



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>12X006</b>
<b>School Name:</b>	<b>P.S. 006 WEST FARMS</b>
<b>Principal:</b>	<b>JULIET YOUNG</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The West Farm School School Number (DBN): 12X006  
Grades Served: PK-5  
School Address: 1000 Tremont Ave  
Phone Number: 718 542- 7676 Fax: \_\_\_\_\_  
School Contact Person: Juliet Young Email Address: 718-589-7278  
Principal: Juliet Young  
UFT Chapter Leader: Sarah Tugel  
Parents' Association President: Doris Canela  
SLT Chairperson: Dex Baptiste  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Chareese Falcon  
Student Representative(s): n/a

**District Information**

District: 12 Superintendent: Rafaela Espinal- Pacheco  
Superintendent's Office Address: 1970 West Farms Room 154 Bronx NY 10460  
Superintendent's Email Address: REspina@schools.nyc.gov  
Phone Number: 718 328-2310 Fax: 718 542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx NY 10460/ One Fordaham Plaza Bronx  
NY 10458  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: jruiz2@schools.nyc.gov  
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Juliet Young	*Principal or Designee	
Sarah Tugel	*UFT Chapter Leader or Designee	
Doris Carnela-Dejesus	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Chareese Falcon	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	
Hannah Ottman	Member/ UFT- Secretary	
Allsion Palmer	Member/ UFT	
Dex Baptiste	Member/ UFT -Chairperson	
Vennette Dupont	Member/ Parent	
Joanne Waring	Member/ Parent	
Tia Parker-Ortiz	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tucely Estrada	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

PS 6-The West Farms is an Elementary school with 620 students from pre-kindergarten through grade 5. The school population is comprised of 75% Hispanic, 23% Black, 1% White, and 1% Asian students. The student body includes 14% English language learners and 17% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 89%.

The PS 6 School Mission Statement is: To use standards and data to create personal and positive learning experiences that leads students to college and careers of their choice. During the 2014-15 school year progress was made in Rigorous Instruction. Our school made a 3.7% increase in ELA proficiency including English Language Learners and Students with Disabilities. However, there was a 5.5% decline in Math Proficiency and this will be our key area of focus for the 2015-16 school year in addition to Reading. Building teacher capacity in content, planning, instructional rigorous and assessments that meet the needs of all learners is our approach.

PS 6 has partnered with a number of third-party groups: Teachers College Reading and Writing Project- Columbia University, New Teacher Center to support the development of new teachers with highly trained mentors. Fordham University's NYS/NYC Regional Bilingual Education Resource Network to support Language and Literacy instruction, and the Southern Cross-Consultancy Education Consultant to support Math instruction.

Teachers College Reading and Writing Project is a researched-based project that provides teachers with the latest and most rigorous instructional practices and resources. Teachers receive training from Teacher college consultants and are given multiple opportunities to attend professional development sessions at Teachers College Columbia University's calendar days. The New Teacher Center is a district-wide initiative that specializes in developing mentors who will provide ongoing, systematic, personalized supports to new teachers. The partnership with Fordham University's NYS/NYC Regional Bilingual Education Resource Network has expanded its focus from working with ESL teachers and ELL strategies to focusing on teacher practices that address the needs of the school's overall population. Another goal of the partnership is to build capacity by developing the leadership of teachers within the building through co-planning and facilitating professional learning sessions and series. The primary goal Southern Cross-Consultancy Education Consultant is to support teachers in implementing rigorous math instruction by providing guidance with utilizing math resources to provide individualized student instruction. Part of this work involves refining assessments, planning units of study, and prioritizing math lessons according to student needs and the CCLS. The school has also instituted a number of special initiatives, including the Positive Behaviors Intervention and Supports (PBIS) program, which has been in place for the last three years, as well as a Student Council and College and Career Lighthouse Clubs.

