



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 6, THE LILLIE D. BLAKE SCHOOL

DBN (i.e. 01M001): 02M006

Principal: LAUREN FONTANA

Principal Email: LFONTANA@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: YUET M. CHU

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 |
|--------------------|--|-----------|
| Lauren Fontana | *Principal or Designee | |
| Gloria Winograd | *UFT Chapter Leader or Designee | |
| Jay Rosenberg | *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 | |
| Rosana Pelosi | Member/ teacher | |
| Chris Reed | Member/ teacher | |
| Barb Rosenblum | Member/ teacher | |
| Jane Galasso | Member/ teacher | |
| Amy Kanter | Member/ parent | |
| Lisa Fielding | Member/ parent | |
| Rachael Greenfield | Member/ parent | |
| Suzanne Murphy | Member/ parent | |
| | 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) |
| | 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.

To improve opinion writing instruction by designing a rigorous writing curriculum that aligns to the new Common Core Curriculum Standards, providing multiple entry points and ensuring all students are appropriately challenged. Our writing curriculum provides two opportunities throughout the year for students to write in each genre from the CCS: narrative, informational and opinion. The writing continuum and rubric measures the structure, development and language conventions of the student's written work. Using this criterion, by June, over 50% of students in grades 3-5, after studying opinion writing for the second time, will improve one level from the first unit's the "on demand" pre-assessment to the 2nd units "on demand" post-assessment in the genre of opinion writing, OR maintain above grade level standards

Comprehensive Needs Assessment

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

Through analyzing student writing using the opinion continuum, we identified students were not consistently using text based evidence to support their opinions. One of the ELA Instructional Shifts is "the use of evidence to inform or make an argument". With this in mind, we focused our goal to support the growth of student writing in this area.

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. Classroom teachers will use the read aloud as a method to model this skill, using opinions garnered from students and then search for specific text evidence to support these opinions.
2. Classroom teachers will collect student post-its and writing about reading to identify where students fall on the continuum in their use of evidence to support thinking.
3. Small groups will be created using shared texts where teachers will model how we form opinions and find evidence in the text to support those opinions.
4. TC Staff Developer will mentor teachers in how to teach students to evaluate mentor post-its, notice the difference between those that do not have evidence and those that do. A list of criteria will be created with students so they can list what makes a strong piece of opinion writing. They will then evaluate their own post-its/writing and revise based on the criteria established.

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

1. Classroom teachers on each grade will meet and will select a grade wide read aloud to use to help students learn how to support their opinions about reading with evidence.
2. Classroom teachers, special education teachers and ELL teachers will provide small group instruction, one on one conferences.
3. The Literacy Coach will mentor teachers
4. TC Staff developer will work with literacy coach and teachers.

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

1. Teachers will collect and evaluate writing about reading samples (post its, jots, written responses) off of the class read aloud, and from independent reading books at the beginning, and end of each unit, as well as throughout the units.
2. Teachers will assess writing about reading samples a minimum of three times per unit- beginning, middle and end using the writing about reading continuum.
3. Students who are at level one and two are expected to move up two levels on the writing about reading continuum from the beginning of the unit to the end of the unit. Students who are at level three and four are expected to move up one level on the writing about reading continuum.
4. TC staff developers will work with teachers 9 times throughout the year to look at student work to determine progress students have made.

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

1. Each class in Grades 3 to 5 will administer a pre-unit assessment by mid- September. They will evaluate the effectiveness of the first unit by the end of October and create targeted groups for the next unit. This process will be repeated in each grade prior to any unit where opinion writing is the focus.
2. Students will be given mentor post-its so they can do on going self-assessment throughout the units throughout the school year.
3. Implementation will continue throughout the school year, starting in September and continuing through June.
4. Students will attend Extended Day tutoring and other small group intervention beginning in September and continue through June 2014.

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

1. Classroom teachers will use grade meetings, Extended Day- pd to select read select read alouds that are grade level text complexity (i.e.: How to Be Cool in Third Grade in 3rd grade; Tiger Rising in 4th grade; Home of the Brave in 5th grade NYSTAL).
2. Classroom teachers will meet with literacy coach to plan on how to model high level thinking about reading, using the Common Core Standards.
3. Literacy will work with teachers in unpacking the Teachers College Units of Study books for the Teaching of Writing .We purchased 40 copies individual sets for each teacher K-5 as well a set for each administrator, the literacy coach and the two SETSS teachers.
4. TC Staff developer will meet with classroom teachers and literacy coach through grade meeting and labsites to model how to lift the level of student work

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).

