



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT –PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

12X 006

School Name:

THE WEST FARM SCHOOL

Principal:

JULIET YOUNG

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS 006 The West Farms School School Number (DBN): 12x006
School Level: Elementary Grades Served: PK-5
School Address: 1000 East Tremont Ave, Bronx, NY 10460
Phone Number: 718-54-7676 Fax: 718-589-7278
School Contact Person: Juliet Young Email Address: Jyoung6@schools
Principal: Juliet Young
UFT Chapter Leader: Angelique Contes
Parents' Association President: Doris Canela
School Leadership Team
Chairperson: Angelique Contes
Student Representative(s): NA

District Information

District: 12 Superintendent: Rafaela Espinal
Superintendent's Office Address: 1434 Longfellow Avenue 10458
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718 328-2310 Fax: 718 542-7736

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 606 Network Leader: Petrina Palazzo

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Juliet Young	*Principal or Designee	
Angelique Contes	*UFT Chapter Leader or Designee	
Doris Canela	*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	
Barbara Luboja	Member/Teacher	
Freidarys Cedeño	Member/Teacher	
Dex Baptiste	Member/Teacher	
Vennette Dupont	Member/Parent	
Arleny Rodriguez	Member/ Parent	
Joanne Waring	Member/Parent	
Zucely Estrada	Member/Parent	
N/A	N/A	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
4.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
5.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
6.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
7.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
8.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
9.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 6-The West Farms is an Elementary school with 620 students from pre-kindergarten through grade 5. The school population is comprised of 75% Hispanic, 23% Black, 1% White, and 1% Asian students. The student body includes 14% English language learners and 17% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 89%.

The PS 6 School Mission Statement is: To be the guiding light of the community by engaging students in rich, rigorous, and data-driven instruction leading to critical thinkers who are college, career, and 21st Century ready. Based on that mission, PS 6 has partnered with a number of third-party groups: Partnership for Children to support attendance efforts, Fordham University's NYS/NYC Regional Bilingual Education Resource Network to support Language and Literacy instruction, and the Southern Cross-Consultancy Education Consultant to support math instruction. Working with Partnership for Children, the organization is assisting the school with assessing attendance team practices by gathering, tracking, and analyzing various data. Additionally, they are providing professional development to the Attendance Team, teachers, and parents. The partnership with Fordham University's NYS/NYC Regional Bilingual Education Resource Network has expanded its focus from working with ESL teachers and ELL strategies to focusing on teacher practices that address the needs of the school's overall population. Another goal of the partnership is to build capacity by developing the leadership of teachers within the building through co-planning and facilitating professional learning sessions and series. The primary goal Southern Cross-Consultancy Education Consultant is to support teachers in implementing rigorous math instruction by providing guidance with utilizing math resources to provide individualized student instruction. Part of this work involves refining assessments, planning units of study, and prioritizing math lessons according to student needs and the CCLS. The school has also instituted a number of special initiatives, including the Positive Behaviors Intervention and Supports (PBIS) program, which has been in place for the last three years, as well as a Student Council and College and Career Lighthouse Clubs.

The school's strengths include building a positive school culture through the PBIS "BRIGHT" expectations, (such as the BRIGHT store, BRIGHT assemblies, and a book of the month predicated on the applicable BRIGHT expectation), Parent Café, and multiple teacher teams to promote staff ownership and distribute leadership. PS 6 demonstrated positive gains in closing the achievement gap for the lowest performing students and students with disabilities, as indicated on the school quality guide. One of the major growth areas from the previous year was in DTSDE 2.5 where strategic decisions were made to ensure students and teachers had the supports necessary to move towards achieving the school's goals.

The school's greatest challenges lie in improving student attendance and, student literacy performance, as well as building teacher pedagogy to meet the wide range of student abilities throughout the school. PS 6 is also working to strengthen various assessment strategies (including feedback on how those assessments are relayed to teachers and students), progress monitoring, and adjustment cycles for teachers and students. This year there is an emphasis on DTSDE4.3 where school leaders and teachers are focused on providing instruction to students that address their specific instructional needs. Using assessment in instruction to check for understanding is the focus for using multiple entry point to achieve targeted goals.

12X006 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K .01,02, 03,04, 05	Total Enrollment	621	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.7%	% Attendance Rate		88.3%	
% Free Lunch	95.0%	% Reduced Lunch		2.6%	
% Limited English Proficient	11.7%	% Students with Disabilities		20.1%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American		23.4%	
% Hispanic or Latino	74.4%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	0.2%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.19	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.27	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.9%	Mathematics Performance at levels 3 & 4		19.1%	
Science Performance at levels 3 & 4 (4th Grade)	68.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength Areas:

- The curricula is accessible for a variety of learners and aligned to the Common Core Learning Standards (PFQR 2013-2014—QRI 1.1, DTSDE 3.2)
- Teacher teams are engaged in professional collaborations (QR 2012-2013, QRI 4.2 and DTSDE 3.4)

