



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** THE WEST FARM SCHOOL  
**DBN (i.e. 01M001):** 12X006  
**Principal:** JULIET YOUNG  
**Principal Email:** JYOUNG6@SCHOOLS.NYC.GOV  
**Superintendent:** MYRNA RODRIGUEZ  
**Network Leader:** PETRINA PALAZZO

**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
Juliet Young	*Principal or Designee	
Angelique Contes	*UFT Chapter Leader or Designee	
Doris Cornela -Dejesus	*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	
	Member/ Parent	
Chareese Falcon	Member/ Parent t	
Dana Hall	Member/ Teacher	
Barbara Luboja	Member/ Teacher	
Maria Lugo	Member/ Teacher	
Brinnia Rodriguez	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 12X006

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	616	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2013-14)					
# Visual Arts	37	# Music	26	# Drama	N/A
# Foreign Language	N/A	# Dance	34	# CTE	N/A
School Composition (2012-13)					
% Title I Population	90.6%	% Attendance Rate			88.6%
% Free Lunch	94.8%	% Reduced Lunch			2.4%
% Limited English Proficient	13.3%	% Students with Disabilities			18.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.5%	% Black or African American			23.5%
% Hispanic or Latino	73.7%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.4%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.19	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.6%	% Teaching Out of Certification			3.3%
% Teaching with Fewer Than 3 Years of Experience	32.8%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.3%	Mathematics Performance at levels 3 & 4			9.6%
Science Performance at levels 3 & 4 (4th Grade)	84.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP				
<b>Describe the strengths of your school's 12-13 SCEP.</b>				
The strengths of the school's 12-13 SCEP were				
<ul style="list-style-type: none"> <li>• Increase in structured and routine professional development throughout the year</li> <li>• We utilized common assessment tools for teachers and student</li> <li>• We included additional afterschool programs for our ESL students</li> <li>• There were additional resources to purchase instructional materials for students</li> </ul>				
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>				
There areas of improvement for 12-13 SCEP were:				
<ul style="list-style-type: none"> <li>• Using outdated data sources for developing the SCEP (JIIT)</li> <li>• Having to use and schedule funds prior to completing the CEP</li> <li>• Distributing the work to SLT and editing it multiple times with the track changes tool</li> <li>• Distinguishing the SCEP to the Quality Review and the PPR Goals</li> </ul>				
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>				
Some of the barriers and challenges encountered while developing the and implementing 12-13 SCEP were				
<ul style="list-style-type: none"> <li>• Communicating and connecting the SCEP goals to each school-wide task</li> <li>• Appropriately coding the proper budget sources</li> <li>• Coordinating and scheduling the allotted parent and external professional development sources</li> <li>• Progress monitoring and recording was a challenge</li> </ul>				
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>				
The 12-13 SCEP was successfully implemented to a moderately strong degree				
<ul style="list-style-type: none"> <li>• 3 of the 5 goals were strongly met in last year's SCEP</li> <li>• We received substantial support and feedback from our network</li> </ul>				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		<b>Yes</b>	x	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>				
<ul style="list-style-type: none"> <li>• While all teachers received professional development for 1E planning there is a still great need to support the multiple learning styles of all students, through differential planning</li> <li>• While we planned for 10 parent workshops we were only able to complete 7 due to rescheduling or very poor attendance</li> </ul>				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	<b>Yes</b>		<b>No</b>

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
We have 3 new city-wide initiatives including ADVANCE-Teacher Evaluations, Ready Gen and Go Math The school will undergo a major learning phase of these new programs and make necessary adjustments as we move throughout the school year				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
The achievement targets for the identified sub-groups (ELL) and all identified sub groups are:				
<ul style="list-style-type: none"> <li>• Oral Language development through Questioning and Discussion Techniques</li> <li>• Vocabulary Development through the Data Inquiry Process</li> <li>• Multiple entry points strategies to engage students in learning</li> </ul>				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
The school leaders will communicate with school staff and the community through				
<ul style="list-style-type: none"> <li>• Weekly Staff Letter</li> <li>• Monthly Staff Newsletter (Paper and Electronic Forms)</li> <li>• Weekly Grade Leader meeting</li> </ul>				

- Monthly Staff Conferences
- Thirsty Thursday Professional Development Sessions
- Lunch and Learns
- Monthly Parent Meetings
- Ongoing Phone Messenger System

**Describe your theory of action at the core of your school's SCEP.**

- If there is consistent professional development, collaboration, leadership development and parent engagement then student outcomes will improve.
- Partnering with Buddy Schools and exchanging best practices

**Describe the strategy for executing your theory of action in your school's SCEP.**

- Developing a school wide schedule that promotes collaboration on each grade
- Develop weekly on going professional development sessions afterschool
- Provide afterschool programs with reduced class sizes
- Providing parent involvement activities

**List the key elements and other unique characteristics of your school's SCEP.**

- We promote and focus on the positives through our mission statement, PBIS program and leading by example
- We are developing leaders of learning
- We have a growing student council that major role in student leadership
- We promote reading and the love reading through monthly Electronic Readers for outstanding attendance

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

- We are currently support the work of 4 staff members who are on track for obtaining degrees in administration
- We hold weekly Administrative and Instructional Cabinets Meeting which serve to check points for our instructional goals feedback opportunities and determine professional development needs

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Enhancing teaching strategies including question, scaffolds and routines to provide multiple entry points, challenging tasks for all students resulting in closing the achievement gap .

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>2.2 School leader’s vision</b>	<b>x</b>	<b>2.3 Systems and structures for school development</b>
<b>x</b>	<b>2.4 School leader’s use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

By June 2014 75% of teachers will progress within or advance to the next competency rating in 3C Engaging Students in Learning as measured by the Charlotte Danielson Framework.

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**
  1. Various professional development session for all teachers: 10 Professional Development session Specifically on 3c- Engaging Students in Learning
  2. Monday morning Principal and Instructional Cabinet Meetings to determine school, grade and individual professional development needs
  3. Wednesday morning ELL Team Meeting with Network Support to identify, analyze data, implement strategies and track progress of ELLs
  4. The ELL Team Members present ESL strategies at grade level PLT to share ESL strategies and best practices
  5. Go Math Consultant will provide monthly PD for Math Leadership Team members on technology based instruction, Think Central, MegaMath and other components of the Go Math Curriculum
  6. Lunch and Learns given by teachers leaders
  7. Thirsty Thursdays Professional Development Series : Danielson 3c Engaging Students in Learning
- **Key personnel and other resources used to implement each strategy/activity**
  1. Administrators, Network Specialist, Instructional Team Members, Grade Leaders, Other Teacher Leaders
  2. Administrators ,Network Specialist, Instructional Team Members
  3. Math and ESL Consultants, ELL Team Members , Teacher Leaders
  4. ELL Team Members
  5. Grade Leaders , Other Teacher Leaders
  6. Teacher Leaders; Turn -keying External PD and resources
  7. Staff Developer and Teacher Leaders
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  6. School Net Student Day Data
  7. ADVANCE: Teacher observation reports
  8. TCRWP- Assessment Pro Data- Student Running Record
  9. Teacher Feedback Forms
  10. Teacher Survey
  11. Student Survey
- **Timeline for implementation and completion including start and end dates**
  1. All -September 2013- June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School-wide Professional Development Calendar will be created by December 2014
2. School-wide Programming will have a set schedule for PLTs, Common Planning Time, PD with Consultants and School Specialists
3. Thirsty Thursday will take place twice month after school
4. CIE Team Meeting will take place weekly on Monday starting in December
5. Other Resources: Network Learning Series, Purchase of (15 ) Reading A-Z Licenses, (110) Imagine Learning Licenses, (120 )Laptop Computers ,
6. Per Diem Subs – 2 Substitutes per week over 10 month period
7. Math Literacy Consultants 30 Session over 10 month period
8. Supervisor Per Session 2 Supervisors 2x per week over 10 months

