

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: NORMA ADAMS CLEMONS ACADEMY
DBN (i.e. 01M001): 17K006
Principal: ELLEN CARLISLE
Principal Email: ECARLIS@SCHOOLS.NYC.GOV
Superintendent: CLARENCE ELLIS
Network Leader: MICHAEL MELCHIORRE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ellen Carlisle	*Principal or Designee	
Lorraine Porter	*UFT Chapter Leader or Designee	
Vincia Howes	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Samatha Lloyd	Member/ x Parent	
Charmine John	Member/ x Parent	
Marjorie Francois	Member/ x Parent	
Yoskata Espinal	Member/ x Parent	
Tonis Rae Phipps	Member/ x Parent	
Rheba Logan	Member x UFT Member	
Lamercie Jacques	Member/ x UFT Member	
Rita Joseph	Member / x UFT Member	

Maryse Crevecoeur	Member / x UFT Member	
Angela Carrington	Member / x UFT Member	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, parent participation will increase by 50% as measured by attendance and survey records of parent events.

Comprehensive Needs Assessment

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

- After conducting a four year trend analysis of parent participation, it was determined that parent participation was on the rise. This increase is evident in the number of parents attending PTA meetings, school performances, curriculum and informational focused meetings. Parent surveys indicate specific needs to address parents volunteering, strategies to help children with schoolwork and community outreach.

Instructional Strategies/Activities

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

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

.Parent Workshop

- Parent Coordinator and SLT members will continue to attend professional development sessions sponsored by the Network/District or DOE departments
- Parents will be trained on how to use Schoolnet
- Parents will participate in Chess in a School as a mean to assist students with problem solving
- Workshop on the new task initiatives (ELA, Math and NYSESLAT)
- Workshops to inform parents of testing criteria and expectations
- Workshops to inform parents of CCLS- Common Core Learning Standards
- Cook Shop workshop for parents

2. Special Events

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

3. Partnership outreach

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

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

- Administration, SLT members, PTA Board, Parent Coordinator
- Librarian, Parent Coordinator, SLT members
- Community organizations, Parent Coordinator, Administrators, Learning Leader

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

- Agendas and attendance sheets as well as survey results
- Agendas and attendance sheets as well as survey results
- Agendas and attendance sheets as well as survey results

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

September 2014 – June 2015

September 2014 – June 2015

September 2014 – June 2015

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

1. Through careful planning and implementation of our instructional programs, with guidance and support from our Network Budget director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals.

- As a Title 1 School-wide Program school, conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Tax Levy), Title 1, Title III, and human resources to implement this action plan from September 2014-June 2015
- Professional per-session
- Professional support materials
- Consumable instructional materials to use during workshops
- Yearly .funding of \$500.00 will be used for parent resources.
- 1% Parent Allotment for PAC
- Parent Coordinator works closely with PTA/PAC to plan for parent events and how to use designated funding

Strategies to Increase Parental Involvement

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

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

- Parent Orientations to familiarize parents with school goals, programs, workshops and data findings
- Workshops for parents will introduce, reinforce and expose them to information, strategies and life-skills that will foster a successful school-home, school-child and school-community connection.
- Workshops for parents will be conducted such as:
- Meet the Teacher Night, ELL/Title III, Grandparents Celebration, Hispanic Heritage, Dial –a-Teacher ,Middle School choice, Muffins with Mom, Donuts for Dads, Child Abuse/Prevention, Family Math, reading and science workshops, Adult Chess, Crocheting Ladies Club
- Parent surveys to identify relevant needs, encourage parent volunteers to become learning leaders, consistent PTA meeting, encourage parents to go on line to review school web site, provide childcare for parents who attend school workshops.
- District Level / CEC workshops – community based information presented to parents
- Special Education Parent meetings- educate and advocate special education policies and procedures
- Title 1 workshop to inform parents of educational resources and tools needed to work with their children one –on-one.
- End of Year BQ – Honoring parents for their contributions (volunteering) and recognizing students for their accomplishments (academic and citizenship):
- Communication: School Messenger – System in place to notify parents of school events
- Important flyers are distributed and telephone calls are made to parents to update them on important information pertaining to school events
- Monthly calendars are distributed
- Community Outreach- food drive, toy drive, distribute new clothes, technology resources , Flatbush Business Organization, health street fair,
- Distribute literature about P. S. 6- teachers
- Provide translation services to parents
- Assembly Programs

Budget and Resource Alignment

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

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

X RESO-A Grant (Technology Enhancement)

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, General Education Students, Students with Disabilities, and English Language Learners will demonstrate progress towards achieving state standards as measured by a 5% increase in scoring levels 3 & 4 on the NYS mathematics assessment.