Priority Need

- Create opportunities for all teachers to work collaboratively across grades to align higher order thinking skills vertically and horizontally (PFSR 2013-2014—DTSDE 3.4)
- Maintain an on-going cycle of data driven analysis to assess, analyze and inform instruction that will meet student needs (QR 2012-2013—QRI 2.2 and DTSDE 3.5)
- Develop a shared understanding of effective use of assessment as guided by the school's Instructional Focus (PPO 2014-2015—QRI 3.1 and DTSDE 3.5)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

According to the 2015 New York State English Language Arts Test, students in Grades 3-5 will reduce the level of ones from 62% to 52% and increase the number of students attaining levels 3 and 4 from 7% to 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Professional Learning on Using Assessment in Instruction theory and practice <ul style="list-style-type: none"> Conduct running records Record conference notes Give students daily opportunity to demonstrate their learning at the end of lesson (exit slips, reflection form) 	All Teachers	November to June	Elsie Cardona ELL Consultant , SDC Team
2. Lighthouse Academy Afterschool Program	Grade 2-5	Jan.-May	Assistant Principals
1. Professional Book Study- <i>“Checking for Understanding”</i> Teachers will engage in the a professional book study to enhance their practices in 3d (Using Assessment in Instruction) 2. Utilize station teaching and rotate all students on to Max Scholar individualized online instruction and Imagine Learning online language instruction	All Teachers	November –May	Grade Leaders
1. Parent Workshops- parents support students at home with reading strategies that check for understanding	All Afterschool Teachers	Jan. - May	Administration and Staff Developer
1. Parent Workshops- parents support students at home with reading strategies that check for understanding	Parents	November - May	PA, Literacy Coach Teachers
1. Use accountability tools to build trust and transparency for progress monitoring with students and parents (Max Scholar and Imagine Learning) 2 Provide parents with progress reports and at-home strategies and include opportunities for parents to provide their perspectives and suggestions to teachers.	All Teachers	November- June	Administration, Staff Developer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Human Resources: SDC Team Members ELL Consultant, Nov-Jun 5 Hours per week, Instructional Resources: Books for professional study; sample assessment models ; (50 Books) 4 Discussion Cycles Schedule Adjustment : Identified planning time (Tuesday) 2. Human Resources: 12 Teachers January –April 5

Instructional Resources: Ready NY Instructional Books - Grades 2-5,

Schedule Adjustment : per session planning and scoring 12 teachers x 15 weeks 2 hours per week

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	x	Title III	x	P/F Set-aside		Grants
--	----------	--	---------------	--	-----------------	--	-----------	---	-----------	---	---------------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, the percentage of students reading on or above grade level will increase by 3% from 21% to 24% as measured by NYS ELA examinations.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
----	--	--	-----	----------	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

We will revise our current school wide instructional focus and emphasize instruction that is explicit and promotes higher levels of student thinking. Teachers will receive professional development on implementation of explicit and targeted instruction.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength Area:

- Social emotional supports are in place that address discipline concerns using positive behavior interventions supports (PBIS) (QR 2012-2013—QRI 1.4 and DTSDE 5.2)
- Consistency across classrooms with the “lighthouse” management plan (PPO 2014-2015—QRI 1.4 and DTSDE 5.2)

Priority Need Area:

- Development additional Tier 2 and Tier 3 leveling systems for Response to Intervention Behavior (NYC School Survey 2013-2014)
- Use data to address students’ social and emotional developmental health needs that align to academic and social success (PFSR 2013-2014—DTSDE 5.5)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 10% decrease of level 3 and 4 infractions, from 51 incidents to 46 incidents, as indicated on Online Occurrence Reporting System.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Review and enhance current PBIS efforts at weekly meetings using the SWIS data tracking system	Tier 2 students	By February 2015	PBIS team members
Provide incentives for positive behaviors –Lighthouse Leagues Clubs	All students	November 2014 – June 2015	Lighthouse Leagues Committee
Refine Tier 2 and Tier 3 strategies	Targeted students	By February 2015	PBIS Team and Check in/Check out team
Communicate with families through progress reports, weekly calls, monthly newsletters, etc.	All students	From January to June 2015	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources : PBIS Team Members, Administrators, Network Specialist PBIS Team (2 Teachers) – 1 Day x 2hours Per week for data management Jan- June
Instructional Resources : List of Tier 2 and 3 Supports, Incentives for BRIGHT Store ; Menu of no cost incentives, SWISS Data Tracking System,
Schedule Adjustment: Weekly Meeting

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
n/a												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
From September 2014 to February 2015, there will be a 5% decrease in the number of level 3 and 4 infractions reported in OORS from 21 incidents to 19 incidents. By February 2015, the following implementation checks will be conducted:

- Established Tier 2 Support Strategies
- Present RTI-B Tier 2 Supports to Staff
- Conducted 3-5 Teacher Meetings

