, the use of dictionaries and the knowledge that all students are thinkers, we are presenting rigorous/complex materials to our ELLs. In Math, we are using Go Math which has specific aspects of the lessons that address ELL instruction. It promotes the use of manipulatives and scaffolding to better reach the ELLs. To improve structures of teaching ELLs, they have been combined in one class per grade and their instruction has been geared toward proven best practices for ELLs.
12. What programs/services for ELLs will be discontinued and why?
- Our school will not discontinue any programs /services for English language Learners (ELLs) this school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs. During the regular school day, all ELLs are placed in classrooms with English speaking students. We also have ELLs in ITT and Special Education classes. All students at P. S. 6 including ELLs and SWD'S participate in all academic and enrichment programs offered at P. S. 6. We have after school programs that focus on improving reading, writing and mathematics. and we also have a TITLE III program for ELLs. We also have programs in chorus, art and track. Parents are informed of these programs through fliers, memos and applications in all languages. We also have a newcomer program. We invite our students to participate in school tours, and conversations with bilingual staff.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is provided as a class to all ELLs and children are given the opportunity to use computers in the classroom and in the technology lab. Starfall, Brain Pop, and Destination Math
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our two ESL teachers are certified and fluent in Spanish, Haitian-Creole and French and give NL support as the need arises. In addition, NL support is provided to ELLs by teachers who are bilingual, especially for newcomer students. This support is for ensuring that students understand directions or other important information such as rules for a fire drill.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Newly enrolled ELLs are placed in grade levels that correspond to their age and we also adhere to the promotional policies for ELL'S. We also comply with the NYCDOE promotional policies for ELLS. All materials used are age appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- At the beginning of the school year, we provide welcoming activities for newcomers. During the school year we have celebrations throughout the school to celebrate our Spanish heritage, and we also celebrate Haitian Flag day. Students are encouraged to participate in other cultural events in the school and we have a grand finale called Multicultural Day where we celebrate our diversity. We give them school tours are buddy newcomers with peers who are more proficient in English to help them understand the schools expectations and to reduce levels of isolation and anxiety. We also inform staff members who are bilingual of newcomers in our school. We also encourage them to find these ELLs and interact with them in their native language. We also provide cultural sensitivity training for all ELLs personnel.
18. What language electives are offered to ELLs?

N/A:

19. For schools with dual language programs:

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

N/A:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All ELL personnel at P.S. 6 will continue to develop their capacity to work with ELLs. Ongoing professional development and training to support ELLs in their development of academic language proficiency will include data, differentiation, QTEL scaffolding strategies and cultural sensitivity. There will be a strong administrative focus on monitoring the effectiveness of instruction for ELLs. ESL teachers and all teachers of ELLs will engage in a) common planning time focused on analysis of student work and other data and using this data to impact ELLs' learning and achievement b) Development and implementation of high quality instructional units in all content areas c) Planning and implementing effective instructional strategies to scaffold the work for ELLS d) Planning and implementing effective interventions for ELLs (RTI)

2. Teachers of ELLs including the ESL Teachers will participate in professional development workshops offered by the Office of English Language Learners (OELL), our Network, CFN 602, and the Fordham University NYS/NYC Regional Bilingual/ESL Resource Network. RBERN Staff: Roser Salavert, ED.D. will provide direct PD for ELL personnel at P.S 6 and will explore ways in which the Fordham RBE-RN can provide strategic support for the instruction of English language Learners using the Common Core Learning Standards. Teachers of ELLs will also be trained to use online resources as they implement the CCLS for the instruction of ELLs.

3. ESL teachers, the Parent Coordinator, the Dean, and the Guidance Counselor will support staff by partnering with classroom teachers for sessions and events and assisting students with problems of transitioning into middle school. Monthly themes and assembly programs will be developed around character traits that lead to success and career readiness.