Parents are invited in several times a year to participate in the classroom during literacy learning. We will also have a literacy morning, where the standards will be explained 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 | Title IA | Title IIA | Title III | Set Aside | X | Grants |
|---|----------|----------|-----------|-----------|-----------|---|--------|
|---|----------|----------|-----------|-----------|-----------|---|--------|

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

PTA pays for Staff Developers from the Teacher Reading Writing Project and TC Units of Study Books for the Teaching of Writing.

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, 100% of students in grades K-5 will participate in a minimum of 4 school-designed math assessments that measure fluency, application, and conceptual understanding, as aligned to the Common Core Learning Standards and the Citywide Instructional Expectations.

- Each classroom teacher in grades K-5 will administer school designed pre-and post- assessments in two of the mathematics units.
- Each of the pre-and post-assessments will include questions that require students to take multiple steps in order to solve the problems, in alignment with the CIE.

Teachers will meet with the math coach monthly to prepare and share out results and progress of the assessments.

Comprehensive Needs Assessment

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

The students at PS 6 function on many different mathematical levels, and in order to properly address their learning needs, we need to first assess exactly what they know about a particular concept before we begin to teach the unit. Some students need basic remediation before continuing with new content, whereas others have already mastered the content, and so need enrichment lessons that push them to either think more deeply within the same content or teach them additional concepts. In all cases, we want to ensure that our students are ready to continue on a path that will lead to college and career readiness.

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. Teachers will work with Math Coach to design pre and post assessments for at least two math units that reflect CCLS standards with an emphasis on multi-step, open-ended problems.
2. Teachers will meet with the math coach monthly to prepare and share out results and progress of the assessments. Teachers and Math coach will then analyze student work to create target groups. Small groups will also be formed for students during extended day.
3. Teachers and Math Coach will revise unit plans based on the results.
4. Design and implement coherent instruction that reflect multiple entry points to meet diverse needs. Lessons will be looked at through three lenses: students who are not meeting standards and need scaffolding, students who are meeting standards and need additional practice and students who are exceeding standards and need to be challenged.

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

1. Teachers will work with Math Coach during monthly grade meetings.
2. Flexible programming will be used to provide classroom coverage so that teachers can collaborate and plan.
3. Teachers will work during Extended Day- PD on revising units for math.
4. Math coach will mentor teachers on how to meet diverse learners.

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

1. 100% of the classroom teachers in grades K-5 will create pre and post assessments for at least two math units.
2. All math units will include plans for supporting learners in small groups.
3. Post assessments will inform teachers how to plan for following year.
4. Unit plans will be revised to provide different activities for certain content strands to meet the variety of needs of students.

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

1. Monthly grade meetings will take place with Math Coach September 2013- June 2014.
2. Classroom teachers will work collaboratively throughout the school year during planning periods
3. Small group instruction will begin in September 2013 and continue throughout the year until June 2014.
4. Math coach will begin mentoring teachers in September 2013 and continue throughout the year until June 2014.

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

1. Classroom teachers will use monthly grade meetings with the Math Coach to create pre and post assessments.
2. Extended Day PD will be used so teachers can meet and plan with Math Coach.
3. Persession and perdiem to cover classroom teachers when revising units during June planning
4. Preps will be used to support teachers being mentored by Math Coach.

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).

Each grade hosts 4 Parents as Learning Partners (PALP) a year. One PALP will be devoted to math. We also host a math morning, where standards and curriculum are explained 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 | 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, 100% of students in grades 3 - 5 will experience a social studies unit designed to meet CCLS standards by providing multiple entry points and allowing for student choice. Through this structure students will gain content specific vocabulary as well as increase of content knowledge.

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.

Through observations of classrooms in the content areas, it was determined that students needed to be engaged in learning that involved higher order thinking and questioning. Alongside this observation, there is the instructional shift towards building knowledge through content rich and nonfiction informational texts. In addition, the use of digital tools and technology needed to be more prevalent in our daily instruction. Through the use of content area centers, all of these goals could be accomplished.