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

X

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

The school will increase positive behavior supports and PBIS efforts. In addition, the PBIS team will meet with teachers and administrators to discuss targeted tier 3 supports for individual students. These strategies will be shared with parents/families.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength Area:

- Teachers are engaged in professional collaborations with distributed leadership structures (SQG 2013-2014—QRI 4.2 and DTSDE 4.2)

Priority Need Area:

- Provide supports and resources to teachers so they can collaborate around short and long-term goals for students (PFSR 2013-2014—DTSDE 4.2)
- Instructional adjustments and feedback to students to effectively meet their needs in a timely fashion (PPO 2014-2015, PFSQR 2013-2014—QRI 2.2, DTSDE 4.5)

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all grade level teacher teams will include protocols to look at student work and aggregate trends. This will result in 75% of teachers showing growth as measured by Danielson Framework 4e- Growing and Developing as a Professionally.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
---	-----------------	--------------------------------	--

for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
MaxScholar -Professional Development , Southern Cross Consultancy – Professional Development, Professional Development - Protocols for looking at student work from Teacher Leadership Program	All Teachers	September - June	Administration
Professional Development - Protocols for looking at student work from Teacher Leadership Program, Smart Board Training, meeting the needs of subgroups (i.e. using the Quality Improvement Plan as a guide for working with students with disabilities)	All Teachers	September- June	Administration
Parent workshop series on -Looking at student work at home and understanding their child’s data	Parent	December - June	Administration , Staff Developer, Teacher
Student celebrations of progress and growth	All Teachers	February- June	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: MaxScholar Consultant; Imagine Learning Consultants, Southern Cross Consultancy Instructional Supports: Smart Board, computers for programs, adjusted schedule for professional learning teams, professional development involving use of protocols for looking at student work Schedule Adjustments: Common planning time to review student work through protocols

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Data Specialist organizing data reports for parents and preparing presentations (2 data specialists approximately 20 hours)												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
4. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, the Advance Dashboard will show that 50% of teachers have a 5% growth within or to the next level of Component 4e as measured by the Danielson Framework for Teaching.				
By February 2015, the following implementation checks will be conducted:				
<ul style="list-style-type: none"> • Monthly check of student’s use and academic movement toward literacy benchmarks • Feedback conversations used as a checkpoint for teacher’s mindset growth in Component 				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

n/a

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength Area:

- The leadership and staff have developed clear and focused goals and action plans focused on increasing reading levels (Quality Review 2013-2014—QRI 3.1 and DTSDE 2.3)
- Leaders of the school place a high priority on the quality of teaching (NYC School Survey 2013-2014—QRI 3.4, DTSDE 2.4)

Priority Need Area:

- School leaders support teachers in establishing and using data systems that facilitate the collection and analysis of outcomes (PFSR 2013-2014—DTSDE 2.3)
- School Leader develops systems for ensuring that all instructional leaders are scheduling and observing teachers on a daily basis and providing timely feedback (PPO 2013-2014—QRI4.1 and 1.2, DTSDE 2.5)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, building leaders will create a schedule to observe teacher practice that includes time to rate practices and deliver actionable feedback; which will result in a 50% teacher increase in 1a (Demonstrating Knowledge of Content and Pedagogy) and 1e (Designing Coherent Instruction) in the Danielson Framework as measured by Advance Data Tracking System.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop Administrative Schedule, use template for actionable receive network support for norming feedback	Building Leaders	September -June	Principal and assistant principals
ELL Consultant and Special SWD Consultant	Building Leaders	Novembers-June	Principal and Assistant Principal
Workshops on Teaching practices for home	Building Leaders	Novembers-June	Instructional Team
On-going actionable feedback and calibration of the instructional leaders utilizing the support of the Talent Coach	Building Leaders	November-June	Instructional Team and Talent Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources : F-Status Administrative Support, Teacher Effectiveness Consultant (1) 2 times per month x 10 hours Instructional Resources: Microsoft 2013 Schedule Adjustment

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
n/a												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
By February 2015, the Advance Dashboard will show that 35% of teachers have growth within or to the next level of Component 1a and 1e as measured by the Danielson Framework for Teaching and classroom observation data.

By February 2015, the following implementation checks will be conducted:

- The observation schedule and cycle for round 2 will be complete
- Actionable feedback template will be created and utilized Established Tier 2 Support Strategies
- Norming with Network and Talent Coaches

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
n/a					

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength Area:

- Parents are informed about what their child is learning in terms of curriculum (NYC School Survey—DTSDE 6.3)

Priority Need Area:

- Share data in a way in which families can understanding student learning needs and successes (PFSR 2013-2014—DTSDE 6.5)
- Establish monthly assemblies that incorporate academic, social-emotional, and cultural topic (NYC School Survey 2013-2014)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will provide at least 10 culturally responsive activities to increase parent engagement by 15% from 38% to 53% as measure by the NYC School Survey