4. In addition to our ongoing PD for ELL personnel, listed below, our ESL teachers will plan for the instruction of ELLs in collaboration with teachers of ELLs. They will engage in professional conversations around the needs of ELLs. They will also conduct Lunch and Learn sessions to showcase the best practices and share research-based plans for developing academic vocabulary, CCLS aligned text, differentiation, etc.). Evidence of all PD activities, attendance and reflections will be kept in a binder to document the minimum of 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

2013-2014 Professional Development for P.S. 6 Educators of ELLs

Date	Title	Presenters	Location	Participants	Title
09/04/13	Effective Instructional Strategies for ELLS	Y. Alcindor	P.S. 6	Tecnology LAB	All K-5 Educators
					Teachers
10/28/13	Go Math Training	DOE	Houghton Mifflin BLDG	E. Jacques & S Bergman,	ESL Teachers
					Teachers
11/01/13	Addressing the Core of the Common Core: Supporting the Social and Academic Language Development	C. Solorza	Bank Street College of Education	B. Pagan & D. Zorcik	Teachers
11/03/13	(Turnkey Training) Addressing the Core of the Common core: Supporting the Social and Academic Language Development	B. Pagan & D. Zorcik	P.S. 6	All K-5 Teachers	Teachers
11/06/13	NYC RBE-RN Support for ELLs	Fordham University Roser Saklavert Ed. D @Fordham University Graduate School of Education Center for educational Partnerships	P.S. 6 Room 317	E. Carlisle Y. Alcindor S. Porter L. Jacques S. Bergman	Principal AP AP ESL Teacher ESL Teacher

				M. McFayden J. Marius	Data Specialist Coach
11/18/13	Specific Strategies to Support the Work with ELLs in the regular classroom Analysis of Data in the "Close the Achievement Gap" section of the Progress Report to identify students who have the greatest Impact on the school overall improvement	Roser Saklavert Ed. D @Fordham University Graduate School of Education Center for educational Partnerships	P.S. 6 Room 317	E. Carlisle Y. Alcindor S. Porter L. Jacques S. Bergman M. McFayden J. Marius All K-2 Teachers	Principal AP AP ESL Teacher ESL Teacher Data Specialist Coach Teachers
12/11/13	Specific Strategies to Support the Work with ELLs in the regular classroom (Power Point) Analysis of Data in the "Close the Achievement Gap" section of the Progress Report to identify students who have the greatest Impact on the school overall improvement	Roser Saklavert Ed. D @Fordham University Graduate School of Education Center for educational Partnerships	P.S. 6 Tecn LAB	E. Carlisle Y. Alcindor S. Porter L. Jacques S. Bergman M. McFayden J. Marius All 3-5 Teachers	Principal AP AP ESL Teacher ESL Teacher Data Specialist Coach Teachers
12/2013- June 2014 (TBA)					

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. P. S. 6 has an active PTA that welcomes and supports parents of ELLs. Parents are encouraged to fill out a needs assessment survey which can be accessed on line. Results are used to plan workshops to address these needs. Parents participate in workshops and events ranging from conflict resolution, improving math scores to Muffins with Moms and Donuts with Dads, and grandparents' day tea. P. S. 6 utilizes the services of parent volunteers trained by learning leaders. Parents of ELLs are involved in all activities at P. S. 6. Some activities that are especially directed to this group are the orientation meeting and the celebration of ELLs.
 2. P.S. 6 partners with the The Creative Outlet Dance Company which offers an after school program in dance. We also have a boy's scout program which meets every Thursday. P. S. 6 also partners with the Flatbush Avenue BID which sponsors food and clothing drives and recruits parent volunteers. It also offers job placement services to parents. The community merchants' organization supports parents by offering discounts to many businesses in the neighborhood.
 3. Parents are given a needs assessment survey which also can be accessed on line. These surveys are reviewed by the parent coordinator. All meetings for parents include a question and answer session and an issues and concerns piece so that staff can keep abreast of parental needs.
 4. Parental involvement activities are designed to address the needs of parents after careful consideration of parental input and surveys.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
E. Carlisle	Principal		11/15/13
S. Porter, Y. Alcindor	Assistant Principal		11/15/13
S. Narvaez	Parent Coordinator		11/15/13
S. Bergman, L. Jacques	ESL Teacher		11/15/13
Samantha Lloyd	Parent		11/15/13
M. McFayden, technology	Teacher/Subject Area		11/15/13
L. Sinclair, Social Studies	Teacher/Subject Area		11/15/13
J. Marius	Coach		11/15/13
	Coach		11/15/13
P. Cherry	Guidance Counselor		11/15/13
J. Bove	Network Leader		11/15/13
C. Hall, Speech	Other		11/15/13
G. Weber, Occupational Therapist	Other <u>st</u>		11/15/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K006** School Name: **Norma Adams Clemons Academy**

Cluster: **6** Network: **602**

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.

