

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	17K006
School Name:	P.S. 006
Principal:	ELLEN CARLISLE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Norma Adams Clemons Academy School Number (DBN): 17K006
Grades Served: K-5
School Address: 43 Snyder Avenue, Brooklyn NY 11226
Phone Number: 718-856-6560 Fax: 718-856-7493
School Contact Person: Cheryl Hicks Email Address: Chicks@schools.nyc.gov
Principal: Sharon Porter
UFT Chapter Leader: Lorraine Porter
Parents' Association President: Marcia Dover
SLT Chairperson: Lorraine Porter
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Samantha Lloyd
Student Representative(s): _____

District Information

District: 17 Superintendent: Mr. Clarence Ellis
Superintendent's Office Address: 1224 Park Place Brooklyn NY 11213
Superintendent's Email Address: CEllis3@schools.nyc.gov
Phone Number: 718-221-4372 Fax: 718-221-4326

Borough Field Support Center (BFSC)

BFSC: Brooklyn Field Support Center Director: Cheryl Watson
Director's Office Address: 415, 89th Street

Cherylwatson@schools.nyc.gov

Director's Email Address:

718-759-4868

Phone Number:

Fax:

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Sharon Porter	*Principal or Designee	
Lorraine Porter	*UFT Chapter Leader or Designee	
Marcia Dover	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Samantha Lloyd	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vincia Howes	Member/Parent	
Marjorie Francois	Member/ Parent	
Yoskata Espinal	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tonia Rae Phipps	Member/ Parent	
Rheba Logan	Member/ Paraprofessional	
Rita Joseph	Member/ Teacher	
Maryse Crevecoeur	Member/ Teacher	
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

- Public School 6 is a learning community where children and adults alike are encouraged to develop and share positive learning experiences. We are located at 43 Snyder Avenue, bordering a densely populated inner-city commercial district along Flatbush and Church Avenues, in the East Flatbush section of Brooklyn, New York, adjacent to the majestic and historic Erasmus Hall High School. This Kindergarten to Fifth Grade Elementary School, serves a student population of approximately 720 students from ethnically and culturally diverse backgrounds. The community is also home to a growing number of Caribbean, Hispanic, and Asian immigrants and the school is an integral part of the community. It is housed in a well-kept modern building where pride in the students' accomplishments is evident in the prominently displayed student work. Our Multicultural school environment provides a safe atmosphere and an opportunity for students to share their many backgrounds through music, dance, art, literature and language.
- As per the Framework for Great Schools and the June Instructional Reports, we saw the most gains in mathematics. In most mathematics domains, students showed mastery. However, when the domains showed up in constructed responses, students did not meet grade level performance. In addition, the English Language Learners in grade 4 outperformed the citywide proficiency average in both ELA and math. However, 3rd grade ELLs under-perform the citywide average by .12 scale score on the ELA exam.

Our Mission Statement

- Our commitment is to improve students' achievement and ensure that all students, including English Language Learners and Students with Disabilities, are equipped with the necessary knowledge and skills to be globally competitive and be prepared for college, career and productive in life.

Our Vision Statement

- Norma Adams Clemons Academy at Public School 6 is committed to working collaboratively with educators, parents, community leaders and external partnerships, in order to implement the CCSS and ensure that our students receive a world-class education, in a safe and orderly environment.

Student Expectation

- At Public School 6, we foster high expectations for all students. The education of the whole child is paramount, supported by good and improving attendance, clear school procedures, effective use of data and a thoroughly engaging curriculum. Our commitment is to finding and enhancing the gifts, talents and academic skills of each student. To this end we expand our students' experiences and foster an education of the **whole child** through partnerships with our staff, parents and the community. Currently, we have "Chess in Schools", Swim for Life, Violin, Soccer, Basketball, Track, Home Economics, Cook Shop, and Boys Scout. We cultivate partnerships with the Science Environmental Center, Brooklyn Navy Yard, Brooklyn College, and Brooklyn Children's Museum.
- Our curricula were selected because they align to the Common Core State Standards. They provide the rigor students need to actively engage in ambitious intellectual activities and develop critical thinking skills. In order to support the curricula, several pedagogues have been trained in literacy specific RTI strategies that will aid in closing the achievement gap.
- Student writing is celebrated through a K – 5 Writer's Wall as well as displays through hallways and classrooms.

- Grades K – 2 emphasized Academic Intervention Services with interventions such as the Wilson Foundations, Sadlier’s Phonics and Penmanship programs to enhance fluency in ELA and Great Leaps to enhance fluency in Mathematics.
- Afterschool and Holiday programs are offered to help students, in grades 2 – 5, achieve their ELA and Math goals.
- To maximize learning and materials, students are placed in classrooms with certified pedagogues trained specifically for their needs.
- Extra curricula activities such as dance, chorus, Chess and sports are offered.
- The school community works toward a shared goal of improving student outcomes, preparing students for future success and enhance the social emotional support for every student through the TAC-D training.
- Our school participates in the District Level STEM Fair. Our students achieved 1st, 2nd, and 3rd place in grades K – 5 Science Fair. We also have prospective participants in the Engineering Fair.
- Our students use technology to enhance their learning. They have access to technology lab laptop carts, classroom computers, smart boards and document cameras to facilitate all areas of learning.
- In addition, students have access to online resources such as Skoolbo, SuccessMaker and EasyCBM that may be utilized at school and at home. These programs track students’ progress in ELA and Math.