Comprehensive Needs Assessment

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

- Based on Items skills analysis of GoMath assessments and CCSS Math State assessment of grades K – 5, students need to make sense of problems, persevere in solving them, and attend to precision.
- After conducting a two year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, and school-based assessments, it was indicated that student groups showed an increase in math performance. However, Students with Disabilities and English Language Learners continue to display significant gaps in growth performance when compared to the General Education population. This year ELLs made significant strides toward meeting grade level standard in Mathematics

Instructional Strategies/Activities

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

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

- **Professional Development**
 - Professional Development will focus on effective math strategies
 - Effective best practices
 - PD on RTI intervention strategies for target groups.
 - Lunch and Learn – PD sessions
- **Data Analysis**
 - Review and focus on data to guide effective instruction and activities based on students levels of comprehension
 - Grouping based on assessments
 - Weekly Inquiry Teams meetings to follow-up on student progress, analyze data and plan tier instruction for students
- **Curriculum Planning**
 - Students will participate in rigorous CCLS aligned units of study, on-going formative assessments, and summative Performance Tasks which will address the demands of the shifts in instruction.
 - Weekly grade level meetings to plan lessons and assess student progress
 - Daily review of problem solving strategies
 - Instructional Coach will model, plan with teachers and provide feedback to colleagues.
 - Teachers will conference with students to provide guidance, feedback and next steps on how to meeting their goals
 - Webinars will focus on specific math strands to strengthen instructional practices
- **Instruction and Strategies**
 - Use item analysis from GoMath and Schoolnet baseline and benchmark assessments to identify strengths and weakness in order to focus instruction
 - All students will maintain a mathematics portfolio that is aligned to the Common Core State Standards and the core curriculum - Go Math
 - Students will complete performance-based tasks as attached to the critical areas in Go Math
 - After-school programs to strengthen students' skills
 - Progress Monitoring tool

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

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

- Administration, Coach, Data Specialist, Funded teachers, Grade Leaders
- Administration, Coach, Data Specialist, Funded teachers, Grade Leaders
- Administration, Coach, Data Specialist, Funded teachers, Grade Leaders
- Administration

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

- Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric
- Agendas and minutes from meetings, growth shown overtime within student data of General Education Students, Students with Disabilities and English Language Learners,
- Evidence shown in unit and lesson plans as well as in Component 1e of the Danielson’s Framework (Designing Coherent Instruction)
- Progress monitoring will take place in order to track growth and adjust instruction to maximize success
- Data trends and strengths will be noted and provisions made for group and individual PD plan were appropriate

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

1. September 2014 to June 2015
2. September 2014 to June 2015
3. September 2014 to June 2015
4. September 2014 to June 2015
5. September 2014 to June 2015

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

- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goals.
- As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), Title 1, Title III and human resources to implement this action plan from September 2014- June 2015
- Professional per-session
- Professional support materials

Strategies to Increase Parental Involvement

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

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

- Parent Coordinator and Coach will sponsor mathematics workshops for parents to focus on math strategies and Common Core Learning Standards (CCLS)
- School staff will meet with parents on a regular basis to review children’s progress
- Parents will be trained on how to use Schoolnet
- Technology workshops to introduce and reinforce math links and resources that will strengthen mathematics skills
- Title I and Title III workshops to inform parents of educational resources and tools needed to work with their children one-on-one.
- Provide translation services for parents

Budget and Resource Alignment

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

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

X RESO-A Grant (Technology enhancement)

Goal and Action Plan #3

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

Annual Goal #3

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

- By June 2015, General Education Students, English Language Learners and Students with Disabilities groups will demonstrate progress towards achieving state standards as measured by 5% increase in students scoring levels 3 & 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

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

Based on Items skills analysis of the CCSS ELA State assessment and NYC Performance Tasks of grades K – 5, students need to write pieces that are focused, well organized and reflect the use of appropriate conventions of English. In addition, students need to enhance foundational skills.

- After conducting a two year trend analysis of results on the NYC Report Card on student performance and progress, data on state assessments, it was indicated that students failed to make growth in ELA performance assessments. Special Education Students and English Language Learners fared worse than their General Ed counterparts. However, students showed better results in the NYC Performance Tasks. Nonetheless, the lack of consistency has indicated that we need to strengthen ELA practices and strategies.