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>x</b>	<b>PF AIS</b>	<b>X</b>	<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There were ELLS and there were few vocabulary acquisition and entry points into the lesson in most classrooms

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
<b>x</b>	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014 there will be a 5% increase of all ELL students to Level 3 or 4 as measured by the NYS ELA Exam

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Provide multiple support for language development: Target select ELL students for grade level inquiry study –focusing on vocabulary development ( pushing and in class teacher support)
  2. Provide Afterschool Programs, ESL Academy for all ELL students , Lighthouse Academy for ELL students taking the state ELA exam
  3. Provide additional technology to support interactive and engaging language development instruction
  4. Teachers will receive regular ESL professional development support by in-house and external supports at PLTs and other formal structures
- B. Key personnel and other resources used to implement each strategy/activity**
1. The ELL Team members, Network Support Specialist , Administration, Citywide Instructional Expectation ( CIE)Team Members
  2. Certified Teachers for the Afterschool Program, targeted professional development
  3. Technology Specialist to provide PD for teachers; Imagine Learning, Ready Gen, Hot Topics, Go Math
  4. ELL Team Members, Network Specialist Administration
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Design and administer pre and post test for Data Inquiry students for each learning target ( Approximately every three weeks)
2. Students will take pre, mid and post simulation assessments prior to NYSELAT testing; TCRWP-Assessment Pro Data will be used to determine growth 4 times per year;
3. Imagine Learning – Individualized Online Data tracking system are reviewed once per month
4. Formal and Informal Observation will be use to determine teacher effective of curriculum

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

1. December 2013 -May 2014
2. January – May 2014
3. January – June2014
4. November- June 2014

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

1. Inquiry work will take place with students 3 times per week; teacher collaboration, research and planning will take weekly on Thursday; CIE Team support in adjusting new ELA and Math programs
2. After school Programs will be held Mondays for ESL Academy; (13 weeks) Teacher Per Session : 3 Teachers 2-hr sessions 1x per week; Tuesday s and Thursdays Lighthouse Academy (13 Weeks) Teacher Per Session: 11 Teachers 2-hr sessions 2x per week
3. EL Teatro (13 weeks) Teacher Per Session :3 Teachers 2-hr sessions 2x per week
4. Classroom teacher s (34)will each receive 2-5 additional lap tops to support technology based instruction

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF ELT	PF Inquiry Teams	x	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI	x	PF Supporting Great Teachers & Leaders	

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Enhance teaching strategies including questioning, scaffolds and routines to provide multiple entry points and challenging task for all students

<b>Review Type:</b> QR	<b>Year:</b> 2012-2013	<b>Page Number:</b> 4	<b>HEDI Rating:</b> D
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

By June 2014 75% of teachers will show progress within or advance to the next competency in 1E – Designing Coherent Instruction as measured by the Charlotte Danielson Framework

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 engage in collaborative inquiry work regularly : Data Inquiry Work in vocabulary development on a weekly basis

2. Teachers will look at student work monthly to determine groups and strategies for next steps in ELA and Math using a common protocol
3. Teacher will assess using common assessment to determine grouping and growth and next step strategies – (TCRWP Running Records), Baselines
4. Teachers will receive at least 4-6 observations to determine effectiveness of teaching planning and teaching practices
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Primary Inquiry Team, Administrators, Network Support, Literacy Coach /Staff Developer, Math Consultant
2. Grade Level Teacher , Staff Developer, Administrators, Network Support, Math Consultant
3. Data Specialist, Administration , Teachers
4. Administrators , Staff Developer Teacher Evaluation Coach
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. The goal for each learning target is 90% achievement after a 3 week learning cycle using pre and post tests
2. A monthly review of student outcomes by grade and individual teacher
3. TCRWP Running Records at least 4 times per year), Baselines, Performance Task per Module (Ready Gen and Go Math)
4. Provide teachers with timely feedback ( within 48 hours) following observations
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Inquiry Work Learning Targets Timeframe: 12/6-12/20,1/2-1/17, 1/21-1/3, 2/7-2/28, 3/3-3/14, 3/17-3/28
2. Monthly Starting November 2013- June 2014
3. School wide Running Record Data Collection September, November March June; Performance Task s Post ELA and Math Module
4. Teacher Evaluation September - April 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Data Inquiry Team Meetings are held on Thursdays 2:20PM
2. The first PLT of the month is dedicated to looking at student work products
3. Common planning time is provided 3-5 times a week for each grade; per session scoring and planning time is allotted monthly ( 10 teachers)
4. An internal electronic Observation Calendar is in place to norm, monitor , track, teacher observations

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
<b>x</b>	<b>PF AIS</b>	<b>x</b>	<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The response to the question "At my school ...order and discipline is maintained received 6.3 out of 10 points			
<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013
<b>Page Number:</b>	1	<b>HEDI Rating:</b>	n/a

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>x</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014 there will be a decrease of level 3 and 4 infractions as indicated on the Online Occurrence Reporting System	

**Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Review and enhance current PBIS efforts at weekly PBIS meetings</li> <li>2. Refine RTI Behavior System to support targeted students needing Tier 2 and Tier 3 Interventions</li> <li>3. Track student infractions in SWISS data tracking system</li> <li>4. Provide additional incentives for positive behaviors- Lighthouse League Clubs</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. PBIS Team Members, Administrators, School Aides, Teachers, Network Specialist</li> <li>2. District, Network and School level specialist with implementing RTI supports for teachers</li> <li>3. Data Specialist and PBIS Data Point Person</li> <li>4. PBIS Team Members, Parent Coordinator, Family Worker, Teachers, Administrators</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Review SWISS data every two months to highlight patterns</li> <li>2. Use review RTI data to determine student progress</li> <li>3. Review OORS data every three months to track the progress of identified students and school-wide behavioral data</li> <li>4. Provide students with opportunity to make purchases at the BRIGHT store 2 times per week, Compete in the POL Competitions weekly, Participate in the club of their choice on Fridays</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013- June 2014</li> <li>2. October 2013 - January2014</li> <li>3. January 2014- June 2014</li> <li>4. December 2013 – June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Weekly PBIS meetings on Tuesday</li> <li>2. Weekly PBIS meeting on Tuesday</li> <li>3. Every three months 3 times per year</li> <li>4. The B.R.I.G.H.T. store opens Monday and Fridays during lunch periods, POL Competition weekly on Wednesday s , Lighthouse League Clubs ,-Fridays Periods 7 and 8 Recourses will be needed to incentive items for The B.R.I.G.H.T.Store and supplies for clubs</li> </ol>