Teacher Expectations

- Plan for instructions with the following in mind: Common Core State Standards, Universal Design for Learning, and Danielson’s Framework.
- Vertical and Horizontal Teacher Teams provide tailored instructional and assessment plans to support professional learning and growth among the school community.
- The Inquiry Team conducts intense data analysis of students’ assessments, review teacher practices and make changes to facilitate student growth.
- Teachers enhance their content knowledge and pedagogical skill by attending outside PDs, webinars, participating in book clubs, and adjusting teaching practices to enhance students work.

Parent Involvement

- We foster Tuesday Parent events where parents are welcome to meet with grade level teachers to foster Home School Connection.
- We promote proper nutrition through Cookshop for parents once a month.
- Our parent coordinator facilitates:
 1. Learning Leaders
 2. Phone Messaging system to inform parents of school events
 3. School calendar
 4. Memos in several languages
 5. Parent workshops
- Parents participate in the decision making process on the School Leadership Team (SLT)
- We offer Curriculum night for families where we provide them with school information, and discuss the Common Core State Assessments.
- We maintain a school website (PS6naca.org).
- We conduct the Middle school information night.

Community Involvement

- We have a partnership with the Adult Night Education program that aims to teach some of our parents English to get them on the road to College and Career readiness.
- We hold a street fair, Town Hall Meeting, Legislative and Community Breakfast, Muffins with Moms, Donuts with Dads, Grand-Parents’ Day, Dads Take Your Child to School Day, Toy Drive, etc.

- We foster an association with the Boys and Girls Club of America.
- We collaborate with NYC Parks and Recreation in enhancing life skills in swimming and tennis.
- We are affiliated with State Senator Kevin Parker, Councilman Matthieu Eugene, Borough President Eric Adams, and Assembly Woman Rodneyse Bichotte for the enhancement of school resources.

We facilitate Career Day, where we host a vast number of community professionals who share and advise students on their path to become College and Career Ready.

17K006 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	749	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.8%	% Attendance Rate		91.7%
% Free Lunch	77.0%	% Reduced Lunch		1.4%
% Limited English Proficient	17.0%	% Students with Disabilities		20.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		74.6%
% Hispanic or Latino	21.8%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	1.7%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.19	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
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)	0.1%	Average Teacher Absences (2013-14)		6.93
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.2%	Mathematics Performance at levels 3 & 4		25.7%
Science Performance at levels 3 & 4 (4th Grade)	87.9%	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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		YES
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		YES
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	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 – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

After conducting a three year trend analysis of Common Core State Standard, Instructional Shifts, Danielson Frameworks, our schools academic programs, RTI model for instruction, major findings from our Quality Review and our CCSS assessment results, we have found that our students need to be engaged in cognitive tasks in order to be college and career ready.

Strengths in Mathematics

- In Mathematics, our students grow to become fluent and accurate in performing operations of multi-digit whole numbers with decimals to hundredths with 76% accuracy. In addition, they’re able to represent decimal notation for fractions, compare decimal fractions and use equivalent fractions as a strategy to add and subtract fractions.

Weaknesses in Mathematics

- While students are able to add and subtract fractions, they are unable to apply and extend previous understandings of multiplication and division of fractions. Students also showed a weakness when operations of multi-digit whole numbers and with decimals to hundredths showed up in word problems.

Strengths in English Language Arts

- In reading, writing, speaking, listening, and language across the curriculum, our students do well in describing how a narrator’s or a speaker’s point of view influences how events are described. They are able to draw on information from multiple print or digital sources, when demonstrating the ability to locate and answer to a question or to solve a problem efficiently. They know how to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Weaknesses in English Language Arts

- In reading, writing, speaking, listening, and language across the curriculum, our students have difficulty determining two or more main ideas of a text and explain how they are supported by key details and or summarize the text. They’re also showing a weakness in comparing and contrasting stories in the same genre on their approaches to similar themes and topics.