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. Classroom teachers will meet to design unit/ lesson plans incorporating centers to provide differentiation allowing for multiple entry points and student choice.
2. Classroom teachers will provide opportunities for students use of technology / digital resources in small groups
3. Increase student exposure to high-quality fiction, nonfiction texts, primary documents
4. Students will be provided open ended task cards that are inquiry based and require high order thinking.

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

1. TC Staff Developers and Literacy Coach work with teachers to look at social studies scope and sequence to design centers. And Interschool visit to observe content area centers
2. Use of ipads, laptops and smartboards
3. Use of a variety of primary documents
4. Classroom teachers will work with TC Staff Developer and Literacy Coach to create open ended task cards using Webb's Depth of Knowledge matrix.

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

1. Teachers will work collaboratively throughout the school year, starting with grade level meetings in September and continuing through June for creating centers around content area.
2. By mid November all grades 3-5 will have begun their first round of social studies centers in their specific grade content area. By mid February all grades 3-5 will have begun their second round of social studies centers in their specific content area. By mid May all grades 3-5 will have begun their third round of social studies centers in their specific content area.
3. In each of the three specific content areas that the teachers focus on they will provide students the opportunity to use technology to gain content area knowledge.
4. In order to evaluate that students are engaged in high order thinking, teachers will take conference notes based on students conversations during center time, students will make oral presentations of their learning that will be evaluated using DOK. These two things will be used in each of the three rounds.

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

1. Planning will continue throughout the school year, starting in September and continuing through June during once a month content area grade meetigns
2. Teachers will meet with Computer teacher and Media teacher to determine appropriate resources for their centers- starting in September and continuing through June
3. Teachers will create lists of materials for resources throughout the year prior to their units.
4. Teachers will work with TC Staff Developer in September, November and January. Teachers will work with Literacy Coach once a month.

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

1. Classroom teachers will use monthly grade meetings.
2. Two period meetings with TC Staff Developer will be scheduled 6 times throughout the year for co-planning, intervisitations and labsites.
3. Prep periods will be utilized for mentoring with Literacy Coach.
4. Books will be purchased in grade content area for all grades 3-5.

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).

Each grade hosts 4 Parents as Learning Partners (PALP) a year. One PALP will be devoted to content area studies.

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 | | 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.
 Using the Reading Reform program, Kindergarten students will master their letter-sound relationships and beginning decoding skills to exit Kindergarten reading on grade level. 90% of Kindergarten students will be reading at or above grade level by June 2014 as measured by the TC running record assessments (using Fountas and Pinnell guided reading levels).

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.
 Observations and assessments highlighted that children in kindergarten and first grade did not have a strong understanding of letter sounds, phonemic awareness and spelling rules. It was determined that in order to help students develop strong decoding skills in reading, they would need to have a strong foundation in phonemic awareness and word study.

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. Teachers will use the Reading Reform pre assessment to evaluate where students fall so they know where to begin their teaching of the multisensory approach to teaching letter sounds, phonemic awareness and decoding skills.

B. Key personnel and other resources used to implement each strategy/activity
 1. Kindergarten Classroom teachers and staff developers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. Pre-assessments, post-assessments, ongoing classroom observations of student work, in class informal assessments, running records

D. Timeline for implementation and completion including start and end dates
 1. Kindergarten students will be assessed three times during the year with assessments with Reading Reform; September, January and June. In addition students reading levels are also assessed to evaluate if students are improving in reading and developing strong decoding skills. Reading Levels are assessed 5 times during the year: September, November, January, March, and June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Teachers will plan with Reading Reform Staff Developers during preps. Materials will be purchased from Reading Reform including decodable texts, sound cards, alphabet cards, alphabet charts, scope and sequence guide, and Reading Reform paper.

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).
 Parents will receive updates about the work with their children and resources - sound cards and blends - to support their children at home.

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 | 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.

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

1.

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

1.

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

1.

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

1.