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

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

## 12X006 School Information Sheet

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

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

**Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Strength Areas:</p> <ul style="list-style-type: none"> <li>The majority of teachers are engaged in structured professional collaborations on teams. Structures are developing to support leadership capacity-building and to include teachers in key decisions</li> <li>The curricula is accessible for a variety of learners and aligned to the Common Core Learning Standards (PFQR 2013-2014—QRI 1.1, DTSDE 3.2)</li> <li>Teacher teams are engaged in professional collaborations (QR 2012-2013, QRI 4.2 and DTSDE 3.4)</li> </ul> <p>Priority Need</p> <ul style="list-style-type: none"> <li>Teaching strategies across classrooms did not consistently provide multiple entry points into the curricula with challenging tasks to engage all learners. Furthermore, meaningful student work products and discussions were not evident across classrooms. (QR2014-15)</li> <li>Maintain an on-going cycle of data driven analysis to assess, analyze and inform instruction that will meet student needs (QR 2012-2013—QRI 2.2 and DTSDE 3.5)</li> <li>Develop a shared understanding of effective use of assessment as guided by the school’s Instructional Focus (PPO 2014-2015—QRI 3.1 and DTSDE 3.5)</li> </ul>		

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By 2016, there will be an 10% decrease in Level 1 students as measured by the New York State ELA Assessment

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Professional Learning – Teachers will receive researched-based rigorous professional development through Teachers College Reading and Writing Project Staff Developers at school and off-site workshops at TCWRP</p> <p>Southern Cross Consultancy will provide professional development in math content and research-based structures for implementing</p>	<p>All Teachers</p> <p>New Teachers</p> <p>Grade 2-5</p>	<p>October to June</p> <p>Jan.-May</p>	<p>TC Reading and Writing, Southern Cross Consultancy, Elsie Cardona ELL Consultant ,SDC Team</p> <p>Dadrie Rochester , Assistant Principals</p>

<p>math instruction (lesson study)</p> <p>New Teacher Center - Mentor and new teachers participants will meet regularly to discuss and support the development of effective instruction in the classroom</p> <p>2. Lighthouse Academy After school Program with emphasis on Math Problem Solving</p>			Assistant Principals
<p>1. Professional Learning - Teachers will participate TCRWP and English as a New Language (ENL) Consultant on vocabulary development strategies, oral language practices in the classroom. Key teachers will be responsible for turn-keying resources to colleagues</p> <p>2. Utilize station teaching and rotate all students on to Max Scholar individualized online instruction and Imagine Learning online language instruction and Reflect Math online math instruction</p>	<p>All Teachers</p> <p>All Afterschool Teachers</p>	<p>November –May</p> <p>Jan. - May</p>	<p>Grade Leaders, ENL Team</p> <p>Administration and Staff Developer</p>
<p>1. Parent Workshops- parents support students at home with vocabulary, and oral language development strategies ie. word walls, fryer model and sentence stems,</p> <p>2.. Use accountability tools to build trust and</p>	<p>Parents</p> <p>All Teachers</p>	<p>November</p> <p>November-June</p>	<p>PA, Literacy Coach Teachers</p> <p>Administration, Staff Developer</p>

transparency for progress monitoring with students and parents ( Reflex Math Max Scholar and Imagine Learning,)			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Human Resources: SDC Team Members  ELL Consultant, Nov-Jun 5 Hours per week,  Instructional Resources: Purchase TCRWP consultants 30 Days  Schedule Adjustment : Identified planning time (Tuesday)											
2. Human Resources: Staff Developer, ENL Team,  January –April 5											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016, the percentage of students reading at Level 1 will decrease by 4 % as measured by ELA simulation assessment
<b>Part 5b.</b> 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Strength Area:</p> <ul style="list-style-type: none"> <li>Social emotional supports are in place that address discipline concerns using positive behavior interventions supports (PBIS) (QR 2012-2013—QRI 1.4 and DTSDE 5.2)</li> <li>Consistency across classrooms with the “lighthouse” management plan (PPO 2014-2015—QRI 1.4 and DTSDE 5.2)</li> </ul> <p>Priority Need Area:</p> <ul style="list-style-type: none"> <li>Supportive Environment FGS 2015 Safety 79% Classroom Behaviors 78%</li> <li>There is a 29% belief of students being "somewhat safe" at schools (NYCSS 2014-15)</li> <li>Development additional Tier 2 and Tier 3 leveling systems for Response to Intervention Behavior (NYC School Survey 2013-2014)</li> </ul> <p>Use data to address students’ social and emotional developmental health needs that align to academic and social success (PFSR 2013-2014—DTSDE 5.5)</p>		