Quality Review

As per our Quality Review report of school year 2014 – 2015, PS 6 was found to be Well Developed in the following areas: Instructional Core, School Culture, and Systems for Improvement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our school will work to align Common Core State Standards, Instructional Shifts, Danielson Framework, our schools academic programs, RTI model for instruction, major findings from our Quality Review and our CCSS assessment results, in order to engage students in cognitive tasks 80% of the time as measured MOTP and MOSL.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School Base Inquiry</p> <ul style="list-style-type: none"> • Teachers will use the Medical Model of Inquiry to identify students that are in “Wellness, Out Patient, Inpatient, and Life Support – (Tier Instruction) • Identify research base strategies that will correct weaknesses. • Engage in a 6 weeks cycle where the targeted skill/concept/population is monitored for growth using the researched strategy • Reassess the identified weakness to measure growth or revise the strategy. • Repeat the cycle with a new skill/concept/population or revisit the previous weakness. 	<p>Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Principal Supervisors Coach Data Specialist Dr. Lamb</p>
<p>Research-Based Instructional Program</p> <p>-ReadyGen supplemented by:</p>	<p>Gen. Ed Sp.Ed.</p>	<p>Sept 2015 June 2016</p>	<p>All Pedagogues</p>

<ul style="list-style-type: none"> • Teachability • Wilson • Sadlier Phonics • Zaner-Bloser Handwriting • EngageNY.org • Technology • Skoolbo • www.Myon.com <p>-GoMath supplemented by:</p> <ul style="list-style-type: none"> • EngageNY.org • Singapore Math Strategies • Technology / ThinkCentral. 	ESL Funded Clusters Content Area Paraprofessionals		
<p>Subgroups – SWD & ENL</p> <p>Progress monitoring of IEP goals</p> <p>Develop comprehensive IEPs</p> <p>Adhering ENL mandated services</p> <p>Push in services for ENLs to support the acquisition of cognitive tasks</p>	Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals	Sept 2015 June 2016	Pedagogues
<p>Professional Learning</p> <ul style="list-style-type: none"> • Math Institute • RTI in Language Arts • RTI in Mathematics • Science Institute • Social Studies Institute • Special Education Institute • ENL Institute • Visual Arts Institute • Paraprofessional Institute • Wellness Institute 	Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals	Sept 2015 June 2016	Pedagogues
<p>Partnerships</p> <ul style="list-style-type: none"> • Science Environmental Center • Brooklyn Children Museum • Brooklyn Navy Yard • MoMA • Brownsville Community Center • Noel Pointer Foundation (Violin instruction) • Elementary Schools Sports Program League (Soccer, Basketball) 	Gen. Ed Sp.Ed. ESL Funded Clusters	Sept 2015 June 2016	Pedagogues

<ul style="list-style-type: none"> Track CAMBA 	Content Area		
	Paraprofessionals		
Parent Engagement <ul style="list-style-type: none"> Tuesday Meet the Teacher Monthly Parent Workshop Title I Workshop Title III Workshop Homework Help Monthly Newsletter Letters (publish in several languages) Monthly school calendar 	Parents	Sept 2015 June 2016	All pedagogues Parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Title I, Tax Levy, Title III funds will be used to provide resource enhance instruction throughout the school.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> Parent surveys, Attendance monitoring, conferencing K – 2 teachers will progress monitor through GoMath and ReadyGen. 3 -5 teachers will progress monitor through Baseline, Benchmark and End of Year assessments in ELA and Math. Special Education, ENL and AIS teachers will progress monitor using EasyCBM and Wilson Language Works. 4th grade teachers will progress monitor science through Harcourt, FOSS, and Pearson’s Beginning of Year and End of Year, in addition to the State Science Test. Teacher Observations
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

As per the Framework for Great Schools Report of 2015 safety in the school is rated as 100%. However, classroom behavior is rated as 88%.

As a school, we need to make teachers knowledgeable of systems and safety protocols that are in place. We need to conduct monthly workshop on de-escalation, and TAC-D strategies.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students and staff will show an increase of 5% in positive response in the area of safety and order in classroom behavior.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based Systems and Structures</p> <ul style="list-style-type: none"> • PBIS 	<p>Gen. Ed</p>	<p>Sept 2015- June 2016</p>	<p>Admin, Coach, designated teachers, District Representatives</p>

<ul style="list-style-type: none"> • TAC-D • De-escalation Plan 	Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals		
Professional Development <ul style="list-style-type: none"> • PBIS Workshop • TAC-D Workshop • De-escalation Plan • Special Education Institute • Paraprofessional Institute • Wellness Institute 	Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals	Sept 2015- June 2016	Admin, Coach, designated teachers, District Representatives
Systems and Structures <ul style="list-style-type: none"> • Safe-Haven on each floor • Intervention Suit – Dean, Guidance and Parent Coordinator • Workshops for students and parents on the Discipline Code • SIT meetings • Monthly RTI meetings • Student Government • At-Risk Counseling through, Guidance Counselor and Social Worker 	Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals	Sept 2015 June 2016	Admin, Coach, designated teachers, District Representatives
Strategies for SWD and English Language Learners <ul style="list-style-type: none"> • Use of purposeful communicative activities, such as discussion protocols to engage in questioning and discussion • Purposefully design assessments and tasks that are challenging and relevant • Purposefully use materials that have visual cues to give students access to meaning 	Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals	Sept 2015- June 2016	Admin, Coach, designated teachers, District Representatives