E. 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 | Interactive Writing, Guided Reading, Shared Reading, multi-sensory approach to teaching reading | Small group, one on one | During the school day and during Extended day |
| Mathematics | Targeted intervention in small groups or 1:1 as needed | Small group, one on one | During the school day and during Extended day |
| Science | Targeted intervention in small groups or 1:1 as needed | Small group, one on one | During the school day and during Extended day |
| Social Studies | Targeted intervention in small groups or 1:1 as needed | Small group, one on one | During the school day and during Extended day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At risk counseling is offered to students who need additional support. We also have Peer Mediation where 18 students were trained and our supervised by clinicians to provide mediation to children in conflict during recess | Our clinical team offers a variety of support structures from push in to pull out. One on one and small groups. In addition we have two divorce groups for K, 1, 2 and 3 grades, a bullpen group for boys in grades 4 and 5, and an empowerment group for girls in grades 2 and 3 | During the school day and during recess |

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

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

TA Schools Only

Use of Program Resources

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

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).

**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. PS6 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;
- 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 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 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;

II. PS6 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 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., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. PS6 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 02 | Borough Manhattan | School Number 006 |
| School Name Lillie Devereaux Blake | | |

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 Lauren Fontana | Assistant Principal Amy Santucci |
| Coach Barbara Rosenblum | Coach Jane Galasso |
| ESL Teacher Marisa Moss | Guidance Counselor Jessica Underwood |
| Teacher/Subject Area Melissa Ross/ICT | Parent type here |
| Teacher/Subject Area Rachael Martindale/SETSS | Parent Coordinator Pam Fuchs |
| Related Service Provider Melissa McDermott | Other |
| Network Leader(Only if working with the LAP team) Yuet Chu | Other |

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. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | 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) | 757 | Total number of ELLs | 14 | ELLs as share of total student population (%) | 1.85% |
|--|------------|----------------------|-----------|---|--------------|

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 <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Pull-out | 1 | 1 | 1 | 1 | 1 | | | | | | | | | 5 |
| Push-In | 1 | | 1 | | 1 | | | | | | | | | 3 |
| Total | 2 | 1 | 2 | 1 | 2 | 0 | 8 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 14 | Newcomers (ELLs receiving service 0-3 years) | 14 | ELL Students with Disabilities | 0 |
| SIFE | 0 | ELLs receiving service 4-6 years | 0 | Long-Term (completed 6+ years) | 0 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Total | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

Number of ELLs who have an alternate placement paraprofessional:

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 |
| French | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Spanish | | | | | | | | | | | | | | 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 | | 1 | | 1 | | | | | | | | | | 2 |
| Chinese | | | | | 1 | 1 | | | | | | | | 2 |
| Russian | | | | | 1 | | | | | | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | 2 | 1 | | 1 | | | | | | | | | | 4 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | | 2 | | 2 | | | | | | | | | 5 |
| TOTAL | 3 | 2 | 2 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

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) | 1 | 1 | 1 | | 1 | | | | | | | | | 4 |

| 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) | | 1 | | 1 | | | | | | | | | | 2 |
| Advanced (A) | 2 | | 1 | 1 | 3 | 1 | | | | | | | | 8 |
| Total | 3 | 2 | 2 | 2 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