Instructional Strategies/Activities

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

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

1. Professional Development

- Professional Development will focus on ELA strategies for these identified groups
- Students will participate in rigorous CCLS aligned units of study, on-going formative assessments, and summative Performance Tasks which will address the demands of the shifts in instruction for students to be able to read texts that are more complex and cognitively demanding. They will write logical arguments based on substantive claims, sound reasoning and relevant evidence while writing opinions and arguments.
- Lunch and Learn PD
- PD for the Ready Gen Program
- Review of the data will support effective monitoring of student progress
- Network representatives will provide PD to all staff that will focus on effective strategies to improve specific ELA skills
- ELL Teachers will provide strategies to General Education teachers in the area of ESL
- Achievement Specialist for special education services will provide instructional PD to teachers
- Grouping based on assessment

2. Incorporate Technology

- Laptop carts, technology lab, smartboards and overhead projectors help enhance the core subjects
- Technology programs such as Success Maker and Skoolbo help facilitate CCSS acquisition, and provide teachers instant data on ELA and Math data

3. Instruction and Strategies

- Instructional Coach will model ELA lessons, plan with teachers and provide feedback to peers.
- Use item analysis from Ready Gen, Schoolnet benchmark assessments to identify strengths and weaknesses in order to focus instruction
- Tiered Readiness activities
- All students will maintain a CCSS aligned writing portfolio
- Intensive after-school, including Title III, programs that will support General Education Students, ELLS and SWD

4. Danielson Rubric

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

5. Inquiry Teams

- Weekly Inquiry Team meeting will meet weekly to follow-up on student progress/ plan tier instruction for students/look at data and monitor progress on the following
- Analyze ELA performance-based tasks in order to track progress

- Weekly common planning for teachers to focus on ELA instructional practices and student work

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

1. ELA/Math Coach, Funded teachers, Grade Leaders, Cluster Teachers
2. Network Support Personnel, Grade Leaders, teachers
3. AIS support staff
4. Administration
5. Inquiry Team, Teachers, Administration
6. Speech providers, Physical Therapists, Occupational Therapists

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

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

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

1. September 2014 - June 2015
2. September 2014 - June 2015
3. September 2014 - June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015

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

1. As a Title-1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy), and Title III
2. Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals.
3. Professional support materials
4. No cost
5. Funds and human resources to implement this action plan from September 2014- June 2015

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

X RESO-A Grant (Technology Enhancement)

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 80% pedagogues will implement differentiated tier Instruction within their classroom practices as measured by growth in MOTP and MOSL results.

Comprehensive Needs Assessment

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

Based on Items skills analysis of the CCSS ELA State assessment and NYC Performance Tasks of grades K – 5, students need to write pieces that are focused, well organized and reflect the use of appropriate conventions of English. In addition, students need to enhance foundational skills.

Based on Items skills analysis of GoMath assessments and CCSS Math State assessment of grades K – 5, students need to make sense of problems, persevere in solving them and attend to precision.

Instructional Strategies/Activities

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

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

Professional Development

- Professional development to reinforce Tiered instruction strategies
- Incorporating Speaking and Listening standards in instruction in order to enhance questioning and discussion techniques and accountable talk
- Track and report on students' progress
- Grouping based on assessments (Differentiation)
- Teachers and coach will model and engage in activities that support Universal Design for all Learners
- Training teachers and educational assistants in Wilson's Foundations to support low performing students in grades K - 2

2. Incorporate Technology

- Laptop carts, technology lab, smartboards and overhead projectors help enhance the core subjects
- Technology programs such as Success Maker and Skoolbo help facilitate CCSS acquisition, and provide teachers instant data on ELA and Math data

3. Instruction and Strategies

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

4. Inquiry Teams

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

5. Danielson Rubric

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

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

1. ELA/Math Coach, Funded teachers, Grade Leaders
2. Network Support Personnel, Grade Leaders, teachers
3. AIS support staff

4. Inquiry Team, Teachers, Administration
5. Administration
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric Attendance sheets, utilization of strategies gleaned from sessions as per evidenced in Danielson Teacher Effectiveness Rubric Progress monitoring will take place weekly in order to track progress and adjust instruction to maximize success Data trends and strengths will be noted and provisions made for group and individual PD plan were appropriate Agendas and minutes from meetings, growth shown overtime within student data of General Education Students, Students with Disabilities and English Language Learners,
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September 2014- June2015 September 2014 June2015 September 2014- June2015 September 2014- June2015 September 2014- June2015
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry our instructional strategies/activities to achieve our goals As a Title-1 School-wide Program School, Conceptual Consolidation, will allow us to combine Federal and local funds as Fair Student Funding (Tax Levy) and Title III, Professional per-session Professional support materials Funds and human resources to implement this action plan from September 2014- June 2015

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> Coach will participate in curriculum night Parent Coordinator will sponsor workshops for parents School staff will meet with parents on a regular basis to review children's progress Parents will be trained on how to use Schoolnet and access remediation resources on Engage NY Title III meeting for parents Title I meeting for parents Provide translation services to parents On-going communication with parents sending home flyers monthly calendars, telephone messaging service, bulletin board displays PTA/PAC/SLT meetings