Parent Engagement <ul style="list-style-type: none"> • Tuesday Meet the Teacher • Monthly Parent Workshop • Title I • Title III • Homework • Newsletter • Letters (publish in several languages) • Monthly school calendar 	Gen. Ed	Sept 2015- June 2016	Admin, Coach, designated teachers, District Representatives
	Sp.Ed.		
	ESL		
	Funded		
	Clusters		
	Content Area		
	Paraprofessionals		

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. Students will participate in afterschool programs. We will revise schedules to provide PDs in the areas of UDL, RTI, and Best Practices. Funds will be available to facilitate teachers’ Professional Learning.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Students, parents and teacher surveys • Monitor attendance from workshops • Formal and informal conferencing
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (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 trends and sources.
- Analysis of the Framework for Great Schools report 2015 and the Quality Review report of 2015 reveal that teachers were “Well Developed” in collaborating. The teachers of PS 6 proved to be inclusive in their instructional practices, and they have an unwavering commitment to the school and the professional community. However, the teachers felt that the quality of the professional developments could be improved.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers of PS 6 will show an approval rate increase of 5% for the quality of professional development as measured in the Framework for Great Schools Report for 2016, and the Quality Review Report of 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-Based Professional Development</p> <p>We start the year with “A Medical Model of Inquiry and Intervention in Education: How to be both productive and purposeful.” By Dr. Lamb</p> <p>Her approach to inquiry sets the purpose for intervention needed and necessary professional development throughout the year. Using the Medical Model of Inquiry forces pedagogues to identify the subgroups, identify the underlying factors that are keeping the subgroup into the wellness category, as well as identify a research base solution/strategy to resolve the problems.</p> <p>We’ve since identified two protocols from School Reform Initiative that are relevant to our action research: Tuning and Artifacts Box.</p> <p>We follow a 6 week cycle where each grade:</p> <ol style="list-style-type: none"> 1. Analyze data 2. Research proven strategies / best practices 3. Put strategies into practice with fidelity, and intensity for 4 weeks 4. Assess skill or concept 5. Analyze data for growth and redefine student’s characteristic or identify a new strategy that will work 	<p>Gen. Ed</p> <p>Sp.Ed.</p> <p>ESL</p> <p>Funded</p> <p>Clusters</p> <p>Content Area</p> <p>Paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Admin, Coach, designated teachers, District Representatives</p>
<p>Systems and Structures</p> <ul style="list-style-type: none"> • Weekly planning committees • Professional Learning Institute committees turnkey pertinent information learned • Built in schedule that facilitates common planning (Horizontal Teacher teams) 	<p>Gen. Ed</p> <p>Sp.Ed.</p> <p>ESL</p> <p>Funded</p>	<p>Sept 2015- June 2016</p>	<p>Admin, Coach, designated teachers, District Representatives</p>

<ul style="list-style-type: none"> Vertical teacher teams Team meeting protocols (Medical Model of Inquiry, Tune-in, Artifacts Box) 	Clusters Content Area Paraprofessionals		
Strategies for SWD and English Language Learners <ul style="list-style-type: none"> Use of purposeful communicative activities, such as discussion protocols to engage in questioning and discussion Purposefully design assessments and tasks that are challenging and relevant Purposefully use materials that have visual cues to give students access to meaning 	Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals	Sept 2015- June 2016	Admin, Coach, designated teachers, District Representatives
Parent-Teacher Collaboration <ul style="list-style-type: none"> Tuesday Meet the Teacher Monthly Parent Workshop Title I Workshop Title III Workshop Homework Help Monthly Newsletter Letters (publish in several languages) Monthly school calendar 	Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals Parents	Sept 2015- June 2016	Admin, Coach, designated teachers, Parent coordinator, District Representatives

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Students will participate in after-school programs. We will revise scheduling to provide PDs in the areas of UDL, RTI, Danielson’s Framework and Best Practices. We will identify and utilize available funds to facilitate teachers’ professional development.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will use periodical assessments (Baseline, Benchmarks and End of Year), Ready Gen End of Unit and Benchmark Assessments, Go Math Baseline, End of Chapter and Critical Area Assessments to track progress and set goals. In addition, teachers utilize daily formative assessments to monitor standards/skill acquisition.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