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
On School Learning Environment Survey 35% of parents agreed to the question: Teachers and staff treat students unfairly due to racial, cultural or other biases							
<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	NA

**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>	<b>x</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

By June 2014 the school will provide at least 10 culturally responsive activities that parent may engage in

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Cultural Activities: Heritage Day, Fashion Show, Cultural Show and Tell
2. College and Career Day Activities: Parents Stories- A Pathway to CC,
3. Parent Selected Workshops:, Attendance, Good Touch Bad Touch, Understanding IEPs, Common Core Math and ELA , Preparing for State Exams, Learning Leader Training, Healthy Living, ESL Support, Transitioning to Middle School
4. Learning Leaders

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

1. PA, Parent Coordinator, Parents, Local Community

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

1. Attendance; Written Feedback Forms Parent Surveys, Selection Forms
2. Attendance, Written Feedback Form Parent Surveys, Selection Forms
3. Attendance, Written Feedback Form Parent Surveys, Selection Forms
4. Attendance, Written Feedback Form Parent Surveys, Selection Forms

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

1. May June
2. January/ February
3. December – June
4. December -June

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

1. Time Space; Incentives;
2. Time Space; Incentives; Officials from targeted organization
3. Time Space; Incentives;

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Foundations /Wilson Program	Small Group	During the School Day
	F&P Leveling System	Small Group	During the School Day
	Guided Reading	Small Group	During the School Day
<b>Mathematics</b>	Problem Solving Strategies	Small Group	During the School Day
<b>Science</b>	Science is integrated in Literacy Instruction	Small Group	During the School Day
<b>Social Studies</b>	Social Studies in integrated in the Literacy Instruction	Small Group	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Human Relations Facilitator roles has been established to improve school environment, by leading efforts to develop PBIS- a school-wide behavior modification program, mediate student conflict, manage lunchroom and other supports	Whole –Group Small- Group One-to-one	During the School Day

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

8. All elements of the *All Title I Schools* section must be completed\*.
8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
9. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Methods for recruiting include:  Internal Referrals from Effective teachers  Teach for America Partnerships  Job Fairs  NYCDOE Select Recruits

**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).
All teachers receive professional development through weekly PLT sessions led by Literacy Coach, Consultants, and Network Specialists, and lead teachers  Highly Qualified Teacher continue to receive professional development  "Go Math and Ready Gen" Consultants ( On and off site)  Math Consultant  Special Education Network Consultant  Various Network Consultants  New Teacher Mentor Program (In-house)  Literacy Coach

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success

**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.).

We use K curriculum with PK teacher to better prepare students for K  
PK teacher go to professional development session 4 times per year  
Communicate upcoming information relate to PK and K transitioning  
PK moving up ceremony

**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.

Instructional Team meeting  
Grade leader meeting  
Math Leadership Team  
Data Inquiry

**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.

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**Parent Involvement Policy (PIP) Template**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - 1. Learning Leaders: Parent Literacy Workshop-offered by grade, School computers to support accessing ARIS.
  - 2. Dial-A-Teacher workshop
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
  - 1. PA board meetings
  - 2. Dial-A-Teacher workshop
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
  - 1. Trained on using ARIS
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- Open house: introduction to City-Wide Instructional Expectations and CCLS presented by principal
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
  - 1. All official communication is dual language
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
  - 1. Learning Leaders training: parents are trained and assist in providing workshops to the community.
  - 2. Learning Leaders: Parent Literacy Workshop, Strong Fathers Strong Families

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of

the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

Administrators will:

- communicate school goals
- demonstrate high expectations for all members of the school learning community
- ensure teachers are provided with target training, receive time to collaborate plan and assessment for great student achievement
- conduct observation with actionable feedback to support student achievement

Teachers will

- demonstrate high expectations for all students
- show growth in Danielson teacher performance will demonstrate knowledge of content and pedagogy in order to better engage their learners
- participate and take an active role in training, planning, executing meaningful and measurable lesson for all students
- track student progress in relationship to Common Core Standards
- communicate regularly with parent to discuss student progress

*Support home-school relationships and improve communication by:*

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

### III. Student Responsibilities:

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

#### **SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

**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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>006</b>
School Name <b>Public School 6</b>		

### 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 <b>Ms. Juliet Young</b>	Assistant Principal <b>Ms. Susan K. Aker</b>
Coach <b>Ms. Dadrie Rochester</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Laura Dellatte</b>	Guidance Counselor <b>Dr. Judith Teng</b>
Teacher/Subject Area <b>Ms. Dana Hall/Grade 4</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ms. Allison Palmer, Grade 2</b>	Parent Coordinator <b>Ms. Carmen Valle</b>
Related Service Provider <b>Ms. Irasema Alvarado</b>	Other <b>Ms. Ana Rodriguez Lugo</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>670</b>	Total number of ELLs	<b>71</b>	ELLs as share of total student population (%)	<b>10.60%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
SELECT ONE	12	11	12	6	15	15								71
SELECT ONE														0
<b>Total</b>	<b>12</b>	<b>11</b>	<b>12</b>	<b>6</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>71</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	1

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	53	0	3	17	1	5	1	0	0	71
Total	53	0	3	17	1	5	1	0	0	71

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	10	10	11	5	15	14								65
Chinese														0
Russian														0
Bengali	2													2
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1		1								3
<b>TOTAL</b>	12	11	12	6	15	15	0	0	0	0	0	0	0	71

## 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)	4	2	3	1	3	1								14

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	6	7	2	3	7								26
Advanced (A)	7	3	2	3	9	7								31
Total	12	11	12	6	15	15	0	0	0	0	0	0	0	71

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	13	5	1	0	19
4	14	1	0	0	15
5	15	1	0	0	16
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	12	1	6	0	1	0	0	0	20
4	13	1	3	0	0	0	0	0	17
5	12	2	0	3	0	0	0	0	17
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.

Public School 6 uses the TCRWP to assess the early literacy skills of ELLs. The insights that data provide for our ELLs correlate with Listening, Speaking, and Reading scores on the NYSESLAT. Our newcomers, identified as students with 0 – 3 years in the United States and SIFE students, along with ELL students entering Kindergarten may recognize vowels, but have difficulty identifying their sounds corresponding to English. Consonants with same sounds (examples being 'c' and 'k') are not recognized. Thus, it would be beneficial for our ELLs to receive intense instruction in letter sounds and print concepts.