**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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be a 20% decrease on level 3 and 4 infractions as indicated on Online Occurrence Reporting System/ School Environment Survey.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Structured Lunch Activity Coach and Trainer</p>	<p>Students /School Aides  All Teachers</p>	<p>By September- June  October</p>	<p>Asphalt Green  PBIS team members</p>

Professional Development – Class Dojo Application  Review and enhance current PBIS efforts at weekly meetings using the SWIS data tracking system	Tier 2/3 students  All Students	September 2016  To June	Consultant / PBIS Team Members
Provide incentives for positive behaviors – Lighthouse Leagues Clubs	All students	November 2015 – June 2016	Lighthouse Leagues Committee
Refine Tier 2 and Tier 3 strategies	All students	From Oct. to June 2016	PBIS Team and Check in/Check out team
Communicate with families through progress reports, weekly calls, monthly newsletters, etc.	All students	From Oct. to June 2016	All Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources : PBIS Team Members, Administrators, District/Borough Level PBIS Support (2 Teachers) – 1 Day x 2hours Per week for data management Oct.- June											
Instructional Resources : List of Tier 2 and 3 Supports, Incentives for BRIGHT Store ; Menu of no cost incentives, SWISS Data Tracking System,											
Schedule Adjustment: Weekly Meeting											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
From September 2015 to February 2016, there will be a 5% decrease in the number of level 3 and 4 infractions reported in OORS.
By February 2016, the following implementation checks will be conducted:
<ul style="list-style-type: none"> <li>• Established Tier 3 Support Strategies</li> <li>• Present RTI-B Tier 2 &amp;3 Supports to Staff</li> <li>• Conducted 3-5 Teacher Meetings</li> <li>• Review mid-Year ORRS Report</li> </ul>

- Review mid-Year SWISS Report

**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Strength Area:</p> <ul style="list-style-type: none"> <li>The majority of teachers are engaged in structured professional collaborations on teams. Structures are developing to support leadership capacity-building and to include teachers in key decisions. (QR4.2)</li> </ul>		
<p>Priority Need Area:</p> <ul style="list-style-type: none"> <li>The majority of teachers are engaged in structured professional collaborations on teams. Structures are developing to support leadership capacity-building and to include teachers in key decisions (SOP4.2)</li> <li>Provide supports and resources to teachers so they can collaborate around short and long-term goals for students (PFSR 2013-2014—DTSDE 4.2)</li> <li>Instructional adjustments and feedback to students to effectively meet their needs in a timely fashion (PPO 2014-2015, PFSQR 2013-2014—QRI 2.2, DTSDE 4.5)</li> </ul>		

**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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will have a normed understanding of the Danielson Framework for Teaching components as outlined in Advance by focusing on the clarity of instructional purpose, accuracy of content and classroom management techniques to improve teaching and thereby student achievement. Resulting in a 3% increase of students scoring at or above proficiency levels as measured by the 2016 NYS ELA and Math exams.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Professional Learning- Teachers will engage in a series of professional development session on selecting and crafting standards-based learning</p>	<p>All Teachers</p>	<p>July 2015- May 2016</p>	<p>Staff Developer</p>

<p>targets to meet the needs and of individual students</p> <p>2. Teachers will engage in rigorous Math professional development sessions on content and instruction from Southern Cross Consultancy Math Consultant</p> <p>3. Develop additional Tier 2 and 3 Behavior Interventions through PBIS Team structure</p>			<p>Math Consultant-Robert Irwin</p> <p>Human Relations Facilitator and PBIS Team</p>
<p>1. Provide on-going professional development on the new CR Part 154 including the blueprint for ELLs ,language objectives, language progressions, ENL scaffolds</p> <p>2. Teachers will be trained and expected to use Frayer model to support vocabulary development Tier 3 words, whiteboards to assess , sentences stems to promote oral language</p> <p>3. All Interventions will be communicated predominately with visuals</p>	<p>All Teachers</p> <p>ENL Teachers</p>	<p>September- June</p>	<p>Administration, ENL Team</p>