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

4.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Ready Gen – Scaffolded strategy, Interactive writing, Wilson Foundations	146 - Small Group, and whole class	During School Day
Mathematics	Go Math – Re-teaching pre-requisite standards, and Scaffolding	24 – Small groups, and whole class	During School Day
Science	Harcourt – collaboration with the Environmental Center	Small groups, and whole class	During School Day
Social Studies	Interactive writing on informational text, repeated reading	Small groups,, and whole class	During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance and Social Worker	59- small groups and 1:1	During School Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of Federal, State, and/or local funds are based on specific needs and mandates. <ul style="list-style-type: none"> • Students in Temporary Housing are provided with school uniforms, book bags, school supplies and when hardship is expressed for school trips, the school picks up the cost. • Violence prevention programs – We hold a town hall meeting in which community stakeholders (for instance representative from the NYPD, FDNY and NYC Council board speaks to parents about safety preventions. • We conduct an extensive Zero tolerance on violence and bullying. The Zero tolerance program is overseen by the Dean, Guidance Counselor and Parent Coordinator. • In order to reduce the number of students being referred to Special Education, the RTI and TAC-D teams collaborate in identifying solutions that will correct or remedy students' educational, social, or emotional concerns.

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.).
<ul style="list-style-type: none"> • In June, we hold a meeting to accommodate the Turning Fives in transitioning from pre-school to elementary. Some parents are guided in the transition from an Individualized Family Service Plan to an Individualized Educational Plan.

They're invited to an open house and given a tour of the school.

- In September, parents of kindergartners are provided with an overview of the kindergarten curriculum. Many are provided with strategies on coping and separation.

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.

Grade level teacher teams, vertical teams, PD team, MOSL team and instructional cabinet meet to discuss and assess various assessments. The teams look at data and the needs of students, to determine appropriate assessments that effectively measure progress and next steps in Professional Development.

In June, teacher teams meet to map the curriculum in anticipation for the next school year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Policy Involvement	<ul style="list-style-type: none"> • Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; • Offer a flexible number of meetings, such as meetings in the morning or evening; • Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy; <ol style="list-style-type: none"> i. Provide parents of participating children – timely information about programs under this part; ii. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and iii. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
Share Responsibility for High Student Academic Achievement	As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
Building Capacity for Involvement	<p>To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, P.S. 6:</p> <ul style="list-style-type: none"> • Shall provide assistance to the parents of children served by the school as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and

	<p>how to monitor a child's progress and work with educators to improve the achievement of their children;</p> <ul style="list-style-type: none">• Shall provide materials and training to help parents to work with their children to improve their achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;• Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
Accessibility	<p>P.S. 6 shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.</p>

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.

- **School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- **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 20 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-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School Leadership Teams;
 - share responsibility for the improved academic achievement of my child.
- **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.

DBN: 17K006

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$625,232.52	X	See action plan
Title I School	Federal	\$16,961	X	See action plan

Improvement 1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$108,047.00	X	See action plan
Title III, Part A	Federal	\$13,056.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,761,592.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to

distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through

Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal E. Carlisle	Assistant Principal S. Porter, Y. Alcindor
Coach J. Marius	Coach type here
ESL Teacher S. Bergman, L. Jacques	Guidance Counselor P. Cherry
Teacher/Subject Area M. McFayden, Technology	Parent Samantha Lloyd
Teacher/Subject Area L. Sinclair, Social Studies	Parent Coordinator S. Narvaez
Related Service Provider C. Hall, Speech	Other G. Weber, Occupational Therapy
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	61	3	7	42	0	17	18	0	7	121

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	61	3	7	42	0	17	18	0	7	121
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	18	10	13	8	13								70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	1	1	3	1	1								10
Haitian	10	5	4	5	4	9								37
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	0	0	1	0	0								4
TOTAL	24	24	15	22	13	23	0	121						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	9	6	4	4	11								48
Intermediate(I)	0	6	7	3	4	6								26
Advanced (A)	10	9	2	15	5	6								47
Total	24	24	15	22	13	23	0	121						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		7		6		18
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school did not use any of the following assessments (ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP) to assess the early literacy skill of our ELLs. In the 2012-2013 school year, all ELLs in K-2 at P. S. 6 were assessed with MClass, LAB-R for new admits, and NYSESLAT at the end of the year for all ELLs. In addition to these assessments, this year, 2013-2014, the selected assessments