As per the Quality Review of 2014 – 2015, teachers of the school are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCSS, resulting in school-wide instructional coherence and increased student achievement for all learners. However, the Framework for Great Schools reveals that there are limited opportunities for faculty to develop leadership capacity or to influence key decisions that affect student learning across the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school administrators will promote a shared leadership where structures are in place so that teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school. This will be evident in teachers attending and presenting 75% of the professional developments this school year 2015 – 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development</p> <p>In building capacity around the school, many teachers have been attending professional development and becoming specialist in their fields of study. As specialist, they're asked to share their findings and knowledge about the subject area.</p>	<p>Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Asst Prin, Coach, designated teachers, District Representatives</p>
<p>Systems and Structures</p> <p>Monthly meeting:</p> <ul style="list-style-type: none"> • Following staff development, teacher teams meet to formulate their action plans. • The vertical team review strengths and weaknesses in the subject areas and analyze the findings and implications for each grades. • Horizontal teams identify the weaknesses in the grades and find strategies to resolve the issues. • Subject Area base meetings • RTI meeting • SIT meeting • Instructional meeting • Book Club • SLT meeting 	<p>Gen. Ed Sp.Ed. ESL Funded Clusters Content Area Paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Asst Prin, Coach, designated teachers</p>
<p>Students with Disabilities and English Language Learners</p>	<p>Gen. Ed Sp.Ed.</p>	<p>Sept 2015- June 2016</p>	<p>Asst Prin, Coach, designated teachers</p>

<ul style="list-style-type: none"> • Use of purposeful communicative activities, such as discussion protocols to engage in questioning and discussion • Purposefully design assessments and tasks that are challenging and relevant • Purposefully use materials that have visual cues to give students access to meaning 	ESL Funded Clusters Content Area Paraprofessionals		
Promote Parent Engagement and Leadership <ul style="list-style-type: none"> • Parents participate in School Leadership Team (SLT) • Tuesday Meet the Teacher • Monthly Parent Workshop • Title I Workshop • Title III Workshop • Homework Help • Monthly Newsletter • Letters (publish in several languages) • Monthly school calendar 	Parents	Sept 2015- June 2016	Asst Prin, Coach, designated teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Utilize instructional teams to provide PDs. Funds will be made available to facilitate teachers’ professional development. Purchase professional books to facilitate best practices that are research based. Make allowances for inter-class and school visitations.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Utilize Advance data analysis findings to provide needed PD. • Review MOTP and MOSL data to provide needed PD • Formal and Informal observation to monitor progress and set new goals.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

As stated in the Framework for Great Schools Report 2014 – 2015, teacher outreach to parents reported a 91% positive response. However, parent involvement only reported a 72% positive response.

As a school, we need to create more opportunities for parents to volunteer, and enhance our ties with community organizations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent involvement in the school will increase by 5% as measured in the parent survey report of school year 2015 – 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Systems and Structures Needed to Impact Change</p> <ul style="list-style-type: none"> • We will advertise our parent meetings. • Parent coordinator will plan meetings to meet the needs of parents. • Tuesday Meet the Teacher • Monthly Parent Workshop • Title I Workshop • Title III Workshop • Homework Help • Monthly Newsletters • Letters (publish in several languages) • Monthly school calendars 	<p>Parents</p>	<p>Sept 2015 - June 2016</p>	<p>Asst Prin, Coach, designated teachers, District Representatives, Parent Coordinator</p>
<p>Students With Disabilities, English Language Learners</p> <p>We will provide translation services for those who need a translator.</p> <p>We will hold a meeting for our parents with students with autism.</p> <p>Monthly Meet and Greet with ENL parents hosted by Parent Coordinator</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Asst Prin, Coach, designated teachers, District Representatives, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

As a result, this year we hired more teachers with Special Education and ESL Certifications.

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will monitor our attendance record for the various meetings and encourage parents to complete surveys to better help them. In addition, we will track and maintain logs of formal and informal conversations with parents.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Assessments, teacher recommendation	Ready Gen-Scaffolded strategy, Interactive writing, Wilson Foundations	Small group and whole class	During the school day
Mathematics	Assessments, teacher recommendation	Go Math-Re-teaching pre-requisite standards, and Scaffolding	Small group and whole class	During the school day
Science	Assessments, teacher recommendation	Harcourt-collaboration with the Environmental Center	Small group and whole class	During the school day
Social Studies	Assessments, teacher recommendation	Interactive writing on informational text, repeated reading	Small group and whole class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Evaluations, teacher recommendations	Guidance and social Worker	One-to-One, small group	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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)	Targeted Assistance (TA) Schools	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>Strategies and activities used to attract highly-qualified teachers in our school include;</p> <ul style="list-style-type: none"> • We partner with Central Office of Talent and Recruit from colleges • Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited • Interviewing HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve (ATR) • Establishing a rigorous interview protocol that includes intensive criteria for the selection of a new staff member including demonstration lessons, interviews and NYS certification

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
<p>Targeted Assistance program will allow us to offer academic after school programs to enhance our "Push-able and Slip-able" students' education.</p>

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).

To help maximize instruction in the classroom, many of our Tier II and Tier III service providers (AIS and ESL) will follow the push in method where they collaborate and reiterate what the classroom teachers are teaching.

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.).

Transition activities include:

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

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.

Teachers individually selected the Danielson observation option of their choice- Option 1 - 4.