As a school, we have noted that our ELLs who have been in the United States and educated in Pre-kindergarten and Kindergarten show a 50% understanding of alphabet letter identification and sounds at the beginning of the first grade school year. The 50% recognition of the alphabet can be attributed to reading loss over the summer months. Second grade ELL students, educated in Pre-kindergarten/Kindergarten and first grade recognize 85% of letters and sounds. Some loss may be attributed to infrequent summer reading. However, it has been noted during reading assessment that students apply strategies learned in first grade for print concepts. Second grade students educated in the United States show an approximate 40% retention for high frequency words, but start the school year at least one (1) level below the previous school year's end-year assessment.

The data will inform the school's instructional plan as follows:

- As per CR Part 154, students with Beginning, Intermediate, and Proficient NYSESLAT scores will receive tailored instruction from ESL Providers utilizing 180 to 360 minutes. This will be done through the 'Push-in' model.
- Classroom teachers and ESL Providers will continue to articulate about student data, strategies, and methodologies for reaching all students.
- Use auditory, visual, and tactile methods to reach students through a research-based program (Foundations).
- Continue to use successful ESL methodologies for listening, processing information, and speaking. Examples include 'turn and talk'; 'think/pair/share'; and build on student's prior knowledge.
- Engage students in small group instruction tailored to their instructional needs.
- Differentiate instruction for students based on student data.

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

The data patterns across proficiency levels on the NYSESLAT show that approximately 30% of our students in Grades K - 5 improved in their speaking, from Intermediate to Advanced and Advanced to Proficient. Traditionally, K - 5 students have done well in listening (Intermediate and Advanced) and continue to show gains in this area. Grades 3 - 5 students made a 10% gain in reading and writing on the NYSESLAT. The LAB-R, administered to students in K - 5 who are new to New York City Schools, continues to show that ELLs need Listening and Speaking strategies to improve their comprehension and language skills.

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](#))

A significant number of students made gains in the areas of listening and speaking which are attributed to the following practices: 'think/pair/share,' 'turn and talk,' and accountable talk. These practices will continue in K - 5 classrooms, as ELLs will be given opportunities to listen to and to share their learning with students on diverse ELA levels. Students in Grades 3 - 5 are assessed annually in the NYS ELA. In 2013 the Common Core Standards in Reading and Writing were aligned to the NYS ELA. Thus, we found that students must apply strategies in analyzing and answering questions found on the ELA through 'deep reading' of passages and justification of details found in passages via their written responses. Teachers must therefore use the Common Core Standards in their planning and preparation (Domain 1: Planning and Preparation - Danielson Framework for Teaching) and differentiate instruction so that all students are well versed in reading deeply and justifying their responses with details. (3c: Engaging Students in Learning - Danielson Framework for Teaching. In making instructional decisions, we assess student outcomes, meet in teams to analyze student work, decide on best instructional strategies to meet students' needs, and implement strategies. We re-teach concepts, administer a formative assessment, and analyze results. For those students who show understanding, we move on to the next teaching objective. For those students who need support, we instruct them individually or in small groups.

The Annual Measurable Achievement Objectives (AMAOs) are modified annually based on the data as well as the number of ELLs and the bottom 1/3 of our student population. For AMAO 1: The school notes annual increases in the number or percentage of ELLs making progress in learning English in advancing one overall proficiency level on the NYSESLAT between two consecutive years, maintain the same proficiency level, and make a total scale score gain of 43 points between 2 years, score at Level 2 (Intermediate Level) or above on the NYSESLAT - staying on the same level, but progressing from low to middle to high. For AMAO 2, we look at the number or percentage of students attaining proficiency and exiting the program. We want students to attain English language proficiency by scoring at the proficient level on both the Listening/Speaking and Reading/Writing of the NYSESLAT. For AMAO 3, ELL subgroups must make AYP by meeting grade level academic achievements standards in ELA and Mathematics. All identified ELLs in the testing grades (Grades 3 - 5) are included in the calculation of AYP for the ELL subgroup. Former ELLs in two year monitoring status are also included in the calculation of AYP. The focus is to understand the AMAO and how school wide goal is established.

How the Title III AMAO Estimator Tool can help schools make data driven decisions.

The data reveals that seven (7) ELL students have gone up one (1) level from 'Proficient' to 'Advanced.' Due to our speaking initiative implemented during the 2012 - 2013 school year, there has been a 30% increase in students advancing one (1) level higher in listening and speaking (K-5).

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The data patterns across proficiency levels on the NYSESLAT show that approximately 30% of our students in Grades K - 5 improved in their speaking, from Intermediate to Advanced and Advanced to Proficient. Traditionally, K - 5 students have done well in listening (Intermediate and Advanced) and continue to show gains in this area. Grades 3 - 5 students made a 10% gain in reading and writing on the NYSESLAT. The LAB-R, administered to students in K - 5 who are new to New York City Schools, continues to show that ELLs need Listening and Speaking strategies to improve their comprehension and language skills.

ELLs learn core subject mater, skills, and strategies in English and apply their learning during tests taken in English.

b. Students take Periodic Assessments several times throughout the school year to give the school leadership and teachers more information about what students have learned. School Leaders and teachers come together as Professional Learning Teams to analyze student results in order to understand those concepts that need re-teaching. The ESL Team, along with classroom teachers articulate and plan together to incorporate those skills and strategies needed for students. Students receive a formative assessment after the skill/strategy has been taught. It is analyzed by the ESL Team and classroom teachers; a decision is made how to re-teach concepts individually or in small groups.

c. The school has learned that students in Grades 3 - 5 who receive periodic assessments require an understanding of vocabulary in Tiers 2 and 3 in order to comprehend questions and to apply strategies to answer questions correctly. We can further use this information during ESL Provider/classroom teacher articulations to integrate Tiers 2 and 3 vocabulary in core subject areas. We can use native language to teach vocabulary cognates and apply them to classroom and individual word walls, and to align cognates to pictures/photographs.

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](#).)

Public School 6 reviews student data (inclusive of ELLs) throughout the school year to determine guided instruction for all students in Grades K - 5. Student data reveals reading and math levels of mastery; strategies understood and applied for reading text and showing work for math problems. Student writing depicts an understanding of using the English language, as well as applying grammatical concepts. Teachers use student data to inform instruction through teacher observation and anecdotes, formative and summative assessments. We analyze student understanding and actual student work during each phase of the core subject, examples being noting student progress during units of instruction and at the end of each unit. Examples of formative assessments include teacher-based tests, journal writing, Quick Check for Math, and periodic assessments for ELA and Math. Summative assessments

include NYS ELA and Math assessments (Grades 3 - 5); NYSESLAT (K - 5); and TCRWP for primary grades.