| 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 | | 3 | | | 3 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 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 | 1 | | | | 2 | | | | 3 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 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 | | | | | | | | | 0 |
| 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.
The New York City performance assessment to assess ELA literacy skills is used. P.S. 6 uses the TCRWP to assess all students throughout the year to check in with the literacy skill levels. The ELL teacher can access students' LAB and NYSESLAT scores through ATS to determine the breakdown of those test results. By analyzing the "Exam History Report," we can also see patterns of individual student performance. This is very helpful when it comes time to group the classes and also to see what areas need improvement. P.S. 6 also includes the use of TC running records, and the TCRWP assessments. We use results of these various assessments to implement specific interventions to ELLs that may have certain areas that require attention prior to the NYS exams. If a student needs additional help with scope and sequence, the classroom teacher and ESL teacher may collaboratively plan accordingly.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Certain information is revealed by the data patterns across proficiency levels and grades. Most of the students in the school are either intermediate level or advanced. It appears that the younger the students are, the more likely they are to be beginners and intermediate level. The upper grades indicate intermediate or advanced standing. Only when there is a new student in an upper grade are there scores that qualify as beginners. It looks like there is generally an equal distribution of Beginning, Intermediate and Advanced students across all grades. We noticed the weakest area for the ESL students was writing, which revealed that the ESL curriculum will incorporate a program targeted specifically towards writing skills. The strongest area was the speaking and listening, which shows that students are able to communicate and understand spoken English.
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](#))
When reviewing NYSESLAT data, our students are generally performing better in the areas of listening and speaking. Students who received low scores in reading typically had strengths in writing, and vice versa. The patterns across the NYSESLAT modalities (reading/writing and listening/speaking) do affect how the ELL teacher plans instruction. Decisions on how she proceeds with ELL instruction depend on the scores of the ELLs. If a certain group of students excel in the reading areas but not in writing, that class will have a much stronger focus on the writing aspect. The same would be true for a group who expressed low reading scores: that group would then work much more on reading and reading comprehension, and reading for fluency. Individual students who are in similar age ranges are grouped with others who show similar test results, with the exception of Kindergarteners and newcomers. Kindergarten is placed in one group, and newcomers are assigned to those groups who are at the beginning-intermediate stages, and never with advanced.
4. 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?
 4. a. It is difficult to analyze ELL students who are taking tests versus tests in their home language. The only language that allows us to analyze differences at this point is Spanish. The Spanish students who have special needs are having difficulties with tests both in English and in Spanish. Spanish speakers who are in general education and have moved here within the past couple years have more trouble taking tests in English as opposed to Spanish. General Ed students are typically having an easier time in their native language, if not both, while the students with language processing problems or other special needs are struggling in both areas, regardless of language.
 - b. Results from NYC performance assessments, NYS ELA and Math test scores as well as supplemental assessment tools help in planning instruction that targets each student's needs. We support our students by providing a bilingual library, with the second translation available mostly in Spanish, however we do have other languages including Russian, Bulgarian, Chinese and Japanese. We are able to use the internet as a means of translation as well.
 - c. The school learns a lot about students from the various assessments that are given to the students. This shows where individual student strengths and weaknesses lie. This helps show teachers the data needed to modify daily lessons in order to best support each ELL student.
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](#).)

With the multiple means of data that we are able to collect from tests including the NYSESLAT and the LAB-R and assessments including running records and TCRWP, we are able to identify which English Language Learners need additional language support, and in what areas this is needed. As is aligned with the RTI, teachers are able to determine whether or not students are benefitting from the instructional program within a reasonable time. Teachers are then able to build more effective instructional programs for students who are not benefitting, as they will be able to see what specific areas the child needs additional support with. This will also help the ESL teacher design more effective individualized plans for different students. Another part of the data collection process which we believe will help give a clearer picture is to have the classroom teacher and ESL teacher collaboratively assess the student and compare notes and observations. With the additional information and attention to detail there will be a greater potential for effective instructional techniques to support these academically at-risk ELLs. If the classroom teacher and the ELL teacher agree there is need for further evaluation for a student who is not performing as expected, additional interventions will take place, starting with in-class interventions and then outside support from a specialist, if necessary.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We are able to identify how a child's second language development is progressing with the use of the various assessments we employ at school. If a student is a newcomer and has little English, the instructional decisions will be heavily based on vocabulary building as opposed to a more advanced instructional decision, like a lesson teaching grammatical rules and exceptions to the rules. Depending on the level of English the student has, the teacher's lesson will look different. Beginners will have more photos, pictures and manipulatives during their lessons to help engage their memory in different English words for things. However an advanced group will look much different, with a heavier focus on grammar rules and worksheets, reading comprehension and writing skills. English language development is considered in instructional decisions by letting classroom teachers know what each student's developmental stage is. They are given strategies which help them modify their instruction to encourage students' progression. As stated earlier, the use of visual aids, pre-teaching vocabulary and making connections between content areas are some strategies that we implement here.
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?Not Applicable to P.S. 6
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
School leadership and teachers may use the results of the ELL Periodic Assessments. They help provide our teachers and staff with detailed information about our students' strengths and weaknesses in English language development. These tests also serve as a resource to help the ELL teacher better plan for the small-group lessons. By seeing where specific strengths and weaknesses fall, we are not only better able to get the students placed, but we can also focus on problem areas and lean less on the areas they excel in. This is not to say a student who scores high on reading will not be able to read, but that writing will simply take up more of his time than reading will. These assessments are very similar to the NYSESLAT and to the ELA. The school is learning a lot of information about ELLs from all assessments performed. As previously stated, we can see where certain students are falling behind, and we can see where they are excelling. These tests give us an idea of what each student is capable of. This helps all teachers to plan and create different lessons with appropriate amounts of differentiation and scaffolding.