include: MOSL for writing, periodic assessments, performance tasks for ELA and MATH, and beginning, middle and end of the year assessments for ELA, MATH, Science and NYCETEL which replaces NYSESLAT. The insights provided by this data is that beginner and intermediate students (on LAB-R and NYSESLAT) are mostly well below grade level as determined by reading assessments. Teachers of ELLs will incorporate all modalities in their instructional plans. Most of our ELLs were found to be extremely weak in their writing strand, therefore this will be a focus of instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In September, 2013, 24 students were assessed with LAB-R and the results show that 14 students were beginners and 10 advanced. In May, 2013 NYSESLAT was given as follows:
Grade 1 - 9 beginners, 6 intermediate, 9 advanced
Grade 2 - 6 beginners, 7 intermediate, 2 advanced
Grade 3- 4 beginners, 3 intermediate, 15 advanced
Grade 4 - 4 beginners, 4 intermediate, 5 advanced
Grade 5 - 11 beginners, 6 intermediate, 6 advanced.
This data reveals that in grades K, 1, 2, 4, and 5 the majority of the students are beginners and intermediate on their proficiency levels. However, the data reveals that the 3rd grade has more advanced students than beginner and intermediate proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
This report is not available as of November 15, 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) The majority in the lower grades are beginners, and the rest intermediate and advanced . In the upper grades, those children who have been here between 4-6 years, the majority are advanced. In the third grade, 2/3 of our ELLs are advanced. In our fifth grade, we now have a large group of beginners since they are newcomers. Our Ells are not faring as well in tests taken in English because many of them are not fluent enough to take the standardized tests.
 - b) Pending the outcomes of the 2013 Periodic Assessment for ELLs, the school leadership and teachers plan to analyze and use the data in order to track the progress of ELLs toward meeting their academic goals. We use the data to address the critical needs of each student.
 - c) The results of the Periodic Assessment are not available as of November 15, 2013. The language of instruction of our ELLs is English. Native language support is given as needed by the Ms. Bergman, who is fluent in Spanish and Ms. Jacques who is fluent in Haitian Creole and French. Also, many of our classroom teachers are bilingual and can provide native language support as needed. In addition, we provide our ELLs with picture dictionaries, translation dictionaries and leveled books in their L1 to further strengthen their L1 in order to transition to their L2 .
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
In order to support the academic needs of our struggling ELLs, our school implements the recommendations in the NYC DOE response to intervention reference guide. We provide our ELLs with the same high expectations, rigorous and culturally responsive instruction as the English speaking students. ESL teachers design their lessons with cloze readings and text based questions to help ELLs develop vocabulary, grammar and background knowledge. ESL teachers develop language objectives that stem from the language of the text. Complex text on each grade level is aligned with the Common Core Learning Standards. In order to meet the ELLs language needs, the ESL teachers incorporate the recommended research based intervention strategies in the RtI model. All of our teachers understand the best practices for ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction is delivered in English to our ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At the time of registration, the parents are interviewed and asked to complete a Home Language Identification Survey. Once it is completed, a certified ESL teacher reviews the HLIS form and according to the answers on the form, determines whether the child will be administered the LAB-R. The LAB-R is given to each child individually according to their grade level within 10 days of admission to the NYC Public School System. The HLIS is only completed once when the student enters the New York City Public Schools. For other newly enrolled ELLs who have already completed the HLIS in another New York Public School, biographical information in ATS is utilized. It is the responsibility of the certified ESL teachers, Ms. S. Bergman and Ms. L. Jacques, who are trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language services. There are many staff members in our school who are available to assist parents with translations in Spanish, Haitian Creole and French. For other languages such as Arabic, Fulani and others, translations and interpretation services are used.

The Home Language Identification Survey (HLIS)

At the enrollment of a new entrant to the NYC schools, ESL teachers meet with parents to make an initial determination of the child's home language. This process is formalized through a home language survey (HLIS) that is translated into nine languages. Parents complete this form to show what language the child speaks at home. If it is determined that the student's native language is other than English, an informal interview will be conducted, and the child is administered the Language Assessment Battery Revised (LAB-R). which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state mandated services for ELLs. If the new entrants L1 is Spanish, and the Spanish LAB is administered, to decipher language dominance.