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Provide language development program opportunities for parents	Families	Monthly	PA and PC
Parent Association Meetings/Workshops that provide support groups, for fathers and special needs families	Families	Monthly	PA and PC
Provided additional evening events <ul style="list-style-type: none"> Establish and maintain school website for parents Fashion Shows Plays Choir Game night 	Families	Monthly	PA and PC
Monthly grade level newsletters about curriculum, school activities and student achievement	Families	Monthly	Grade Teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources : PA, PC , Learning Leaders, Teachers (5) 3 hours per month for curriculum and extra curricular events, child care provider Instructional resources: Rosetta Stone School License, incentives, games, Schedule Adjustment

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
	Tax Levy		Title I Basic	x	Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Data Specialist upkeep the school website and provide guidance for parents (2 data specialists 20 hours)												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
By February 2015, there will be an increase from 4 culturally responsive events to 6 with an attendance increase from 107 participants to 120 as measured by records of attendance from each event. Supports <ul style="list-style-type: none"> Using an attendance sheet – per event

- evaluation Forms – per event

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
---	----------	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

n/a

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Foundations	Wilson Program	Small Group	During the School Day
	F&P Leveling System	Repeated readings/strategy groups	Small Group	During the School Day
	Guided Reading	Shared reading	Small Group	During the School Day
Mathematics	Problem Solving Strategies	Think Central	Small Group	During the School Day
Science	Science integrated in literacy instruction	Ready-Gen Program	Small Group	During the School Day
Social Studies	Social Studies integrated in literacy instruction	Ready-Gen Program	Small Group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Human Relations Facilitator roles have been established to improve school environment	PBIS-school-wide behavior modification program	Small Group	During the School Day

12X006 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	621	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.7%	% Attendance Rate			88.3%
% Free Lunch	95.0%	% Reduced Lunch			2.6%
% Limited English Proficient	11.7%	% Students with Disabilities			20.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			23.4%
% Hispanic or Latino	74.4%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	0.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.19	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			5.27
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.9%	Mathematics Performance at levels 3 & 4			19.1%
Science Performance at levels 3 & 4 (4th Grade)	68.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

12X006 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	621	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	92.7%	% Attendance Rate		88.3%
% Free Lunch	95.0%	% Reduced Lunch		2.6%
% Limited English Proficient	11.7%	% Students with Disabilities		20.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.3%	% Black or African American		23.4%
% Hispanic or Latino	74.4%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	0.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.19	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.27
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.9%	Mathematics Performance at levels 3 & 4		19.1%
Science Performance at levels 3 & 4 (4th Grade)	68.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 7: Title I Program Information

Directions:

9. All schools must indicate their Title I status in Part 1
10. All elements of the *All Title I Schools* section must be completed in Part 2
11. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
12. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
13. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
14. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>Methods for recruiting:</p> <ul style="list-style-type: none"> • Internal referrals from effective teachers • Job Fairs • NYCDOE Select Recruits

2b. 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).
<p>All teachers receive professional development through weekly PLT sessions led by Literacy Coach, consultants, network specialists and shared leadership team:</p> <ul style="list-style-type: none"> • Highly Qualified teachers continue to seek professional development • "Go Math and Ready Gen" Consultants (on and off site) • Math Consultant (Southern Cross Consultancy) • Special Education Network Consultant • New teacher mentor program (in-house) • Teacher Leadership Program – to build shared leadership capacity

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

4b. 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.

The school has various teams that review the curriculum using a variety of sources including the CCLS, NYS alignment guides, and student data to determine which assessments to implement schoolwide. Team members also present this information in a professional learning environment whole school, in grade bands, and/or within grade levels. Some of the teams charged with this task include:

- Grade Leader meeting
- School-Based Development Committee
- School Local Measures Committee
- Professional Learning Teams (Grade Level)
- Instructional Cabinet

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	504,576	x	19
Title I School Improvement 1003(a)	Federal	16,961	x	22
Title I Priority and Focus School Improvement Funds	Federal	122,134	x	11, 13, 16, 19, 22
Title II, Part A	Federal	182,955	x	19

Title III, Part A	Federal	11,200	x	11
Title III, Immigrant	Federal	n/a		N/A
Tax Levy (FSF)	Local	2,616, 551	x	19

¹**Explanation/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.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 6x in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 6x will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

P.S. 6x, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 12	Borough Bronx	School Number 006
School Name Public School 6		

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 Ms. Juliet Young	Assistant Principal Ms. Susan K. Aker
Coach Ms. Dadrie Rochester	Coach type here
ESL Teacher Ms. Laura Dellatte	Guidance Counselor Dr. Judith Teng
Teacher/Subject Area Ms. Dana Hall/Grade 4	Parent type here
Teacher/Subject Area Ms. Allison Palmer, Grade 2	Parent Coordinator Ms. Carmen Valle
Related Service Provider Ms. Irasema Alvarado	Other Ms. Ana Rodriguez Lugo
Network Leader(Only if working with the LAP team) type here	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	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	670	Total number of ELLs	71	ELLs as share of total student population (%)	10.60%
--	------------	----------------------	-----------	---	---------------