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](#).)
In order to identify whether a student is eligible for ELL services, the first thing we do at P.S. 6 is have the parent(s) fill out a

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

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

2. 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.

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

3. 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 [\[see tool kit\]](#).)

Parents are given a choice to fill out the parent survey and program selection form right after the orientation, or they may take it home to consult with others, and to bring it back exactly 1 week from the orientation meeting. If parents do not return the surveys and forms within one week, the ELL teacher calls home to remind parents to have the forms sent back. Copies of all program selection forms may be found in the ELL office. Additionally, all copies of entitlement and continued entitlement letters, which are sent home at the beginning of September, are also located in the ELL office. In the past few years, most if not all parents have selected the Freestanding ESL option on the program selection form. This makes it very easy to build alignment between parent choice and program offerings, since the program that they always choose is already in effect. No additional steps have been taken at this time to change anything because the #1 choice is, and has been, Freestanding ESL. The three choices in NYC are Transitional Bilingual Education, Dual Language and freestanding English as a Second Language. It is the parent's choice to decide which program they would like for their child and once parent's have decided our school works to get them into the setting they prefer. As noted before, The first ELL parent orientation is during September. The ELL teacher is also available to meet with parents of newly enrolled students throughout the year. Parents are able to learn about the school community, state assessments, and general program requirements. The ELL teacher joins the parent-teacher conferences for all ELL students in order to ensure appropriate support for the child.

4. 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.

The ELL teacher will distribute entitlement letters to parents of students who are eligible for ESL services based on the LAB-R

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

5. 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.

The ELL teacher is in charge of identifying and testing all ELL students in the school. The teacher is responsible for taking the students every day for class so she knows which students need to be tested. At the beginning of each week, the ESL teacher runs the RLER report in ATS to make sure that any new students to the school be tested immediately and, if appropriate, placed into an ESL class. Another thing she does to ensure all students are tested is run the RLAT report every week. This report will show if any new students from other public schools have transferred to the school recently, and what their LAB and NYSESLAT scores are. These scores will help the teacher decide which ESL class is most appropriate for the new student. Once it is time to begin the NYSESLAT test, the ESL teacher sets up a schedule with all classroom teachers of ESL students for the 4 modalities to be administered on four different days. If any student should be absent for the first week of testing, the second week allotted for the NYSESLAT is used for make-up testing.

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. 

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

The program models offered at P.S. 6 are aligned with parent requests. If a parent opts for Dual Language or TBE, the parent coordinator will help the parents tour and select another school that does offer the option they prefer. This year, each of the 5 newcomers' parent's chose freestanding ESL, which was 100% of the newcomers.

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])?

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

a. The ELL instruction is provided mostly through a “pull-out” model. The push-in model is also utilized a few of times per week for beginners. The ELL teacher, the Principal, and other staff members are continuously working to develop a schedule for ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations.

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

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

2. 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)?

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

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

3. 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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that all ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by using the LAB-R and NYSESLAT test scores combined with the assessments performed by the ELL teacher and the assessments by the classroom teacher. The classroom teacher assesses the student's reading and writing on a consistent basis, and the ESL teacher measures speaking skills and listening skills in accordance with reading and writing. Reading and writing are constantly being practiced and monitored in both the classroom and ESL class. Listening and speaking skills occur naturally in the classroom while being monitored and checked in the ESL room throughout the year. The changes and progress are recorded on student report cards and also discussed during parent teacher conferences.

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).

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

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

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

c. For the ELLs who have been in the US for over 4 years, the lessons are very different than the ones for newcomers. These ELLs work mostly on reading and reading comprehension as well as essay writing and general writing and editing. However, we support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

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

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

Former ELLs at times need to be screened further to determine whether or not they have special needs, like help in reading or math outside of being English Language Learners. The math coach will assess students who are struggling with the math concepts, and the reading and literacy coaches will assess ELLs and former ELLs to determine if they should be receiving additional services in these areas as well as ESL. If they are deemed eligible by the interventionists, then they will have AIS to serve their needs in either, or in some cases both areas. The ELL teacher always meets with the current teacher of her former ELL to discuss possible at-risk services. If both teachers agree that it would be appropriate and beneficial to the student, the former ELL will be taken again the following year to receive at-risk services with the ESL teacher.