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	658,850.00	x	See Action Plan
Title II, Part A	Federal	108,867.00	x	See Action Plan
Title III, Part A	Federal	12,360.00	x	See Action Plan
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,223,014.00	x	See Action Plan

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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’s Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Public School 6]**, 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. **[Public School 6]** 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, School Quality 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) Template

[Public School 6] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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

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: <u>48</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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-
-

Part C: Professional Development

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

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

Begin description here: _____ Professional development will consist of a study group in the area of academic literacy for ELLs. The three participating teachers will meet on February 10, 2015 to analyze and discuss English Learners Academic Literacy and progress, on March 15, 2015 and on April 16, 2015. The purpose of this study will be to identify and put into practice new strategies to best assist ELLs in acquiring skills and academic literacy and get them college ready. The teachers to conduct this study will be Ms. M. Crevecouer, Ms. L. Jacques and Ms. S. Bergman. The hours will be 3-6:00 P.M. and

Part C: Professional Development

the topics to be discussed are ELA/Math and the provider is Engage N.Y.com. We will turnkey to teachers whose classes have ELLS and to those who are required to complete seven hours of ESL training. Workshops will also be provided by the network, the Department of English Language Learners and Student Support as well as Dr. Roser Salavert from Fordham University.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 17	Borough Brooklyn	School Number 17K006
School Name PS 6 Norma Adams Clemons Academy		

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

Principal Sharon Porter	Assistant Principal J. Marius, Y. Alcindor
Coach R. Prashad	Coach
ENL (English as a New Language)/Bilingual Teacher S. Bergman	School Counselor P. Cherry
Teacher/Subject Area M. McFayden, Technology	Parent Ms. Dover
Teacher/Subject Area L. Sinclair, Social Studies	Parent Coordinator S. Narvaez
Related-Service Provider C. Hall, Speech	Borough Field Support Center Staff Member Christine Etienne
Superintendent Clarence Ellis	Other (Name and Title) G. Weber, Occupational Therapy

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	NA	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	728	Total number of ELLs	127	ELLs as share of total student population (%)	17%
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Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K 1 2 3 4 5										

A. ELL Programs

This school offers (check all that apply):

Transitional bilingual education program (TBE)	No	If yes, indicate language(s):
Dual language program (DL)	No	If yes, indicate language(s):
Freestanding ENL	YES	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	0

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

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	31	0	11	11	0	5	0			42
Total	31	0	11	11	0	5	0	0	0	42

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
														0
														0
														0
TOTAL	0													

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	ELL	EP																	
																			0	0	
																			0	0	
																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

Freestanding English as a New 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	12	11	12	16	6	11								68
Chinese		1												1
TWI		1												1
Arabic	1	4	3	4	0	6								18
Haitian	5	4	15	5	5	5								39
French		1												1
Vietnamese	1													1
Bengali		1												1
Fulani				1										1
TOTAL	19	23	30	21	11	22	0							

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)							
	K	1	2	3	4	5	TOTAL
Entering (Beginning)		0	1	3	5	0	9
Emerging (Low Intermediate)		5	6	7	4	4	26
Transitioning (High Intermediate)		4	4	3	1	1	13
Expanding (Advanced)		8	9	7	1	6	31
Commanding (Proficient)		2	3	4	0	4	13
Total	0	19	23	24* 1 student no score	11	15	92

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLs THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	0	0	0	7
5	11	0	0	0	11
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	8	6	1	1	0	0	0	0	9
5	9	3	3	2	0	0	0	0	12
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	3	0	2	0	7	0	1	0	13
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	28	10	4	6				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

We use Reading 3D (Dibels), Saddler, Wilson, and teacher created assessments (Ready Gen, Engage NY). These assessments give us information about fluency, decoding, early literacy behaviors, phonemic awareness, vocabulary, and writing abilities of our ELL students. We use the data to design our instructional plan and determine our instructional foci for the year.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Most ELLs are performing between an emerging and transitional stage, where their responses are coherent but sentences are simple. They produce straightforward answers, but lack inferences.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO informs our instructional focus and helps us determine goals for the next school year.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. We have a majority of emerging and expanding ELLs across grade levels.
 - b. Administration and teachers use data from the periodic assessments to track students' progress and plan intervention. Periodic assessments help to identify grade and proficiency level trends that direct school wide initiatives for intervention, as well as class and individual data that teachers use to create flexible small groups.
 - c. Periodic assessment data indicates that ELLs need support in reading comprehension and vocabulary. The home language is used in classrooms by bilingual teachers, and also as vocabulary support in the reading curriculum.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

In order to support the academic needs of our struggling ENL students our school implements the recommendations in the NYC DOE response to intervention reference guide. We provide our ENL's with high expectations, rigorous and culturally responsive instruction. ELL teachers design lessons using close reading and text based questioning to assist ENL students in developing vocabulary, grammar, and background knowledge. ELL teachers develop language objectives that stem from the language of the text. Complex texts on each grade level are aligned with the CCLS. In order to meet the ENL's language needs the ELL teachers incorporate the recommended research based intervention strategies in the RTI model. All of our teachers understand the best practices for ENL students.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Instruction is delivered in English to our ENL students.