As part of our school's Comprehensive Education Plan, our school addresses its language assistance needs consistent with the Chancellor's Regulation A-663. It is important that all parents are provided with appropriate and timely information in a language they can understand, so that they are able to communicate in writing and verbally in the language of their preference and comfort level. We conduct a needs assessment by reviewing parent information on the following documents: Parent language preference surveys, emergency cards, and ATS bio screens. We will provide all parents with regular and timely manner of documents through either existing resources through in-house staff or the Translation and Interpretation Unit. We will provide parents with interpretation services in a timely manner at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. Additional training will be provided to designated staff on resources that are available to support the requirements of the Chancellor's Regulation A-663 from the DOE Translation and Interpretation Unit.

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

The major findings of our school's written translation and oral interpretation needs are: Other than English, the language that is spoken by most of our ELLs is Spanish. Our second largest foreign language group is Haitian Creole. We also have ELLs who speak Arabic, French and Fulani. Our written translation needs are to have important documents translated into these languages in order for parents to understand the policies, Common Core Learning Standards and programs at P. S. 6. Our oral interpretation needs are to have speakers that are fluent in Spanish, Haitian-Creole, French, Arabic and Fulani available for interpretation during meetings relating to their children's education. These meetings include registration, parent teacher conferences, conduct, safety, health and discipline meetings, special education and related services, transfers and discharges. We need to provide each parent whose primary languages are other than English with written translations

and oral interpretations. These needs are outlined in our CEP and posted on our school website. The school community is also informed about the need for written translations and oral interpretation services as needed for various meetings, events and fairs.

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.

Our school will provide all parents with written translations services based on their needs. In order to ensure that parents are informed of matters concerning their children's health, well-being and education, we will do the following: 1) Download translated documents in the identified languages from the Department of Education website if available. Such documents include translated Bill of Parents Rights and Responsibilities as well as all other appropriate forms. 2) We will also utilize in-house staff that are fluent in Spanish, Haitian Creole and French to provide all written translation services. 3) We will utilize the DOE Translation Unit for written translations in Arabic and Fulani based on the language needs of our student population. 4) All schools flyers, notices of PTA and other school events, notices of information for all parents and families will be translated in the parents preferred languages. All notices and documents in need of translation will be given to the translator in advance of their projected date of dissemination. The school will provide information to parents on how to access the DOE Translation and Interpretation Unit.

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

At P. S. 6, oral interpretation services will be provided via the following means: 1) in-house bilingual staff who are fluent in Spanish, French and Haitian Creole. Our ESL teachers are fluent in other languages. Ms. S. Bergman is fluent in Spanish, Ms. L. Jacques is fluent in French and Haitian Creole, Mr. S. Narvaez, the parent coordinator is fluent in Spanish, and Ms. C. Alexander, the Family Worker is fluent in Spanish. Many other pedagogues are also fluent in Spanish, French and Haitian Creole. Oral interpretations are also conducted via telephone calls. These languages were identified on our needs analysis. 2) We will utilize the oral interpretation services of parent volunteers to meet the needs of Arabic and Fulani students. We have identified a core group of parent volunteers who are available on a needs basis for oral interpretations. They will be available at registration, parent meetings, conferences, and other school functions or whenever requested by a

parent, guardian or student. When necessary, our school will obtain oral interpretation services through the DOE Translation and Interpretation Unit. The school will provide information to the parents in their native languages on how to access services from the DOE Translation and Interpretation Unit.. .

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

Our school will provide each parent whose primary language is a covered language and who require language assistance with the following:

- A) a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document in the covered languages, are available.
- B) Our school will post in conspicuous locations near the primary entrance to P. S. 6 a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.
- C) Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D) If there are parents' whose language is not covered, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Section VII.
- E) Our school will obtain and provide information from the Department of Education website in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. All critical documents and communications with parents will be provided in translation when necessary.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 6	DBN: 17K006
Cluster Leader: Corinne Rello-Anselmi	Network Leader: N. Manning
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 ELLs to be served: 45
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

x \$49.89 x 3 = \$449.01.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

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

Allocation Amount: \$

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