ENL Academy Program			
Parent workshop series on:  2.. Reading and Math Content  3. PBIS Tier 2 and 3 Interventions that can be followed up at home	October - June	Administration , Staff Developer, Teacher	
Student celebrations of progress and growth	All Teachers	October -June	Administration, Celebration Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: MaxScholar Consultant; Imagine Learning Consultants, Southern Cross Consultancy											
Instructional Supports: Smart Board, computers for programs, adjusted schedule for professional learning teams, professional development involving use of protocols for looking at student work Schedule Adjustments: Common planning time to review student work through protocols											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2016, the Advance Dashboard will show that 50% of teachers have grown within or to the next level of Component 1a and 1e as measured by the Danielson Framework for Teaching rating and feedback
<b>Part 5b.</b> In <b>February 2016</b> , 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Strength Area:</p> <ul style="list-style-type: none"> <li>The leadership and staff have developed clear and focused goals and action plans focused on increasing reading levels (Quality Review 2013-2014—QRI 3.1 and DTSDE 2.3)</li> <li>Leaders of the school place a high priority on the quality of teaching (NYC School Survey 2013-2014—QRI 3.4, DTSDE 2.4)</li> </ul> <p>Priority Need Area:</p> <ul style="list-style-type: none"> <li>Leaders will effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional development health) (SOP 4.2)</li> <li>School Leader develops systems for ensuring that all instructional leaders are scheduling and observing teachers on a daily basis and providing timely feedback (PPO 2013-2014—QRI4.1 and 1.2, DTSDE 2.5)</li> </ul>		

- School leaders support teachers in establishing and using data systems that facilitate the collection and analysis of outcomes (PFSR 2013-2014—DTSDE 2.3)

**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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be 30% improvement in percentage of MOTP Ratings, moving from ‘Developing’ to ‘Effective’ in Domain 3 on the Danielson Framework for Teaching Rubric as result of school-wide professional development.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrators will have cycles of observations and feedback sessions that are</p>	<p>All Teachers</p>	<p>October- June</p>	<p>Administrators Staff Developer, Teacher Leaders,</p>

timely and documented in Goggle Calendar, Advance and Observation Tracker Tool  Teachers participate in Teacher Leadership Program and utilize protocols to maximize productivity in looking at student work and other teacher team sessions  Teacher Center - Mentor and new teachers participants will meet regularly to discuss and support the development of effective instruction in the classroom	New Teachers	Sept.-June	Staff Developer/Mentor
ELL Consultant and Special SWD Consultant	ESL Team	October- June 2016	Administration
Parent Workshops	Parents	October- May	Teachers, Parent Coordinator
On-going actionable feedback and calibration of the instructional leaders utilizing the support of the Teacher Effectiveness Coach	Building Leaders	September-June	Instructional Team and Talent Coach

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources : Teacher Effectiveness Consultant ( 1) one times per month x 8 hours											
Instructional Resources:											
Schedule Adjustment: Substitute Schedule for Off-site training											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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.

By February 2016, the Advance Dashboard will show that 35% of teachers have growth within or to the next level of Component 3b and 3c as measured by the Danielson Framework for Teaching and classroom observation data

By February 2016, the following implementation checks will be conducted:

- The observation schedule and cycle for round 2 will be complete with actionable feedback in 3b and 3c
- Administrative norming with Teacher Effective Coaches

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Strength Area:</p> <ul style="list-style-type: none"> <li>Consistency across classrooms with the “Lighthouse” management plan (PPO 2014-2015—QRI 1.4 and DTSDE 5.2)</li> <li>Social emotional supports are in place that address discipline concerns using positive behavior interventions supports (PBIS) (QR 2012-2013—QRI 1.4 and DTSDE 5.2)</li> </ul> <p>Priority Need Area:</p> <ul style="list-style-type: none"> <li>Thirty-eight percent of parent indicated that they were not invited to visit instruction in the classroom (NYCSS2015)</li> <li>Development additional Tier 2 and Tier 3 leveling systems for Response to Intervention Behavior (NYC School Survey 2013-2014)</li> <li>Parental Involvement in School (FGS 2015 77%)</li> </ul>		

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the school will provide a minimum of 13-15 culturally responsive activities to increase parent engagement by 15% as measured by the Learning Environment Survey.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>1. Provide language development program opportunities for parents</p> <p>2. Invite parents to classroom for instruction and celebrations</p>	<p>Families</p>	<p>Monthly</p>	<p>PA, PC, Teachers</p>