Language Assessment Battery (LAB-R)

Once the ESL teachers collect the HLIS from parents and determine that the language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery - Revised (LAB-R) which is the test that establishes English proficiency level. Those children that score at or below proficiency on the LAB-R become eligible for state - mandated services for ELLs. Students who speak Spanish at home, and score at below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. Parents are notified of their child's eligibility for services, and are provided with information and service options in English and their native language. Our school provides parents with translated notification and information in English as well as their native languages in order to keep them well informed. Our school also provides parents with translated notifications resources, parents options, and program selection forms, placement letters, entitlement letters, continued entitlement letters as well as non-entitlement letters.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Once a student has been identified as an ELL, members of our ELLs team will contact each parent via telephone calls and in writing within 10 days to invite them to come to the school for a meeting. At this meeting, parents will view a dvd which describes all three programs available to them to best deliver ESL services. At this meeting, parents will opt for the ELLs programs which best suit their children's needs, and once they have decided they must sign a Parent Survey and Choice Form provided in their native language. Parents are informed that the students must be placed in one of the programs within 10 days. If they fail to choose a program for their ELLs, they are informed that the default program for ELLs is Transitional Bilingual Education Program as

per CR-Part 154. Parents are informed that at P. S. 6, we only offer ESL. We provide them with information about other schools that offer TBE and Dual Language programs, so that they may choose to enroll their children in these schools. The ESL teachers also inform the parents about technical assistance that is available through the ASPIRA. All this is done within 10 days of admission to the public school system of New York City. Brochures in different languages are available to all parents to ensure their understanding of the three program choices (TBE, Dual Language, and Free Standing ESL). If a parent does not attend the meeting, the ESL teachers and Parent Coordinator will follow up with a phone call interview. During this interview, in the parents home language, the parent is informed about the three program choices that are available to their child. These interviews by phone are documented and filed by the certified ESL teacher. Because the state requires that ELLs be placed in the appropriate program within 10 days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Information and question and answer sessions are provided throughout the year in a number of ways such as one on one meetings, phone conversations, district presentations and informational packages. We monitor and log all contacts with parents.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

We use the RLER an ATS report in oder to determine students' eligiblity for the NYSESLAT. Each year in the spring, the NYSESLAT is given in the four modalities: The speaking part of the NYSESLAT is given to each child individually throughout the grades. The

Listening, Reading and Writing is given to each grade separately in a separate location and given unlimited time to complete. Directions are read out loud and samples are done as a group to ensure complete understanding of what is required to pass the NYSESLAT. Students who are absent on the day scheduled for any part of the NYSESLAT, are given a make-up test during the time window . Once the window closes, any child who missed a part of the NYSESLAT is marked absent.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) At P.S. 6, we are implementing the push-in (co-teaching) model for the ESL program. This practice allows for the continuity and alignment of instruction. In the regular classroom, the ESL teacher and the co teacher will work with the students in groups in order to differentiate the level of support for the students so that they can understand the text from the same document. ESL teachers also pull-out students who need intensive support.
 - b) The program model at P. S. 6 consists of mixed proficiency levels with beginner and intermediate proficiencies in one group and advanced proficiency levels in another group.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All ESL instruction is given in English with native language support. .ESL, ELA instructional minutes are delivered in our ESL model according to CR-Part 154. 360 minutes per week are given to the beginner and intermediate students and 180 minutes per week of ESL and 180 minutes of ELA per week are given to the advanced students as per CR-Part 154. .
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Our school continuously monitors the progress of ELLs. Our evaluation measures include both formal and informal assessments. Teachers of ELLs use periodic assessments, end of chapter assessments, and student work to inform and adjust instructional planning based on the data. Our ELLs are provided with opportunities to use English with varied audiences and for a variety of purposes. Evidence that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the school year is well reflected in the students' work in all four modalities. An analysis of the effectiveness of the delivery of ESL instruction at P.S 6 showed that many ELLs are making significant progress in all contents. In ELA, we see progress in the students'writing. Our ELLs are writing, interpreting and responding to literary works, They are using aproprate and academic vocabulary, grammar, spelling, and punctuation. They are also using the appropriate academic vocabulary, grammar and pronunciation for all oral presentations and oral communication in English. They are also applying active listening skills, as they are able to paraphrase the responses given by their classmates.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Our instructional plan for SIFE is that instruction is focused on essential learning as expressed by ESL standards/performance

indicatorsc integrating content area standards. ESL Teachers use a variety of reading intervention resources that are designed to aid with language development and help to accelarte reading proficiency. These resources include the following: phonics texts, leveled libraries, audio CDs, practice books, computer software, translation dictionaries and glossaries.

b) Our instructional plan for ELLs who have been in US schools less than three years (newcomers)is to use students' prior knowledge and cultural background to inform instruction.