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

N/A

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

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

We utilize data from a variety of sources such as progress reports, NYSESLAT results, periodic assessments and student progress. We strategically identify and target student sub groups for afterschool intervention.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The HLIS check list is used to identify SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEP's are identified using the 154 checklist. In addition The SITT team (Principal, Psychologist, Assistant Principal, Special Ed Coordinator and OTPT Specialist) in collaboration with the LPT members (Bergman, Jacques, Compas, Marius, and Prashad) creates a comorable plan until the correct service plan is established.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teachers visit the classes where the identified ENL's have been placed and the Parent Survey and entitlement letters are distributed to be taken home to their parents. Parent Survey and Selection forms are secured and stored inb our ENL file cabinets. If a form is not returned we inform the parents by telephone and in writing. In addition, we maintain a log of all communication with the parents.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The ESL Coordinator Ms. Bergman verbally informs the parents of their rights.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once a child has been determined to be in need of ENL, the ESL teachers contact each parent via telephone call and in writing to come to the school and view a dvd within 10 days. The dvd describes the 3 programs available to them which will best deliver ENL services. At this meeting they opt into the program that best suits their childs needs. Once they have decided on a program they must sign a Parent Survey and Choice form which is provided in their native language. Parents are informed that the child must be placed in one of the prgrams within 10 days. If the parent fails to choose a program for their ENL, they are informed that the default program for ENL students is the Transitional Bilingual Education Program as per CR-Part 154. Since the TBE program is not offered at P.S. 6 parents are given information about other schools that offer the TBE program in the event that they wish to transfer to one of them. The ESL teachers also inform the parents about technical assistance that is available through the OELL and BETACS. All of these procedures are completed within 10 days of admission to the NYC Public School System. Brochures in multiple languages are available to all parents to ensure their understanding of the three program choices (TBE, Dual Language, and Free Standing ELL). If a parent does not attend the meeting, the ESL coordinator and Parent Coordinator will follow up with a phone interview. This interview will be conducted in the parents home language and explain in detail each of the 3 program choices available to their child. These

Part V: ELL Programming

the

information and question & answer sessions are provided throughout the year during one on one meetings, through phone conversations and district based informational presentations. All contact with parents is monitored and logged.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure Parent Surveys and Program Selection forms are returned, we hold parent workshops every Tuesday from 2:40-3:20. We also have a series of parent workshops where we disseminate information and collect important. Additionally, our ENL teacher sets up individual family meetings with translators whenever possible.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We make phone calls (parent coordinator), home visits, pupil account secretary registers, ENL coordinator (on the spot). Set up appointment to view the Program Selection video.

9. Describe how your school ensures that placement parent notification letters are distributed.

Letters are distributed directly when parents register students in person.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

One letter is given to students, one is mailed home. We continue this process for parent notification throughout the year.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway.

Most parents (99%) select our freestanding ENL program, which reveals that our program model is aligned with parent requests. In the very rare instance that our parents desire a bilingual program, we make a recommendation for a school in the neighborhood.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program:

We are implementing the push in model for the ENL program. This practice allows for the continuity and alignment of instruction. In the regular classroom, the ENL teacher and the co Teacher work with the students in groups in order to differentiate the level of support for the students. On each grade level, ENL students of mixed proficiency levels travel together in one class with English proficient students.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

- a. ENL students receive the required instructional minutes through the integrated model (90-360 minutes per week, depending on language proficiency level).

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Curriculum and instruction at our school are closely aligned to the Common Core Learning Standards. ENL teachers and classroom teachers work collaboratively to ensure that literacy and language development are integrated with content instruction. We focus on increasing the academic language proficiency of all students, particularly our ELLs. Teachers of ENL students use the QTEL scaffolding strategies to strengthen reading and writing performance across content areas. Our ENL teachers use visuals and hands on materials to support and extend our students' emerging academic vocabularies. Our school has an ENL inquiry team that analyzes data to design instruction specifically to meet the identified needs of our ENL students.

4. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

We will provide support services for students re-identified as ELL through before small group instruction and after school programs using Title 3 funds, if assessment data reveals that the re identification adversely affected students.

5. 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?

Grade level teachers use Ready Gen and Go Math materials to provide access to academic content areas for ELLs.

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

We place ELL-SWD in co-teaching classes, giving native language support where needed and using flexible small groups.