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
SELECT ONE	12	11	12	6	15	15								71
SELECT ONE														0
Total	12	11	12	6	15	15	0	71						

B. ELL Years of Service and Programs

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

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

	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	53	0	3	17	1	5	1	0	0	71

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	53	0	3	17	1	5	1	0	0	71
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	10	10	11	5	15	14								65
Chinese														0
Russian														0
Bengali	2													2
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1		1								3
TOTAL	12	11	12	6	15	15	0	71						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	3	1	3	1								14
Intermediate(I)	1	6	7	2	3	7								26
Advanced (A)	7	3	2	3	9	7								31
Total	12	11	12	6	15	15	0	71						

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	13	5	1	0	19
4	14	1	0	0	15
5	15	1	0	0	16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	1	6	0	1	0	0	0	20
4	13	1	3	0	0	0	0	0	17
5	12	2	0	3	0	0	0	0	17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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.
Public School 6 uses the TCRWP to assess the early literacy skills of ELLs. The insights that data provide for our ELLs correlate with Listening, Speaking, and Reading scores on the NYSESLAT. Our newcomers, identified as students with 0 – 3 years in the United States and SIFE students, along with ELL students entering Kindergarten may recognize vowels, but have difficulty identifying their sounds

corresponding to English. Consonants with same sounds (examples being 'c' and 'k') are not recognized. Thus, it would be beneficial for our ELLs to receive intense instruction in letter sounds and print concepts.

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

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

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

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

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

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

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

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

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

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

4. For each program, answer the following:

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

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

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

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

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

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

Public School 6 reviews student data (inclusive of ELLs) throughout the school year to determine guided instruction for all students in Grades K - 5. Student data reveals reading and math levels of mastery; strategies understood and applied for reading text and showing work for math problems. Student writing depicts an understanding of using the English language, as well as applying grammatical concepts. Teachers use student data to inform instruction through teacher observation and anecdotes, formative and summative assessments. We analyze student understanding and actual student work during each phase of the core subject, examples being noting student progress during units of instruction and at the end of each unit. Examples of formative assessments include teacher-based tests, journal writing, Quick Check for Math, and periodic assessments for ELA and Math. Summative assessments include NYS ELA and Math assessments (Grades 3 - 5); NYSESLAT (K - 5); and TCRWP for primary grades.

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

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

For ELLs, English is considered the second language, and thus, instructional decisions are made according to English language development. In the classroom, teachers and ESL Providers review student data and determine how well students understand and express themselves during classroom instruction through informal teacher assessments, formative and summative assessments. Second language development also includes continuing the school-wide initiative of listening and speaking through 'turn and talk' and 'think/pair/share.' Cognates, Tier 2, and Tier 3 vocabulary are utilized during core subject periods. We teach students those

components found in the English language: synonyms, antonyms, homonyms, prefixes, suffixes, base words, etc. that support listening, speaking, reading, and writing. Data from informal and formal sources also serve as indicators for second language development instruction. Informal sources include TCRWP, assessments from Ready Gen Reading and GO Math; research-based data from Foundations (lower grades) or Wilson (upper grades); Imagine Learning English electronic program; the NYSESLAT - student scores indicate beginning, intermediate, proficient, and advanced levels in listening, speaking, reading, and writing; and Periodic Assessments. Formal sources include NYS ELA and Math assessments for upper grades for each academic year.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

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

Progress Report and Environmental Survey:

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

Quality Review:

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

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

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

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

NYSESLAT:

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

Periodic Assessments:

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When parents register their children for the first time at Public School 6, they meet the Pupil Personnel Secretary, who hands out the Home Language Identification Survey (HLIS) for the purpose of having parents identify the language(s) spoken at home. Parents complete the HLIS, while certified pedagogues in ESL and Bilingual Instruction are ready to assist parents, who may have questions or need clarification. Certified pedagogues in ESL and Bilingual Instruction conduct the informal interview with parents and children in English and in the native language. A Language Assessment Battery – Revised (LAB-R) is administered to those students who may be considered English Language Learners. Certified pedagogues review LAB-R scores. If LAB-R scores indicate students as English Language Learners, they are interviewed by licensed pedagogues. Newly admitted students are placed in appropriate grade level classes, where they will receive the appropriate ESL Provider Services. However, for those students whose LAB-R scores signal the possibility of a learning disability, next steps are taken to support students. Note that the English Language Learner Identification Process must be completed within 10 school days of initial enrollment as per CR Part 154.