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?

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| 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 |

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

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

One way we can tell that the ESL program is effective is by looking at the passing rate for ELLs who take the NYSESLAT. Over the past few years the passing rate has been between 30-40% of all ESL students on this exam. This is an appropriate and strong indicator that the program is effective. The current program is meeting the needs of ELLs in both content and language development. This is evident in the assessments administered by both the ESL teacher and the classroom teacher and is also evidenced by the ELA scores which show progress. Samples of student writing are kept on file in both classrooms and evidence of the writing samples is also sent home so that parents may also track progress.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

We will determine whether we will continue the use of the Wilson Foundations program that is currently weaved into the ESL program, as the program is currently implemented by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students. The data that supports this potential move is the repetitive nature in the Wilson reading system. Wilson is a very strictly formulated curriculum, and with the implementation of this reading system into the classroom, the ESL program may need to change or work around what's being done in the classroom in order to provide maximum opportunity for learner growth.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The students are supported in helping them bridge their prior knowledge from a variety of cultures, by utilizing math and content supports. For example, many students who have been exposed to math in different cultures find it easier to explain their understanding while using blocks and other math manipulatives, as well as science concepts. Native language support is delivered differently in each group. For the upper grades, we do a study unit on home country holidays. We have students choose their

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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.

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

18. What language electives are offered to ELLs?

French club is available to any and all students who want to join, grades K-5.

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 to P.S. 6.

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. Staff development is important for teachers of ELLs at our school. The ELL teacher and any other teacher who would like to participate, take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the network and other related workshops. The ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. This past summer, our ESL teacher attended a professional development workshops focused on supporting ELLs in various content areas. The ELL teacher was then able to provide a turnkey training and informational session to relay the information to teachers of ELL students.

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

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

3. The ESL teacher holds informational meetings for parents and also for other staff interested in attending. The ESL teacher works closely with both the guidance counselor as well as the parent coordinator to help with middle school applications and letting parents know what their options are (through the parent coordinator). The ESL teacher may be of assistance in writing letters of recommendation. The ESL teacher also explains to teachers and the guidance counselor the advantages an ESL student will have applying for middle school, and the advantages that will be available to them once they are in middle school (i.e. extended time, separate location, directions read and reread, etc. for state testing) The ESL teacher must also help parents and guidance counselors and all other persons who help with middle school applications aware of the fact that they must check that their student is an ELL.

4. There is a minimum of 7.5 hours of ELL training for all staff. We have records to maintain these requirements which have been met. During the professional development days, when students are not in attendance, there is a certain amount of time allotted for ESL information and training. This can last between one to two hours, depending on the session. By the end of the school year, we have met or have exceeded the 7.5 hours assigned to ELL training. Some of the training may come from the ELL teacher from network meetings, and some of it may come from APs. Teachers are given important information, including testing accommodations, ways to provide scaffolding and differentiated instruction to ELL students in the classroom, math word problems, etc. Some examples of topics from this year include how to work with newcomers in the classroom, supporting different content areas with newcomers and also ELLs with special needs. Last year we completed a series of professional development units. Those focused on three major components: how cultural differences affect both teaching and learning, scaffolding techniques for classroom activities as well as a section on SLA (Second Language Acquisition) and vocabulary development.

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. The parent involvement level at P.S. 6 is extremely high, whether or not it is concerning the parents of ELLs. Even parents of English speaking children contribute to ELL students needs. For example, they will donate books that the ESL teacher might have asked for, or put educational material or books into her room for her to see if it might be useful for the students. Parents of ELLs are also highly active. There are a few who are PTA members and a few who volunteer their time occasionally to help at school. At the ELL Orientation meeting at the beginning of the year, many parents had conversations and exchanged numbers so they may be in contact with each other as well. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school. Some activities that all parents, including parents of ELLs, are involved in are Publishing Parties, Parents as Learning Partners the last Friday of each month and PTA meetings. Parents receive notification of the above mentioned activities via backpacked letters home and the school website. These letters are translated into the preferred home language.

2. We encourage all students to participate in one of many after school programs (i.e. after school programs, Gill Sports, Manhattan Youth, etc) however at this time there are no workshops specifically targeted for parents. The school does not receive Title III funding, which would be a way to finance such programs. The director of the after school sports is bilingual. Whenever there are any workshops provided to parents, translation is offered through the NYCDOE Translation and Interpretation Unit and/or staff members who speak the language.