The above data guides instruction for all students, inclusive of ELLs. By studying students' instructional needs, the school aligns the Response to Intervention framework to K - 5 students' second language needs. The Core of Instruction (Tier 1) provides instructional support consisting of rigorous and evidence-based curriculum, inclusive of English language development for ELLs. This covers 80% of students' needs, inclusive of ELLs. Tier II, covering 5 - 10% of students (including ELLs) focuses on teachers providing core instruction from rigorous and evidence-based curriculum, in addition to giving students extra attention (example: small group or individual tailored instruction) and differentiated activities. Intensive and individualized instruction make up Tier III instructional support. Here, mostly individualized and small group instruction are carried out for 1 - 5% of students, inclusive of ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

For ELLs, English is considered the second language, and thus, instructional decisions are made according to English language development. In the classroom, teachers and ESL Providers review student data and determine how well students understand and express themselves during classroom instruction through informal teacher assessments, formative and summative assessments. Second language development also includes continuing the school-wide initiative of listening and speaking through 'turn and talk' and 'think/pair/share.' Cognates, Tier 2, and Tier 3 vocabulary are utilized during core subject periods. We teach students those components found in the English language: synonyms, antonyms, homonyms, prefixes, suffixes, base words, etc. that support listening, speaking, reading, and writing. Data from informal and formal sources also serve as indicators for second language development instruction. Informal sources include TCRWP, assessments from Ready Gen Reading and GO Math; research-based data from Foundations (lower grades) or Wilson (upper grades); Imagine Learning English electronic program; the NYSESLAT - student scores indicate beginning, intermediate, proficient, and advanced levels in listening, speaking, reading, and writing; and Periodic Assessments. Formal sources include NYS ELA and Math assessments for upper grades for each academic year.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of programs for ELLs is determined through the following:

Progress Report and Environmental Survey:

The Progress Report grade is based on student progress (60%), student performance (25%), and school environment (15%). Scores are based on comparing results from one school to a peer group of up to 40 schools with the most similar student population and to all schools citywide. Public School 6 uses ELL data to determine growth in student progress, especially in ELA and Math. 10% - 15% of the Environmental Survey make up the Progress Report grade. The school community indicates responses to several key areas, including academic expectations, communication, engagement, and safety and respect. Public School 6 focuses on community perception of programs for ELLs.

Quality Review:

A rating is determined based on effective methods of accelerating student learning. Public School 6 uses data to determine the consistency of instructional practices among grade levels for all students, inclusive of ELLs.

Grades 3–8 State Tests and Adequate Yearly Progress (AYP):

Yearly State tests in core academic subjects assess their mastery of the Common Core Learning Standards. Public School 6 analyzes students' test results to help determine which instructional standards to focus on. The results are then compared to prior years, and, based on state-determined AYP standards, used to determine if the school has made adequate progress towards the proficiency goal.

Annual Measurable Achievement Objectives (AMAOs) are measured at the district level to determine accountability for the performance of ELLs.

NYSESLAT:

A yearly assessment in ELL students' listening, speaking, reading, and writing skills (Grades K - 8) determine how much progress students have made from one year to another year. Comparisons in student growth are also determined by evaluating scores within three (3) years.

Periodic Assessments:

Periodic Assessments predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

## 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](#).)  
When parents register their children for the first time at Public School 6, they meet the Pupil Personnel Secretary, who hands out the Home Language Identification Survey (HLIS) for the purpose of having parents identify the language(s) spoken at home. Parents complete the HLIS, while certified pedagogues in ESL and Bilingual instruction are ready to assist parents, who may have questions or need clarification. Certified pedagogues in ESL and Bilingual Instruction conduct the informal interview with parents and children in English and in the native language. A Language Assessment Battery – Revised (LAB-R) is administered to those students who may be considered English Language Learners. Certified pedagogues review LAB-R scores. If LAB-R scores indicate students as English Language Learners, they are interviewed by licensed pedagogues. Newly admitted students are placed in appropriate grade level classes, where they will receive the appropriate ESL Provider Services. However, for those students whose LAB-R scores signal the possibility of a learning disability, next steps are taken to support students. Note that the English Language Learner Identification Process must be completed within 10 school days of initial enrollment as per CR Part 154.
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.  
The following structures, including the process, outreach plan, and timelines are in place for parents to understand the three program choices:
  - Parent Orientations: Before parents attend an orientation, they are issued Entitlement Letters in English and in their native language explaining the student's LAB-R score, the three selection programs, and an invitation to attend the orientation. At the orientation, parents receive a thorough and research based explanation about the three available programs by qualified and certified staff and administrators who communicate in English and the native language. Included during the meeting is our Parent Coordinator. Note that translators are available for parents who speak their native languages. Parents also view a video in their native languages of the choice process and three programs published on-line by the New York City Department of Education. Then parents can complete Parent Choice Letters and Surveys on the school site. This is done continuously during the school year as newly admitted students are enrolled at the school. Parent Orientations are conducted during different times of the day, including afternoons and evenings. Parent Survey and Program Selection forms are returned in several ways: by the student (in his/her homework folder), by telephone reminders, by the parent in person at P.S. 6X, by the Parent Coordinator who reminds parents during meetings, and by home visits conducted by an administrator, along with qualified and certified staff. Note that records of communication are kept by staff. If a form is not returned, the default program for ELLOs is Transitional Bilingual Education as per CR Part 154.
  - Parent Workshops: Our Parent Coordinator, with the support of qualified and certified staff and administrators, interacts with parents in English and in the native language throughout the school year.
  - By Appointment: Parents can make an appointment with our staff or administration to learn about the three choices of programs throughout the school year. Appointments are made via telephone or letter.
  - Written Communication: Entitlement letters, Placement letters for newly admitted students, Continued Entitlement letters for students who were administered the NYSESLAT, non-Entitlement letters for students identified for students who received and

passed the LAB-R, non-Entitlement /Transition letters for students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT.