ELLs who have been receiving services 4-6 years are encouraged to self-evaluate , using different techniques to make print comprehensible

d) Our instructional plan for ELLs who have been receiving services 6+ years include the following: conferencing on reading, writing, performance and use of technology in order to assess the students' strengths and weaknesses and plan appropriate strategies to further improve performance.

e) All ELLs are entitled to up to six years of state-funded bilingual/ESI services. Former ELLs are given time and a half during standardized tests for two years. Fifth graders that have become proficient in English, also receive transitional support as they prepare for middle school.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs receive academic language services which are mandated on their IEPs. ELL SWD's are served as per their IEP's. The start date for ESL service is reported by telephone to IVR and a start date is given. Our teachers of ELLs are utilizing research based ESL strategies to accelerate their English Language Development. Regarding access to academic content, teachers of ELL-SWDs are currently emplementing the Ready-Gen by Pearson and Go Math by Harcourt. All content lessons are aligned to the Common Core Learning Standards.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment. We place our ELL-SWDs in integrated co-teaching classes where they receive instruction in small groups. We also provide Native Language support on a needs basis.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

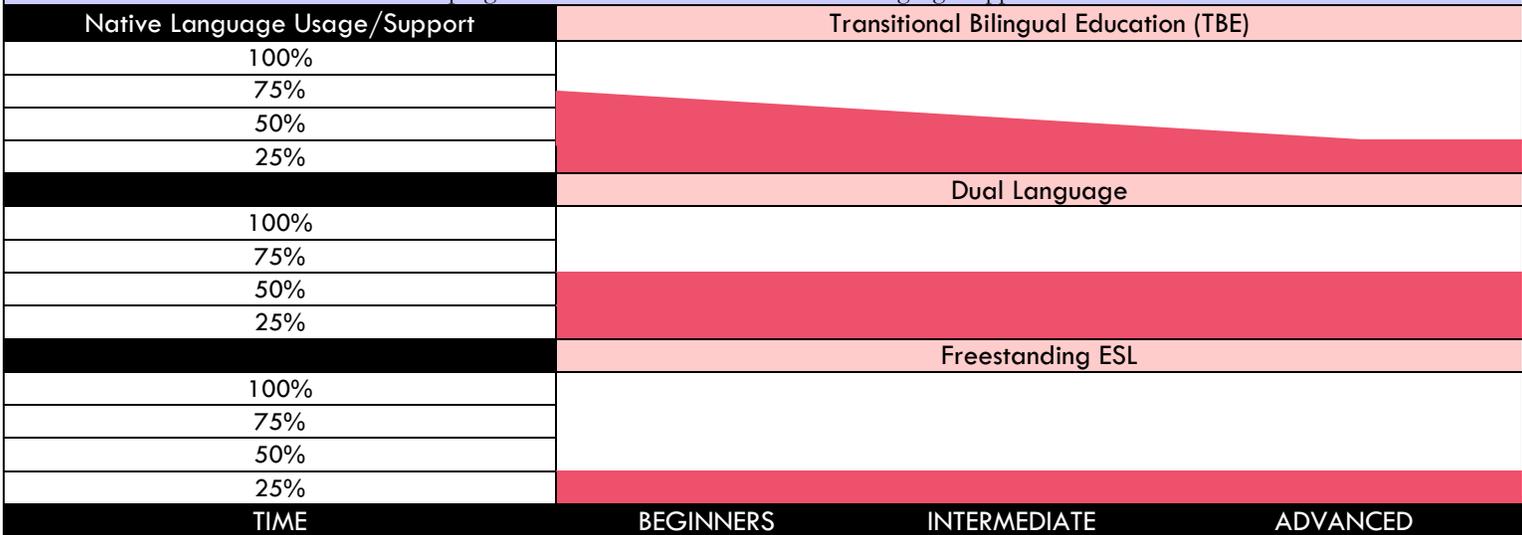
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

N/A:

C. Professional Development and Support for School Staff

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

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

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

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

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

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

Date	Title	Presenters	Location	Participants	Title
09/04/13	Effective Instructional Strategies for ELLS	Y. Alcindor	P.S. 6 Tecnology LAB	All K-5 Educators	Teachers
10/28/13	Go Math Training	DOE	Houghton Mifflin BLDG	E. Jacques & S Bergman,	ESL Teachers
11/01/13	Addressing the Core of the Common Core: Supporting the Social and Academic Language Development	C. Solorza	Bank Street College of Education	B. Pagan & D. Zorcik	Teachers
11/03/13	(Turnkey Training) Addressing the Core of the Common core: Supporting the Social and Academic Language Development	B. Pagan & D. Zorcik	P.S. 6	All K-5 Teachers	Teachers
11/06/13	NYC RBE-RN Fordham University Support for ELLs	Roser Saklavert Ed. D @Fordham University Graduate School of Education Center for educational Partnerships	P.S. 6 Room 317	E. Carlisle Y. Alcindor S. Porter L. Jacques S. Bergman M. McFayden J. Marius	Principal AP AP ESL Teacher ESL Teacher Data Specialist Coach
11/18/13	Specific Strategies to Support the Work with ELLs in the regular classroom	Roser Saklavert Ed. D @Fordham University Graduate School of Education	P.S. 6 Room 317	E. Carlisle Y. Alcindor S. Porter	Principal AP AP