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

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

- **Parent Orientations:** Before parents attend an orientation, they are issued Entitlement Letters in English and in their native language explaining the student's LAB-R score, the three selection programs, and an invitation to attend the orientation. At the orientation, parents receive a thorough and research based explanation about the three available programs by qualified and certified staff and administrators who communicate in English and the native language. Included during the meeting is our Parent Coordinator. Note that translators are available for parents who speak their native languages. Parents also view a video in their native languages of the choice process and three programs published on-line by the New York City Department of Education. Then parents can complete Parent Choice Letters and Surveys on the school site. This is done continuously during the school year as newly admitted students are enrolled at the school. Parent Orientations are conducted during different times of the day, including afternoons and evenings. Parent Survey and Program Selection forms are returned in several ways: by the student (in his/her homework folder), by telephone reminders, by the parent in person at P.S. 6X, by the Parent Coordinator who reminds parents during meetings, and by home visits conducted by an administrator, along with qualified and certified staff. Note that records of communication are kept by staff. If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.
- **Parent Workshops:** Our Parent Coordinator, with the support of qualified and certified staff and administrators, interacts with parents in English and in the native language throughout the school year.
- **By Appointment:** Parents can make an appointment with our staff or administration to learn about the three choices of programs throughout the school year. Appointments are made via telephone or letter.
- **Written Communication:** Entitlement letters, Placement letters for newly admitted students, Continued Entitlement letters for students who were administered the NYSESLAT, non-Entitlement letters for students identified for students who received and passed the LAB-R, non-Entitlement /Transition letters for students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT.

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

Entitlement letters are distributed via certified pedagogues to classroom teachers who have newly admitted ELL students (as per LAB-R) on their registers. Students who are newly admitted receive Placement letters. Those students who have taken the NYSESLAT are issued Continued Entitlement letters. Non-Entitlement letters are distributed to students who received and passed the LAB-R. Non-Entitlement /Transition letters are issued to students that no longer are entitled to receive ESL services because of a Proficient rating on the NYSESLAT.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- Criteria and procedures are followed to place identified ELL students in Bilingual and ESL instructional programs. Question Number 1, as written above, is dedicated to identifying English Language Learners. Within ten days of the arrival of new students, the LAB-R is issued. If the LAB-R shows that new students are in need of English support, they are placed in an ESL program. Placement of ELL students is not limited to new arrivals. Students who transfer to P.S. 6 from public schools located within the 32 districts of New York City have documentation in their cumulative records. Examples are Home Language Identification Surveys, the LAB-R, and student cumulative records showing promotion status, along with assigned classes. The Pupil Personnel Secretary inputs the OSIS number of a student into ATS and comes up with information regarding placement of the student. For students who come from schools within the fifty states, a telephone call made to the Principal or Assistant Principal of the former school yields information pertaining to placement at Public School 6 (when records or student cumulative resources have not yet arrived at Public School 6).

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

School administration, the ESL Team, and the Testing Team refer to the New York State Testing Calendar at the beginning of the school year for dates aligning with all sections of the NYSESLAT. The list of ELLs by grade level is composed and adjusted throughout the school year, as new admits are identified as ELLs during their first ten days at school. Approximately one (1) month before testing, certified pedagogues are assigned grade level students; also noted are room assignments. A memorandum is written by the Principal and shared with administration, the ESL Team, and the Testing Team. The memorandum is adjusted, as needed. Then it is distributed to the school. The assigned dates of testing with align with all sections of the NYSESLAT. Testing procedures are carefully adhered to and carried out. by grade level. Rooms are assigned.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

Based on the Parent Selection Program form, parents of Public School 6 have requested that their children be placed in Free-Standing ESL. Approximately 95% of parents request Free-standing ESL. Therefore, program models offered at school are aligned with parent requests. The school annually has several parent meetings involving choice of program for their children. Certified pedagogues clearly explain the research and differences among the three program choices.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

Assessments will show growth in Tier 2 and Tier 3 vocabulary by the use of cognates and word walls.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

 - **Foundations and Wilson Programs:** Students will be assessed in activities requiring listening, speaking, and reading.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

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

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

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

c. Instructional Plan for ELLs receiving 4 to 6 years: Grade level curricula inclusive of differentiated instruction taught by the ESL Provider and classroom teacher; methodologies described in Question 3 above. Students also engage in Independent Reading to increase fluency and stamina. After-school program offers practice in the methodologies and NYSESLAT.

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

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

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

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

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

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

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

A. Programming and Scheduling Information

their homeroom and cluster teachers, ESL Providers push into classrooms to team teach and to provide ESL strategies and methodologies. Other methodologies include cooperative learning and small grouping, instructional modifications, vocabulary development, and the incorporation of Q-TEL strategies. To facilitate articulation, curriculum planning and the sharing of methods and strategies that support scaffolding across content areas; common preparation periods are arranged once a week for teachers in the same grade (all 1st graders, all 5th graders, and so on). Furthermore, ESL strategies are infused into content instruction by classroom teachers using adaptations of materials instruction by classroom teachers using adaptations of materials (use of pictures and illustrations, use of tape recorder for listening/speaking /reading activities, modification of L2 vocabular); directions (Simplify and illustrate them); instructional presentation (scaffolding concepts, individualized tasks, the use of oral modeling), motivation (prior knowledge student's own culture, student participation). Also included is the SMART Board for explicit, engaging instruction. As part of effective instruction, assessments are administered to students

and studied by all staff. Examples are running records and unit tests in core subjects.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