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](#)].)  
Entitlement letters are distributed via certified pedagogues to classroom teachers who have newly admitted ELL students (as per LAB-R) on their registers. Students who are newly admitted receive Placement letters. Those students who have taken the NYSESLAT are issued Continued Entitlement letters. Non-Entitlement letters are distributed to students who received and passed the LAB-R. Non-Entitlement /Transition letters are issued to students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT.
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.  
Criteria and procedures are followed to place identified ELL students in Bilingual and ESL instructional programs. Question Number 1, as written above, is dedicated to identifying English Language Learners. Within ten days of the arrival of new students, the LAB-R is issued. If the LAB-R shows that new students are in need of English support, they are placed in an ESL program. Placement of ELL students is not limited to new arrivals. Students who transfer to P.S. 6 from public schools located within the 32 districts of New York City have documentation in their cumulative records. Examples are Home Language Identification Surveys, the LAB-R, and student cumulative records showing promotion status, along with assigned classes. The Pupil Personnel Secretary inputs the OSIS number of a student into ATS and comes up with information regarding placement of the student. For students who come from schools within the fifty states, a telephone call made to the Principal or Assistant Principal of the former school yields information pertaining to placement at Public School 6 (when records or student cumulative resources have not yet arrived at Public School 6).
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.  
School administration, the ESL Team, and the Testing Team refer to the New York State Testing Calendar at the beginning of the school year for dates aligning with all sections of the NYSESLAT. The list of ELLs by grade level is composed and adjusted throughout the school year, as new admits are identified as ELLs during their first ten days at school. Approximately one (1) month before testing, certified pedagogues are assigned grade level students; also noted are room assignments. A memorandum is written by the Principal and shared with administration, the ESL Team, and the Testing Team. The memorandum is adjusted, as needed. Then it is distributed to the school. The assigned dates of testing with align with all sections of the NYSESLAT. Testing procedures are carefully adhered to and carried out. by grade level. Rooms are assigned.
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.   
Based on the Parent Selection Program form, parents of Public School 6 have requested that their children be placed in Free-Standing ESL. Approximately 95% of parents request Free-standing ESL. Therefore, program models offered at school are aligned with parent requests. The school annually has several parent meetings involving choice of program for their children. Certified pedagogues clearly explain the research and differences among the three program choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Push-in Model: The ESL and classroom teachers work together to provide support, modifications, and accommodations with lesson planning, activities, assignments, and projects. Articulation pertaining to student data enables teachers to differentiate instruction for students. Teachers are aware that ESL students receive the mandatory minutes per week according to NYSESLAT scores: Beginners and Intermediate: 360 minutes. Advanced: 180 minutes. For former ELLs (ELLs who have received 'Proficient' on the NYSESLAT), regular consultation between teachers continue. Instructional support in the core subject is given, along with differentiated instruction.
    - b. Homogeneous (proficiency level is the same in each class).
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see

table below)?

a. As per CR Part 154, ELLs in the ESL Program who have scored Beginning and Intermediate on the NYSESLAT receive 360 minutes per week; students with an Advanced score receive 180 minutes per week.

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.

Content areas in the English as a second language model are designed to develop skills in listening, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student's age, grade level, and English language skills, as per the Common Core Learning Standards. Instruction is provided in 45 minute blocks. The following instructional approaches and methodologies support student learning:

- Increase Wait Time: Students are given time to think and process information. More processing time allows students to think about their responses in English.
- Simplify Teacher Language: The teacher speaks directly to the student, emphasizing important nouns and verbs. The teacher may rephrase questions in order to use words that are understood by the student.
- Think/Pair/Share: The teacher will ask a group or whole class a question. Students think about their responses. They pair with a partner (or two partners), then share information aloud. This instructional approach is best done while students are together on the carpet during a Mini Lesson. A similar approach is Turn and Talk. Students turn to partners and take turns sharing their responses.-- Student Communication Other Than Speaking: Students with limited English proficiency can demonstrate comprehension through body language, drawing pictures, manipulating objects, pointing, and gesturing.
- Visuals/Manipulatives: The teacher demonstrates concepts using visuals and manipulatives. Teachers can write about these concepts as words and post them on Word Walls, classroom objects, and the student's personal artifacts, an example being the student's notebook.
- Teach Lessons as Sensory Activities: Give students a chance to touch, listen, smell and taste when possible. Talk about the words that describe these senses as students physically experiences lesson. Write new words as well as say them.
- Build on Student's Prior Knowledge: Through understanding about the student's prior knowledge or previous way of having been taught, students can work on assignments through linguistically easier tasks adapted to the language level. Examples of making assignments 'language friendly' include assigning materials that encourage the student's communication: maps, pictures, charts, time lines, and photographs.

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

Assessments will show growth in Tier 2 and Tier 3 vocabulary by the use of cognates and word walls.

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

ELLs will receive baseline NYSESLAT assessments that measure responses in reading/comprehension, listening, and speaking. Teacher groups will review student data, use instructional techniques and methodologies to support students' areas of concern, and assess progress throughout instruction. At the end of an instructional cycle, students will receive an assessment in reading/comprehension, listening, and speaking; student data will be analyzed.

- Foundations and Wilson Programs: Students will be assessed in activities requiring listening, speaking, and reading.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Instructional Plan for SIFE: Grade level curricula inclusive of differentiated instruction taught by the ESL Provider and classroom teacher; methodologies described in Question 3, above. Students also engage in Independent Reading to increase fluency and stamina. After-school program offers practice in the methodologies and NYSESLAT.

b. Instructional Plan for ELLs who have in in U.S. schools less than three years: Grade level curricula inclusive of differentiated instruction taught by the ESL Provider and classroom teacher; methodologies described in Question 3 above and Q-TEL strategies. Students also engage in Independent Reading to increase fluency and stamina. After-school program offers practice in the methodologies and NYSESLAT.

c. Instructional Plan for ELLs receiving 4 to 6 years: Grade level curricula inclusive of differentiated instruction taught by the ESL Provider and classroom teacher; methodologies described in Question 3 above. Students also engage in Independent Reading to

increase fluency and stamina. After-school program offers practice in the methodologies and NYSESLAT.

d. Instructional Plan for Long-term English Language Learners (completed 6+ years): Grade level curricula inclusive of differentiated instruction taught by ESL Provider and classroom teacher; methodologies described in Question 3 above. Students also engage in Independent Reading to increase fluency and stamina. After-school program offers practice in the methodologies and NYSESLAT.

e. Former ELLs (in years 1 and 2 after testing proficient): Grade level curricula inclusive of differentiated instruction taught by ESL Provider and classroom teacher; methodologies described in Question 3 above. Students also engage in Independent Reading to increase fluency and stamina. After-school program offers practice in the methodologies and NYSESLAT.

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 provide access to academic content areas and accelerate English language development. Instructional strategies include integrating ESL strategies within all instruction, as well as components within the Workshop Model; teach the introduction explicitly and model or demonstrate how it is done; have students work in small groups and independently, have students listen ('turn and talk'; 'think/pair/share') and share out knowledge within groups and to the whole class; have students practice how to listen carefully to information and engage in note taking or responding to a prompt. For Math, have students use manipulatives to deepen understanding of concrete items and bring this to an abstract level. Grade level materials include Imagine Learning English, Getting Ready for the NYSESLAT and Beyond (Attanasio); SMART Board, listening centers, and visual materials. Grade level materials provide students with skills, strategies for learning, as well as inquiry based, hands-on exploration to obtain deeper information about components being taught.

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?