3. Monthly Parent Cafe with the Principal - with Parent of the Month Recognition			
Parent Association Meetings/Workshops that provide support groups, for fathers and special needs families	Families	Monthly	PA, PC, Admin. Teachers
Provided additional evening events  <ul style="list-style-type: none"> <li>• Establish and maintain school website for parents</li> <li>• Family Game Nights</li> <li>• Plays</li> </ul>	Families	Monthly	PA, PC, Admin. Teachers
Monthly grade level newsletters about curriculum, school activities and student achievement	Families	Monthly	PA, PC, Admin. Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources : PA, PC , Learning Leaders, Teachers (5 ) 3 hours per month for curriculum and extra curricular events, child care provider											
Instructional Resources: Rosetta Stone School License, incentives, games,											
Schedule Adjustment											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
By February 2015, there will be an increase from 4 culturally responsive events to 6 with an attendance increase from 107 participants to 120 as measured by records of attendance from each event.
Supports
<ul style="list-style-type: none"> <li>• Using an attendance sheet – per event</li> </ul>

- Evaluation Forms – per event

**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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Foundations	Wilson Program	Small Group	During the School Day
	F&P Leveling System	Repeated readings/strategy groups	Small Group	During the School Day
	Guided Reading	Shared reading	Small Group	During the School Day
<b>Mathematics</b>	Problem Solving Strategies	Think Central	Small Group	During the School Day
<b>Science</b>	Science integrated in literacy instruction	Ready-Gen Program	Small Group	During the School Day
<b>Social Studies</b>	Social Studies integrated in literacy instruction	Ready-Gen Program	Small Group	During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Human Relations Facilitator roles have been established to improve school environment	PBIS-school-wide behavior modification program	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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Methods for recruiting:</p> <ul style="list-style-type: none"> <li>• Internal referrals from effective teachers</li> <li>• Job Fairs</li> <li>• NYCDOE Select Recruits</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>All teachers receive professional development through weekly PLT sessions led by Literacy Coach, consultants, network specialists and shared leadership team:</p> <ul style="list-style-type: none"> <li>• Highly Qualified teachers continue to seek professional development</li> <li>• “Go Math and TCRWP Consultants (on and off site)</li> <li>• Math Consultant (Southern Cross Consultancy)</li> <li>• Special Education Network Consultant</li> <li>• New teacher mentor program (in-house)</li> <li>• Teacher Leadership Program – to build shared leadership capacity</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

n/a

**3b. TA Coordination with the Regular Program**

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

n/a

**Part 4: SWP Schools Only**

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

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

We use K curriculum with PK teachers to better prepare students for K

PK teachers go to professional development session 4 times per year

Communicate upcoming information related to PK and K transitioning

PK moving up ceremony

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	644,016.00	x	
Title I School Improvement 1003(a)	Federal	n/a	x	
Title I Priority and Focus School Improvement Funds	Federal	129,822	x	
Title II, Part A	Federal	184,343.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,858,601.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 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. **PS 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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>Public School 6</u>	DBN: <u>12X006</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>64</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>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 direct instruction supplemental program at Public School 6 is important to address the needs of English Language Learners. Based on TCRWP's assessment of early literacy skills of ELLs, we found that data provided for our ELLs correlated with Listening, Speaking, and Reading scores on the NYSESLAT. Our newcomers, identified as students with 0 – 3 years in the United States and SIFE students, along with ELL students entering Kindergarten may recognize vowels, but have difficulty identifying their sounds corresponding to English. Consonants with same sounds (examples being 'c' and 'k') are not recognized. Thus, it would be beneficial for our ELLs to receive intense instruction in letter sounds and print concepts.

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

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

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

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

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

Types of materials include:           

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

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

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

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

Informational charts.

### Part C: Professional Development

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

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

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

Topics to be covered are as follows:

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

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

Date: January 6, 2014

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

Name of Provider: Ms. Alvarado/Ms. Aker

Audience: Teachers and Paraprofessionals

Topic 2: Building Academic Vocabulary for ELLs

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

Date: March 5, 2014

Time: 2:30P.M.

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

Audience: Teachers and Paraprofessionals

-  
-

### Part D: Parental Engagement Activities

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

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

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

Topic 1: What is the NYSESLAT?

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

Date: January 20, 2015

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

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

Audience: Parents of ELLs, K - 5

## Part D: Parental Engagement Activities

-  
Topic 2: Engaging Your Child in Reading

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

Date: February 3, 2014

Time: 2:30P.M.