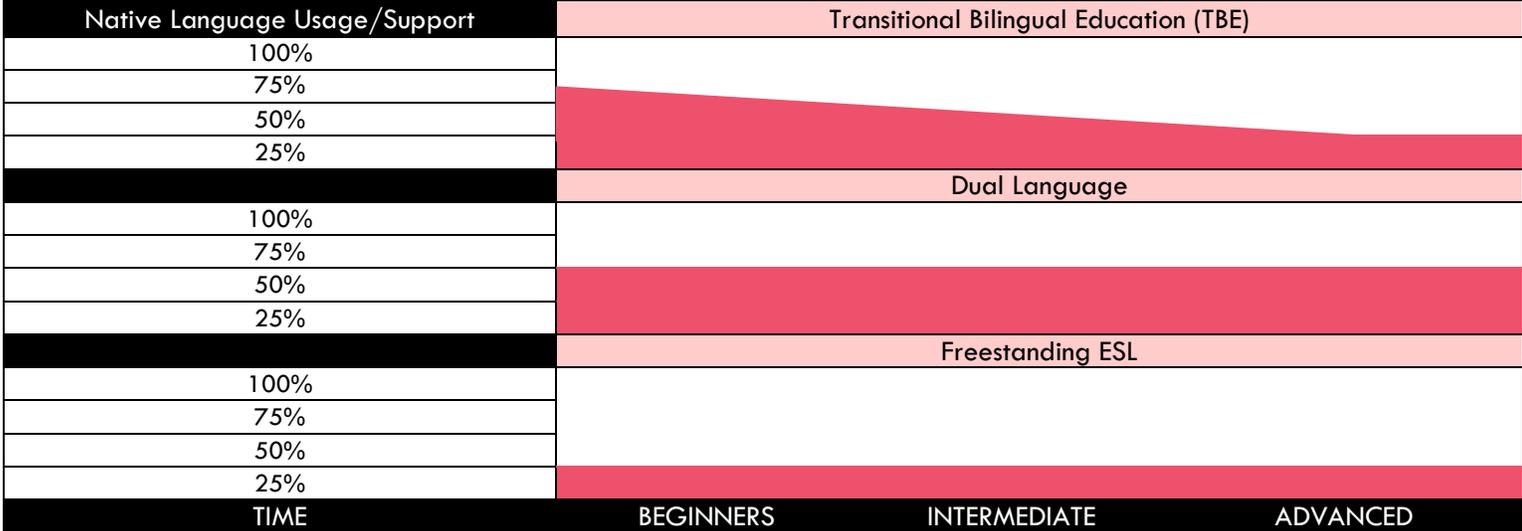
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Libraries.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

A third component of Professional Development is focused on topics generated by the school's Network. Examples are Foundations, writing the LAP, and Common Core Standards aligned with ELL learning.

3. The Guidance Counselor; the SAPIS Counselor, and the Parent Coordinator mentor and advise parents and students with the tools to ensure a smooth transition from P.S. 6X to middle school. Parents and students attend meetings aimed at explaining the middle school process, starting from middle school choice and proceeding to the application process. A time line is offered to support handing in documents in a timely manner. The Guidance Counselor speaks to parents by appointment or through 'walk in' to answer questions and to support parent documentation on forms. Parents and students are spoken to in English and in the native language. Applications and other written documentation are provided in English and in the native language.

As needed, telephone calls serving as reminders for handing in documentation are made in English or in the native language. Written reminders in English and the native language are handed out to parents.

4. The school will ensure that all Staff will receive 7.5 hours of English Language Learner training through substantial communication of professional development opportunities in-house or outside of the school. Staff will receive communication through our school White Board, postings in conspicuous areas of the building, including the Main Office, Assistant Principal Bulletin Boards, and faculty cafeteria. Announcements will be made during group sessions, including Faculty Conferences and grade level meetings. Staff will be notified via e-mails. Staff will be instructed to visit the DOE teacher page for professional development opportunities.

Administrators will note professional development opportunities in the Principal's Weekly and notify staff. Examples of professional hours from the following sources may entail

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

D. Parental Involvement

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

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

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

located at Fordham University.

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Public School 6

School DBN: 12X006

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X006 School Name: Public School 6

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

Student Specific Critical Documents:

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

Language Assistance Services:

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

Signs Depicting Native Languages:

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

Department of Education Website:

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





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: Public School 6	DBN: 12X006
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: 64
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

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 direct instruction supplemental program at Public School 6 is important to address the needs of English Language Learners. Based on TCRWP's assessment of early literacy skills of ELLs, we found that data provided for our ELLs correlated with Listening, Speaking, and Reading scores on the NYSESLAT. Our newcomers, identified as students with 0 – 3 years in the United States and SIFE students, along with ELL students entering Kindergarten may recognize vowels, but have difficulty identifying their sounds corresponding to English. Consonants with same sounds (examples being ‘c’ and ‘k’) are not recognized. Thus, it would be beneficial for our ELLs to receive intense instruction in letter sounds and print concepts.