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

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

#### A. Programming and Scheduling Information

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

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

### 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

**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**

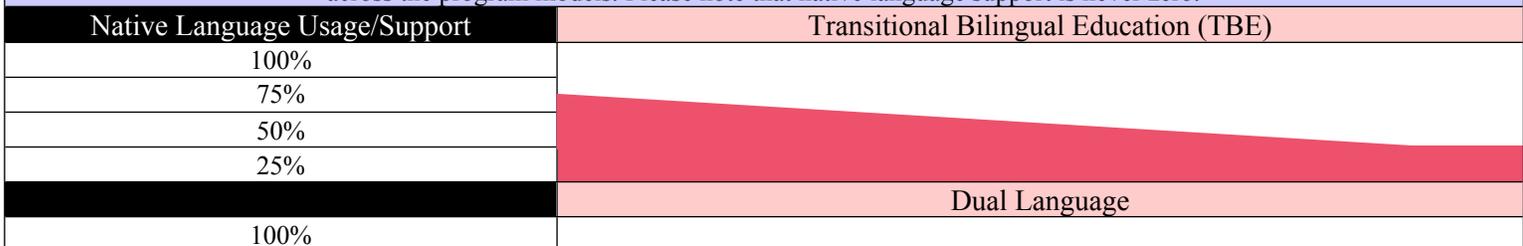
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Targeted Intervention Programs for all students, including English Language Learners are conducted in English.
- English Language Arts (Reading, Writing, Speaking): Ready Gen, Foundations, and Wilson
  - Mathematics: GO Math
  - Science, Social Studies: Infused in Ready Gen program.
  - 37 ½ minutes of Extended Day Program featuring explicit instruction and conferring in Reading and Math. Independent Reading is done to increase stamina and fluency.
  - Team Teaching: Classroom Teacher/ESL Provider with ESL Methodologies
  - Collaborative Inquiry on Grade Levels
  - Progress Monitoring - Ready Gen and GO Math
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Foundations and Wilson focus on auditory, speaking, and writing for ELLs. ELLs have access to engaging in letter sounds, speaking these sounds, and writing them for the purpose of applying strategies to new words learned. Ready Gen has students engaging in reading and writing, inclusive of learning Tiers 2 and 3 words. GO Math uses Math vocabulary to foster understanding of solving mathematical concepts and word problems.
11. What new programs or improvements will be considered for the upcoming school year?
- Ready Gen - Reading; GO Math - Math; Foundations and Wilson
12. What programs/services for ELLs will be discontinued and why?
- Teachers College Reading and Writing Program and EveryDay Math are discontinued and replaced by Ready Gen Reading/Writing and GO Math.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All English Language Learners are afforded equal access to all school programs according to the P.S. 6 Comprehensive Educational Plan. Please see Question 9 for programs offered to English Language Learners. These programs offer explicit instruction in the content areas for internalization of strategies; both core subject and ESL strategies.:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials, including technology support are used to support English Language Learners:
- Guided Reading Libraries in all core areas.
  - Classroom Libraries.
  - Computer Programs, an example being FCRR (Florida Center for Reading Recovery).
  - Math Manipulatives found in the GO Math Program.
  - Science Materials found in FOSS Science Kits.
  - Listening Centers.
  - Math Games found in the GO Math Program.
- Sentence structure, decoding, and letter recognition found in Wilson and Foundations.
- Clay and sandpaper for our youngest learners, used for tracing and the formation of letters.
  - Initiatives to support critical thinking and internalization of core subject elements.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is delivered in the ESL Program through reading, speaking, listening, and writing. Native language support in each model is supported by resources (classroom libraries, for example) and inclusive in instruction
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and resources are aligned to age and grade level curricula published by the New York City Department of Education.
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.
- English Language Learners are given a Summer Reading List based on a recommended bibliography published by the New York

State Summer Reading Program.

Students are encouraged to sign up for the New York State Summer Reading Program provided by all New York State Public Libraries.

18. What language electives are offered to ELLs?

ELLs have an opportunity to join a club of their interest, where they can improve their English, as well as learn new elements of a program they are interested in.

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)?

Paste response to questions here:

## 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. In-house Professional Development is ongoing and presented throughout the school year during Faculty Conferences, lunch and learns, grade level meetings, and after school.

2. The topics generated by teacher requests meet the needs of English Language Learners, as noted by CR Part 154. Examples of topics can include Q-TEL Strategies, the NYSESLAT, Using Imagine Learning, and The Frayer Model for retention of vocabulary.

A second component of Professional Development is a weekly meeting with a Fordham University NYS/NYC Regional Bilingual Education Resource Network specialist pertaining to the study and implementation of Inquiry at P.S. 6.

A third component of Professional Development is focused on topics generated by the school's Network. Examples are Foundations, writing the LAP, and Common Core Standards aligned with ELL learning.
  3. The Guidance Counselor; the SAPIS Counselor, and the Parent Coordinator mentor and advise parents and students with the tools to ensure a smooth transition from P.S. 6X to middle school. Parents and students attend meetings aimed at explaining the middle school process, starting from middle school choice and proceeding to the application process. A time line is offered to support handing in documents in a timely manner. The Guidance Counselor speaks to parents by appointment or through 'walk in' to answer questions and to support parent documentation on forms. Parents and students are spoken to in English and in the native language. Applications and other written documentation are provided in English and in the native language.

As needed, telephone calls serving as reminders for handing in documentation are made in English or in the native language. Written reminders in English and the native language are handed out to parents.
  4. The school will ensure that all Staff will receive 7.5 hours of English Language Learner training through substantial communication of professional development opportunities in-house or outside of the school. Staff will receive communication through our school White Board, postings in conspicuous areas of the building, including the Main Office, Assistant Principal Bulletin Boards, and faculty cafeteria. Announcements will be made during group sessions, including Faculty Conferences and grade level meetings. Staff will be notified via e-mails. Staff will be instructed to visit the DOE teacher page for professional development opportunities. Administrators will note professional development opportunities in the Principal's Weekly and notify staff. Examples of professional hours from the following sources may entail
    - a. In-house or outside professional development from Children First Network 606 or other professional groups.
    - b. Bronx BETAC
    - c. UFT Teacher Center
    - d. DOE Professional Development
    - e. Undergraduate or graduate college/university course credit
    - f. Professional conferences
    - g. On-line professional 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?

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

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

located at Fordham University.

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

- Professional Development and informational meetings regarding Common Core Standards, Home Libraries, NCLB, Resume Writing, Content Area Instruction, Collaborative Team Teaching, Alternatives to Special Education, training for ESL Strategies consist of possible topics presented by our Parent Coordinator, and are conducted in English and in the native language.

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

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

- Programs and Events: student writing celebrations, class trips, grade level orientations, Book-a-Ween, Pre-kindergarten Stepping Up Ceremony, Kindergarten Moving Up Ceremony, Fifth Grade graduation and fifth grade trip.

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

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

4. Parental involvement activities enable parents to form a bond with other parents within the school community. These parents make friends and work together to ensure commitment to school events, as well as to provide information that will benefit their children. Parents who wish to volunteer in the school are trained to be Learning Leaders. We encourage schools to share students' Periodic Assessment results with families. ARIS Parent Link provides families with online access to their child's Periodic Assessment results as well as their child's New York State Test results, attendance information, and course grades. Many students will also be given a username and password so that they can log into the Acuity Web site to see their Acuity assessment results and access instructional resources. Families can contact their child's teacher or the school's Parent Coordinator to learn more about the information available at their school.