3. In order to evaluate the needs of the parents, the classroom teachers as well as the ESL teacher are in constant contact with these parents. As stated earlier, the first time the parents register their child at school they are given a home language survey which lets the school know what languages are spoken by the child, and what is predominantly spoken in the home. The home language is entered into the ATS system so that the ELL teacher and secretary and parent coordinator may all access a list of languages other than English whenever it is relevant. The parents have all of the teachers' phone numbers and email addresses in case they should ever need to get in touch to talk about a concern or to ask a question. Parent-teacher conferences are held, and in many cases, follow-up meetings are held with parents after each parent teacher conference to check up on student progress and parent thoughts. During parent teacher conferences we sometimes have translators in the room with parents who would like one. In low-incidence language, if we are unable to find an individual to come in and assist, we will utilize the DOE translation system via a phone conference. The needs of the parents are assessed by handing out surveys at the beginning of the year to parents. Throughout the year the PTA accepts any suggestions or needs that parents would like to share via a comment/suggestion box. Translations are available in this form. Workshops are also provided.

4. P.S. 6 has parental involvement activities, which address the needs of the parents as well as the children. We have several occasions when the parents are invited into the school to partake in various activities. If parents have requested that materials be sent home in the home language then these newsletters and documents are translated first and then sent home. We have the semi-annual dance and music performances, grade plays and sidewalk singers, special classroom events and celebrations, like publishing parties, when the parents come in and review student work and celebrate the hard work their children did. Translation is offered through the NYCDOE Translation and Interpretation Unit and/or a staff member who speaks the language. Parents needs include wanting to be involved in the students education, wanting to be in the know about what's happening with their child at school, and outside supports available to them. We provide every type of support a parent could want, with the exception of the after school workshops with Title III funding.

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.

Use of Native Languages and Cultures

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

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

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

Part VI: LAP Assurances

| School Name: <u>Lillie D. Blake</u> | | School DBN: <u>02M006</u> | |
|---|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Lauren Fontana | Principal | | 1/1/01 |
| Amy Santucci | Assistant Principal | | 1/1/01 |
| Pam Fuchs | Parent Coordinator | | 1/1/01 |
| Marisa Moss | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| Melissa Ross | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| Barbara Rosenblum | Coach | | 1/1/01 |
| Jane Galasso | Coach | | 1/1/01 |
| Jessica Underwood | Guidance Counselor | | 1/1/01 |
| Yuet Chu | Network Leader | | 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: 02M006 School Name: P.S. 6, Lillie D. Blake

Cluster: 1 Network: 103

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

Part A: Needs Assessment Findings

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

The language needs of the parents at P.S. 6 are identified using a variety of methods during interactions with parents. First we manually go through the HLIS of all new registrants to determine which new admits speak another language. Additionally ATS (Report RHLA) and CAP are consulted for initial identification of home languages other-than-English spoken by parents of our students. Language Translation and Interpretation needs are as follows;

Albanian-1

Arabic-1

Bulgarian-3

Burmese-1

Chinese-3

Chinese/Any Spanish-1

Dutch-1

French-5

Greek-2

Hebrew-1

Italian-5

Japanese-2

Mandarin-3

Mossi-1

Pashto-1

Polish-1

Portuguese-1

Romanian-1
Russian-6
Spanish-10
Swedish-2
Turkish-1

Teachers and administration notify ELL teachers if there is a need for translation services. Appointments are made for translators if they are needed. The parent coordinator at P.S. 6 also has a running file on all present and previous P.S. 6 parents and contacts that speak other languages, and their contact information as it is needed. These volunteers are useful with both written translation as well as oral interpretation. In addition, we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved.

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

Our school has a diverse range of languages. Currently there are over 23 different languages represented in our school. Findings are reported on a regular basis at parent orientations and staff development meetings. Additionally, the home language identification survey is quite useful in determining who may need written or oral translations as well as what languages are needed. Currently, ELL's make up about 1.85% of our schools population, so written and oral translation service needs are low, which makes the services easily provided.

Part B: Strategies and Activities

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

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

scheduled parent meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

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

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

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

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