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

Audience: ELL Parents

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

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

Date: March 11, 2014

Time: 2:30P.M.

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

Audience: ELL Parents

-  
Parents will be notified about activities as follows:

Flyers

PA Newsletter

Monthly Calendars

Telephone Calls

E-mail

## Part E: Budget

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

Allocation Amount: \$\_\_\_\_\_

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

**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.
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Juliet Young</b>	Assistant Principal <b>Susan K. Aker</b>
Coach <b>Dadrie Rochester</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Laura Dellate</b>	School Counselor <b>Dr. Judith Teng</b>
Teacher/Subject Area <b>Irasema Alvarado/AIS</b>	Parent <b>Doris DeJesus</b>
Teacher/Subject Area <b>Dana Hall/Elementary</b>	Parent Coordinator <b>Carmen Valle</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>Jose Ruiz</b>
Superintendent <b>Rafaela Espinal</b>	Other (Name and Title) <b>type here</b>

### 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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	1
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]	0	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	0	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)	543	Total number of ELLs	45	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

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

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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	50	5	7	2	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* 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
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**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: _____
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### 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	7	7	13	6	8	7								0
Chinese														0
Russian														0
Bengali			1											0
Urdu														0
Arabic						1								0
Haitian														0
French				1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										0
<b>TOTAL</b>	<b>0</b>													

## 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	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	2	3	2	1	4								0
<b>Emerging</b> (Low Intermediate)	0	5	0	1	3	1								0
<b>Transitioning</b> (High Intermediate)	2	0	4	1	1	2								0
<b>Expanding</b> (Advanced)	3	0	7	4	3	1								0
<b>Commanding</b> (Proficient)	0													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### 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										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	3	6	0	0	0
4	7	1	0	0	0
5	9	1	1	0	0
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	3	2	4	0	1				0
4	5	5	0	0	1				0
5	4	2	4	0	1				0
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									0
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				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
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)								
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.

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

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

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

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

- Engage students in small group instruction tailored to their instructional needs. Examples consist of Teachers College Reading and Writing Project, Read Alouds, Shared Reading, Guided Reading, and TC Writing components.

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

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

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

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

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

The data reveals that twenty-three (23) ELL students have made gains, not including the fifth grade ELLs of 2014 - 2015. Approximately nine (9) ELL students attained proficiency while fourteen ELL students maintained the same proficiency level.

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

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

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

individually or in small groups.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Public School 6 reviews student data (inclusive of ELLs) throughout the school year to determine guided instruction for all students in Grades K - 5. Student data reveals reading and math levels of mastery; strategies understood and applied for reading text and showing work for math problems. Student writing depicts an understanding of using the English language, as well as applying grammatical concepts. Teachers use student data to inform instruction through teacher observation and anecdotal, formative and summative assessments. We analyze student understanding and actual student work during each phase of the core subjects, examples being noting student progress during units of instruction and at the end of each unit. Examples of formative assessments include teacher-based tests, NYSESLAT baseline and midline, journal writing, Quick Check for Math, and periodic assessments for ELA and Math. Summative assessments include NYS ELA and Math assessments (Grades 3 - 5); NYSESLAT, (K - 5); and TCRWP for primary grades.

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

6. How do you make sure that a student's new language development is considered in instructional decisions? For ELLs, English is considered the new language, and thus, instruction is scaffolded to meet the needs of the ELL students. Teachers and the ENL Provider review student data and determine how well students understand and express themselves during classroom instruction through informal teacher assessments, formative and summative assessments. New language development also includes continuing the school-wide initiative of listening and speaking through 'turn and talk', stop and jot, and 'think/pair/share.' Cognates, Tier 2, and Tier 3 vocabulary are displayed with visual supports to aid students in their attempt to utilize the new language during core subject periods. We teach students those components found in the English language: synonyms, antonyms, homonyms, prefixes, suffixes, base words, etc. that support listening, speaking, reading, and writing. Data from informal and formal sources also serve as indicators for new language development instruction. Informal sources include TCRWP, assessments from TC Reading, TC Writing and GO Math; research-based data from Foundations (lower grades) or Wilson (upper grades); Imagine Learning English electronic program; the NYSESLAT - student scores indicate Entering, Emerging, Transitioning, Expanding, and Commanding levels in listening, speaking, reading, and writing; and Periodic Assessments. Formal sources include NYS ELA and Math assessments for upper grades for each academic year.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

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

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

Progress Report and Environmental Survey:

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

Quality Review:

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

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

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

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

#### NYSESLAT:

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

#### Periodic Assessments:

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

## Part IV: ELL Identification Process

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

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.