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

In the older elementary grades (3, 4, and 5) loss of reading strategies and skills can be attributed to infrequent reading during the summer months. Like their younger counterparts, they start the school year at least (one) level below the previous school year's New York State ELA assessment. Recent data also shows that students are below grade level in reading in their native language. Current NYSESLAT data shows that approximately 50% of Grade 3 students are not interpreting spoken information in English through listening. 'Newcomers' without prior schooling or a lack of cohesive schooling in their native language are in need of support in core subjects.

The subgroups include boys and girls in the lowest third of their classes; boys and girls who are newcomers; boys and girls who live in assisted housing/shelters; boys and girls who are classified as Students with Disabilities; and boys and girls who are classified as English Language Learners. Grade levels include Kindergarten through 5.

Part B: Direct Instruction Supplemental Program Information

At present, the after-school program will take place twice each week, on Wednesdays and Thursdays, from 2:30P.M. - 4:30P.M. starting on January 7, 2015 and finishing on April 2, 2015. Language of instruction will be English. However, to support student learning for newcomers and those students who scored 'Beginning' on the NYSESLAT, the native language may be used to explain concepts; the teacher will then explain concepts in English using ESL methodologies.

Three teachers are to participate in the program. One teacher is permanently certified in Bilingual instruction with an ESL extension. One teacher is permanently certified in ESL instruction and one teacher is permanently certified in Bilingual instruction and Special Education.

Types of materials include:

A-Z leveled books for Guided Reading (paper for printing from computer).

Imagine Learning electronic program for listening, reading, and speaking skills.

NYSESLAT published support materials from Attanasio Company to give students opportunities for practice.

Student Notebooks- to be used for students to engage in writing, an example being responses to literature.

Informational charts.

Part C: Professional Development

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

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

Begin description here: Professional Development provides teachers with the tools necessary to learn new practices and improve existing ones, as well as the opportunity to work in partnerships and teams to practice their craft. Three (3) teachers will receive training; these teachers have certification in Bilingual Education/Special Education; ESL; and Bilingual Education with an ESL Extension. The schedule will be once per month for a period of one hour.

Topics to be covered are as follows:

Topic 1: Q-tel Strategies Strategies for Reading and Writing Instruction

Rationale: Q-tel strategies encourage students to listen to their second language, read, write, and speak to classmates about their learning.

Part C: Professional Development

Date: January 6, 2014

Time: 2:30P.M. - 3:30P.M.

Name of Provider: Ms. Alvarado/Ms. Aker

Audience: Teachers and Paraprofessionals

Topic 2: Building Academic Vocabulary for ELLs

Rationale: Academic vocabulary (Tier 3 words) enable ELLs to understand core subject area.

Date: March 5, 2014

Time: 2:30P.M.

Name of Provider: Ms. Alvarado, Ms. Aker, and Ms. Rodriguez

Audience: Teachers and Paraprofessionals

-

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: Public School 6 believes in a home/school partnership to support the education of all students. Therefore, parent involvement is integral to maintaining a strong relationship between the home and the school. When parents feel welcome at their childrens' school, they will be encouraged to learn about educational initiatives and reach out to the school in order to provide support at home.

Topic 1: What is the NYSESLAT?

Rationale: Parents will understand the components of the NYSESLAT and what it measures - Listening, Reading, Writing, and Speaking

Date: January 20, 2015

Part D: Parental Engagement Activities

Time: 2:30P.M. - 3:30P.M.

Name of Provider: Ms. Alvarado, Ms. Aker, Ms. Rodriguez, and Ms. Valle

Audience: Parents of ELLs, K - 5

Topic 2: Engaging Your Child in Reading

Rationale: Parents are the home link to supporting students in reading.

Date: February 3, 2014

Time: 2:30P.M.

Name of Provider: Ms. Carmen Valle, Ms. Alvarado, Ms. Aker, Ms. Rodriguez, Ms. Ford

Audience: ELL Parents

Topic 3: Engaging Your Child in Reading Using the ARIS Parent Link

Rationale: Parents can learn about their child's on-line data concerning attendance, reading levels, NYSESLAT levels, etc.

Date: March 11, 2014

Time: 2:30P.M.

Name of Provider: Ms. Valle, Ms. Alvarado, Ms. Aker, and Ms. Rodriguez

Audience: ELL Parents

Parents will be notified about activities as follows:

Flyers

PA Newsletter

Monthly Calendars

Telephone Calls

E-mail

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 	_____	_____
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	_____	_____