A. Programming and Scheduling Information

7. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
N/A
8. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We monitor the progress of our ENL students through formal and informal assessments including benchmark exams, exit tickets, chapter assessments, partner talk, and standardized test. We purposely use a variety of assessment tools so that our students have many opportunities to demonstrate their knowledge and language acquisition in all four modalities: reading, writing, listening, and speaking. We collect data on an ongoing basis and use both the formal and informal information to evaluate progress and plan instruction.
9. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. For our SIFE students, we focus specifically on identifying language and content gaps, targeting these critical areas, and accelerating progress as quickly as possible. Intensive support is provided through pull out providers, small group instruction in the classrooms, and after school intervention.
 - b. For Newcomers, we target listening and speaking as the primary initial focus, using read alouds, manipulatives, and extensive visual support to immerse students in English right away. Additionally, we include phonics and grammar instruction to support Newcomers' emerging understanding of how English works, as well as vocabulary instruction.
 - c. For Developing ENLs, we focus on enhanced vocabulary and reading comprehension instruction, along with an emphasis on discussion and questioning techniques in the classrooms to ensure that students continue to grow in their use of academic language.
 - d. We do not currently have any Long Term ENL students.
 - e. Former ENL students receive small group instruction in classes.

Chart 5.1

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

Chart 5.2

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
Dual Language	
100%	
75%	
50%	
25%	
Freestanding ENL	
100%	
75%	

50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 All targeted intervention programs for ELLs are in English and they are as follows: after school programs, Title III programs and interventions listed in the child's IEP.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
 The effectiveness of our current program and how it meet the needs of our ELL students in both content and language development is indicated by the progress shown on classroom assessments, listening and speaking progress, and progress in reading and writing as evidenced by the assessments given at the end of a unit as well as periodic tests. We use the CCLS to develop cognitively demanding tasks for instruction in ELL, ELA and all content areas. We provide multi-cultural and technology resources to facilitate learning.

12. What new programs or improvements will be considered for the upcoming school year?
13. We are using the Ready Gen Curriculum which is standard based. This curriculum uses many strategies and routines that are beneficial to ELL students. By providing tiered instruction, the use of dictionaries and the knowledge that all students are thinkers, we are presenting rigorous and complex materials to our ELL students.

14. What programs/services for ELLs will be discontinued and why?
 N/A
 How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 All ELL students are provided with equal access to all school programs. We offer after school programs that focus on improving reading, writing and math skills. In addition, we have Title III programs, chorus, art and track available for ELL's. Parents are informed of these programs through fliers and memos in their home language.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
 Technology is provided as a class to all ELL students using classroom computers as well as a technology lab.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
 Our ESL teachers are certified and some are fluent in Spanish, Haitian-Creole and French. This allows us to provide ELL students support and ensures they understand important directions and information such as school rules and fire drill procedures.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
 All services are carefully designed to support and correspond to the needs of ELL's of different ages and grade levels. Curriculum for the ELL students grade is followed.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
 We provide activities that assist newly enrolled ELL students at the beginning of the school year. We hold multi-cultural celebrations throughout the school year such as National Hispanic Heritage Month and Countries Around the World. Students are encouraged to participate and share in the celebration of our diversity.

A. Programming and Scheduling Information--Continued

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? ESL teachers, the Parent Coordinator, the Dean, and the Guidance Counselor will support staff by partnering with classroom teachers for sessions and events and assisting students with problems of transitioning into middle school. Monthly themes and assembly programs will be developed around character traits that lead to success and career readiness.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.

The teachers at PS 6 meet annually with parents of ELL students to communicate needs, goals, and progress. After completing initial assessments in the beginning of the year, teachers meet with parents to explain the individualized educational plan designed for the student. Teachers explain the curricular goals in each content area, as well as the language goals for the particular student. In as many instances as necessary and possible, translation is provided.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Teachers keep parent communication binders to record interactions with parents. Each binder includes a section for next steps, where staff members record the needs of families and what the school can do to help.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

PS 6 partners with the The Creative Outlet Dance Company which offers an after school program in dance. We also have a Boy Scout program which meets every Thursday. PS 6 also partners with the Flatbush Avenue BID which sponsors food and clothing drives and recruits parent volunteers. It also offers job placement services to parents. The community merchants organization supports parents by offering discounts to many businesses in the neighborhood.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No
5. How do you evaluate the needs of the parents?

Parents are given a needs assessment survey which also can be accessed on line. These surveys are reviewed by the parent coordinator. All meetings for parents include a question and answer session as well as an issues/concerns piece so that staff can be informed of parental needs.

6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities are designed to address the needs of parents after careful consideration of parental input and surveys.

D. Additional Information

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

Paste response here:

School Name: PS 6 **School DBN:** 17K006

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
S. Porter	Principal		1/1/16
J. Marius	Assistant Principal		1/1/16
Y. Alcindor	Assistant Principal		1/1/16
S. Narvaez	Parent Coordinator		1/1/16
S. Bergman	ENL/Bilingual Teacher		1/1/16
Ms. Dover	Parent		1/1/16
L. Sinclair	Teacher/Subject Area		1/1/16
M. McFayden	Teacher/Subject Area		1/1/16
R. Prashad	Coach		1/1/16
	Coach		1/1/16
	School Counselor		1/1/16
Clarence Ellis	Superintendent		1/1/16
Christine Etienne	Borough Field Support Center Staff Member		1/1/16
	Other		1/1/16
	Other		1/1/16
	Other		1/1/16