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners NYCDOE , (3) the administration of the NYSITELL, and (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. When parents enroll their child in a school, the school must determine the enrollment status category to which the student belongs.

The following steps and placement into the ELL program chosen by the parent must be completed within 10 school days (20 school days for students entering with IEPs). Step 1: Administer the Home Language Identification Survey. Public School 6 must administer the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when one question on the HLIS Part I: indicates that the student uses a language other than English. (2) Two questions on the HLIS Part I indicate that the student uses a language other than English. (3) The interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

A licensed pedagogue (e.g., the ENL Teacher - Ms. Laura Dellatte) must complete the HLIS with the parent and ensure timely entry of this information into the designated ATS screens (e.g., QADM). As per CR Part 154, the licensed pedagogue, Ms. Laura Dellatte takes additional Professional Development in order to be trained in cultural competency, language development, and the needs of English language learners. Ms. Dellatte must be proficient in the home language of the student or parent or guardian or use a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands A. The completed HLIS forms must be placed in the student's cumulative file and remain a part of the student's permanent record B. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues to Step 2. Step 2: Determination of NYSITELL Eligibility For students whose home language is

not English; Public School 6 administers a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, Public School 6 must determine whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling. Therefore, a trained pedagogue, Ms. Dellatte must do the following: 1. Interview the student in both English and the home language 2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, Public School 6 may use grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal assessments in Reading, Writing, Listening, and Speaking. Public School 6 determines eligibility to take the NYSITELL. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, then administer NYSITELL. NOTE: If the student is determined to be an ELL, the information gathered in steps 1 and 2 should be used to determine if the student requires further assessments for SIFE status. NYSITELL eligibility for students entering Public School 6 with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT).

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).

SIFE Identification Process :

1. Administer the oral interview questionnaire .
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, Public School 6 has up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, Public School 6 may use grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal assessments in Reading, Writing, Listening, and Speaking.

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).

The LPT is minimally comprised of • A school/district administrator • A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages • The director of special education or individual in a comparable title (or his or her designee) • The student's parent or guardian A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years. The results of the individual evaluation of the student is conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language. Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English 2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. 3. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL . If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the Principal for review. The Principal must accept or reject this recommendation. The recommendation is sent to the Superintendent or to the Superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language The final decision is made by the Superintendent or Superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation.

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 steps leading to entitlement of NYC DOE ELL programs are as follows: All parents and guardians of newly enrolled students are required to complete a Home Language Identification Survey that lets the school staff know what language the child speaks at home. If the survey indicates the child uses a language other than English, he or she may be given the New York State Identification Test for English Language Learners. This test measures the child's knowledge of English and determines if he or she needs support programs and services. If the test shows that your child needs support learning English, he or she is identified as an English Language Learner. The New York City Department of Education offers three programs to English Language Learners: Dual Language, Transitional Bilingual Education, and English as a New Language. Thus, a letter of entitlement is sent to the family explaining the process for being identified as an ELL and the programs that the parents can choose from in order that the child receives more support in English. A letter of entitlement should be sent to parents before the beginning of the school year, but no later than September 15 of the school year in which the child is entitled. Letters must be sent in the preferred language of the parent. As students' English improves, time spent learning in English increases and time spent learning in the home language decreases. Once the child is no

longer identified as an English Language Learner, he or she will exit the program. English as a New Language programs, and be provided instruction in English with support in the students' home language so that he/she can learn to read, write, and speak English. Public School 6 will send Non Entitlement/Transition Letters to parents of a child who has exited ELL status. Letters should be sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student is no longer entitled. Letters must be sent in the preferred language of the parent. The licensed pedagogue responsible for sending letters to families is Ms. Laura Dellatte. Copies of entitlement and non-entitlement letters are kept in a binder.

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).