### **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: Public School 6****School DBN: 12X006****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juliet Young	Principal		1/1/01
Susan K. Aker	Assistant Principal		1/1/01
Carmen Valle	Parent Coordinator		1/1/01
Laura Dellatte	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Dadrie Rochester	Coach		1/1/01
	Coach		1/1/01
Judith Teng	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Irasema Alvarado	Other		1/1/01
Ana Rodriguez-Lugo	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 12X006 School Name: Public School 6

Cluster: 6 Network: 606

**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**

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

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

The data indicates a 75% Hispanic population, 23% African-American population, 1% African population, and 1% Bengali population. Over 50% of our staff is fluent in Spanish, i.e., having the capability to read, write, listen, and speak to families. Therefore, staff members are always available to communicate with families in Spanish. All written communication in English and Spanish is distributed to families in a timely fashion, thus giving families multiple opportunities to contact the school for clarification. Our Bengali interpreter, a school Paraprofessional, ( reads, writes, listens, and speaks to our Bengali family, providing written and spoken information in a timely manner. She provides written and spoken answers to questions addressed by the family. We have on staff a Special Education teacher who speaks an African dialect.

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

Chancellor's Regulation A-663 requires all families in New York City schools to have access to information regardless of the primary language spoken. Public School 6 has extrapolated data to identify languages that require written and oral translation from our staff. Data sources include: the Home Language Information Survey, LAB-R, ARIS, Progress Report, Quality Review, Demographic and Accountability Snapshot, and the CEP. Data indicates that families are dominant in the following languages: 75% Spanish (Hispanic Population); 1% Bengali (Bengali Population); 1% African dialect, and over 50% English. Data findings were reported to the school community electronically and in writing. Parent Workshops, Parent Orientations, faculty meetings, professional learning teams (teachers), School Leadership Team, and Inquiry Teams are examples of oral reporting to the school community. Public School 6's translation and oral interpretation needs can be found on the Department of Education School Portal for X006 under 'Statistics and Budget' and is open to the public for review.

## Part B: Strategies and Activities

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

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

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

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

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

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

**Student Specific Critical Documents:**

The school shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to a student's health, safety, legal or disciplinary matters, and entitlement to public education or placement in any Special Education or English Language Learner program.

**Language Assistance Services:**

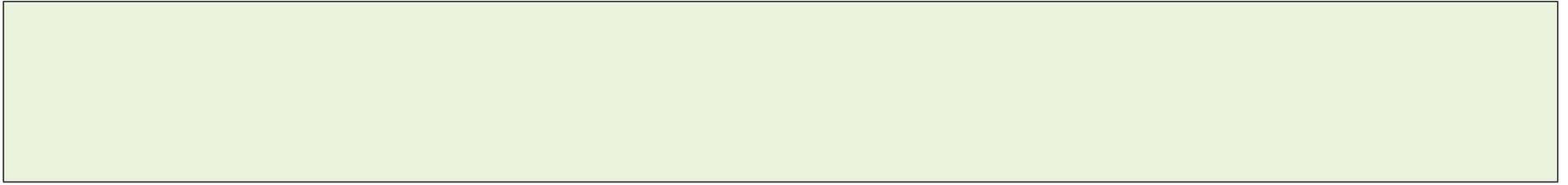
Parents who require language assistance services and request a copy of the Bill of Parent Rights and Responsibilities will receive their copy in their native language found on the DOE internet.

**Signs Depicting Native Languages:**

1. Signs depicting native languages spoken in this school will inform parents about translation services. Signs will be posted in conspicuous locations.
2. When more than 10% of students speak a primary language that is neither English nor a covered language, the school shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required for posting (in the school).

**Department of Education Website:**

The school will inform parents about the Department of Education's website containing information provided in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.



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

Application for Immigrant Funding

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

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

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

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

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

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

[TitleIIIImmigrantPlans@schools.nyc.gov](mailto:TitleIIIImmigrantPlans@schools.nyc.gov).

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

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

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

**Part A: School Information**

language - English. According to research based studies, newly arrived students do not master Tier II and Tier III vocabulary until their seventh year as students in the United States.

In working with new comers, classroom teachers and ESL Providers articulate during common planning sessions to plan and to implement effective, explicit instruction for all students, including differentiating instruction according to student levels and capabilities. ESL Providers push in during school hours and 'extended day,' covering thirty-seven extra minutes of instruction after dismissal on Tuesdays and Wednesdays. While the school makes every effort to provide explicit, differentiated instruction to ELLs during the school day, additional time is needed for internalizing academic concepts.

The following subgroups and grade levels for Title III Programs include ELL students in K through 5 who fall into free lunch; lowest one-third; ELLs who were assessed through the NYSESLAT, students who live in designated housing (shelters); new comers; students in the United States less than one year and one day.

PS 6 will host an after-school program for K through 5 students that will be held on Mondays from 2:30P.M. - 4:30P.M. at Public School 6. The program, named 'The ESL Academy,' is slated from January 2013 to June 2013. All instructional programs will be taught in English. Instructional focus is on vocabulary and reading strategies, and NYSESLAT practice.

There are 2 Providers certified in ESL and 4 teachers certified in Bilingual who will be part of the after-school program. Students will be grouped as follows: K-1; 2-3; 4-5. Teachers will team teach for each group of students. Materials to be used in The ESL Academy include **On Our Way to English** published by Rigby, Sussman NYSESLAT books, and Imagine Learning English, a technological program. One Arts teacher will be funded to push in to each group on Monday to infuse arts into language instruction for 40 minutes every Monday. This only program on Mondays, therefore, one Administrator will be funded through Title III Immigrant funds during this time.

**Part C: Professional Development**

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should Include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

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

**Part A: School Information**

Begin description here:

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

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

**Part D: Parental Engagement Activities**

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

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

Begin description here:

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

Parent workshops for families of new comers will be held monthly, starting in January 2013 through June 2013. Workshops are held during the mornings, afternoons, and early evenings. Topics covered will

Title III Immigrant Funds Supplemental Program for Immigrant Students  
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<b>Part D: Parental Engagement Activities</b>		
<p>include learning English, enhancing Literacy in the home, inclusive of establishing home libraries for student reading, and ESL strategies to utilize at home with students, provided by FLAME Company. Parents will receive information in both English and native languages. Learning Leaders and P.S. 6 staff will provide translation and support parents with support in comprehending all information.</p> <p>Notification of parental engagement activities will be written in English and the native languages. Parents can learn about participating in activities through school calendars, flyers, e-mail, parent newsletter, oral communication through Learning Leaders, and through the Parent Bulletin Board located on the first floor.</p> <p>?????</p>		
<b>Part E: Budget</b>		
<p><b>FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>.</b> Ensure that your budget matches your plan as described in Parts B, C, and D above.</p>		
<p>Allocation Amount: \$ _____</p>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High-quality staff and curriculum development contracts</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be:                             <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>		
Educational software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		