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
E. Carlisle	Principal		11/15/13
S. Porter, Y. Alcindor	Assistant Principal		11/15/13
S. Narvaez	Parent Coordinator		11/15/13
S. Bergman, L. Jacques	ESL Teacher		11/15/13

Samantha Lloyd	Parent		11/15/13
M. McFayden, technology	Teacher/Subject Area		11/15/13
L. Sinclair, Social Studies	Teacher/Subject Area		11/15/13
J. Marius	Coach		11/15/13
	Coach		11/15/13
P. Cherry	Guidance Counselor		11/15/13
J. Bove	Network Leader		11/15/13
C. Hall, Speech	Other _____		11/15/13
G. Weber, Occupational Therapi	Other <u>st</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K006 School Name: Norma Adams Clemons Academy

Cluster: 6 Network: 602

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Norma Adams Clemons Academy	DBN: 17K006
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 48
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The data inquiry team has analyzed all the data concerning ELLs and has determined that ELLs require supplemental services to achieve proficiency to meet the New York State Core Standard in Language Arts and Mathematics. The New York State ELA, Pearson and MOSL tests results show that ELLs are weak in the following literacy skills: third graders are weak in finding the main idea and important details, fourth graders are weak in drawing conclusions and making inferences, and fifth graders are weak in comparing and contrasting on one topic from multiple sources. Therefore, the Title III will focus on developing these comprehension skills three times a week for three hours each Wednesday, Thursday and Friday from 3:00 to 6:00 P.M. from January 7, 2015 through April 24, 2015. The January dates are as follows: 7, 8, 9, 14, 15, 16, 21, 22, 23, 28, 29, 30. The February dates are as follows: 4, 5, 6, 11, 12, 13, 25, 26, 27. The March dates are as follows: 4, 5, 6, 11, 12, 13, 18, 19, 20, 25, 26, 27. The April dates are as follows: 1, 2, 3, 15, 16, 17, 22, 23, 24. The Title III program will end on April 24, 2015. There will be a third grade group with 15 students, a fourth grade group with 18 students and a fifth grade group with 15 students. Language of instruction is English with native language support where deemed necessary. There will be 3 certified ESL teachers. The literacy component will emphasize vocabulary development, critical thinking and writing skills. Literacy and Mathematics development will be enhanced through the use of Engage New York published by the New York State Education Department. NYSESLAT results show that there are many long term ELLs and/or ELLs who remain on one language proficiency level for more than one year. Therefore, preparing for the NYSESLAT is another important aspect of the Title III program and to meet the New York State Core Standards in Language Arts. The New York State Mathematics test results show that ELLs are weak in numeration, algebra and problem solving. The mathematics component will focus on improving these skills and learning how to apply new strategies for problem solving and will be taught by a designated ESL teacher.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Professional development will consist of a study group in the area of academic literacy for ELLs. The three participating teachers will meet on February 10, 2015 to analyze and discuss English Learners Academic Literacy and progress, on March 15, 2015 and on April 16, 2015. The purpose of this study will be to identify and put into practice new strategies to best assist ELLs in acquiring skills and academic literacy and get them college ready. The teachers to conduct this study will be Ms. M. Crevecouer, Ms. L. Jacques and Ms. S. Bergman. The hours will be 3-6:00 P.M. and the topics to be discussed are ELA/Math and the provider is Engage N.Y.com. We will turnkey to teachers whose classes have ELLS and to those who are required to complete seven hours of ESL training. Workshops will also be provided by the network, the Department of English Language Learners and Student Support as well as Dr. Roser Salavert from Fordham University.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement is crucial to the education and acquisition of the English language for ELLs. Parents will be better equipped to help their children at home and be part of their educational process. Parental involvement will consist of two events: The first will be a math workshop entitled achieving Success in Mathematics which will focus on techniques to help students master some basic math skills that are necessary for advancing in mathematics. The second event will be an afternoon tea for students and parents. Each of the Title III groups will make a presentation to the parents to celebrate students' accomplishments. The mathematics workshop will take place on January 14, 2015 from 9:00 to 10:00 A. M. led by the ESL teachers. The afternoon tea will take place on April 22, 2015 from 4:00 to 5:00 P.M. to showcase the children's accomplishments. All Title III students and teachers will participate. All parents of ELLS will be invited to both events. Letters and fliers in English, Spanish, Haitian Creole and Arabic will be sent via the students. Follow up phone calls will be made. Our Parent Coordinator, Mr. S. Narvaez is a strong liason to our ELL parents. Translation services will be available.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____