Beginning in the 2015-16 school year, a student at Public School 6 who has undergone the ELL Identification Process (as the result of first time entry or re-entry) may go through the ELL Re-identification Process. The Re-identification Process allows Public School 6 and parents who believe a student may have been misidentified as an ELL or non-ELL, to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

The Re-identification Process may be utilized for students who

- Have a home language other than English, and are ELLs and non-ELLs

A licensed pedagogue (Ms. Laura Dellatte) will initiate a review of the ELL status determination upon receipt of a written request from

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older (however, not applicable to Public School 6, an elementary school)

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. Public School 6 receives written request to initiate the Re-identification Process (e.g., parent writes letter to the Principal).
  2. Public School 6 reviews all documents related to the initial or reentry identification process detailed above.
  3. Public School 6 reviews the student's work in English and in the home language.
  4. Public School 6 may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered "never" an ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT. Re-identification Process includes a second administration of the NYSITELL.
  5. School consults with parent or guardian.
  6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
  7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
  8. Based on the recommendation of the qualified personnel, the Principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
  9. Upon receipt of signed notification acknowledging the Principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
  10. Written notification of the decision is sent from the Superintendent to the Principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
  11. All notifications and relevant documents must be kept in the student's cumulative folder.
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.
- Parents determine the ELL programs their children receive, initially and in subsequent years. Public School 6 notifies parents of their child's eligibility for ELL services and provides information and program selection through parent orientations (in the parents' preferred languages). Thus, Public School 6 cannot refuse admission to zoned students or students assigned by the DOE's Office of

Student Enrollment based on their ELL status or program needs. When a new ELL enrolls, Public School 6 informs parents of the three instructional models available in New York City regardless of whether the preferred model is currently offered in the school. To inform parents of these options, Public School 6 provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded. During the orientation, Public School 6 also provides information on standards, curriculum, and assessments. The parent orientation session provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals. The orientation is in a language or mode of communication that the parent or guardian best understands.

After parents are informed of all three program models at the parent orientation, parents are provided with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Public School 6 documents and includes attempts to gather initial parent selection preference; documentation is placed in a binder.

Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: • In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades • In grades 9 to 12, 20 or more ELL students who speak the same language in one grade.

Schools are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school.

The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request. If a parent's program choice is not currently available in the school, Public School 6 must inform the parent that the selection is not available at the school, provide the parent with the following two options, and maintain a record of the parent's response.

Keep the student enrolled at the current school in an available program; if the parent chooses this option, Public School 6 should immediately place the student in that program and begin serving him/her; OR Transfer the student to a different school where the parent's selection is currently available. To do so, Public School 6 would contact the Department of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment.

While the school awaits the transfer, the student should temporarily be placed in an ENL program in the school until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs at the current school count toward minimum thresholds for opening a bilingual program.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained. Examples of parent outreach: Written attempts in the native language are sent home and kept in a binder. Ms. Dellatte phones parents and keeps a log. Another attempt for parent outreach is when the parent either places the child in school for arrival or receives the child during dismissal; Ms. Dellatte will speak to the parent in person. Staff will also make home visits to check in on parents.

While waiting for a parent to complete the form, Ms. Dellatte provides mandated ENL services based on the student's proficiency

Parent choice is recorded in the ELPC screen. Public School 6 may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. • Once the student's program has been determined, Public School 6 sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

We send written information home with dates reminding parents to complete Parent Surveys and Program Selection Forms. We also reach out to parents by telephone with a verbal reminder. At Parent workshops, on Tuesdays (family time), and as parents receive students after school, we issue reminders for parents to return Parent Surveys and Program Selection forms in a timely manner. If

forms are still not returned, we engage in home visits.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained. Examples of parent outreach: Written attempts in the native language are sent home and kept in a binder. Ms. Dellatte phones parents and keeps a log. Another attempt for parent outreach is when the parent either places the child in school for arrival or receives the child during dismissal; Ms. Dellatte will speak to the parent in person. Staff will also make home visits to check in on parents.

While waiting for a parent to complete the form, Ms. Dellatte provides mandated ENL services based on the student's proficiency

Parent choice is recorded in the ELPC screen. Public School 6 may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. • Once the student's program has been determined, Public School 6 sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. However, as per CR Part 154.2, if a form is not returned, the default program for ELLs is Bilingual Education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Public School 6 monitors and ensures implementation of the required ELL program parent choice process. In order to do this, a screen (ELPC) has been created in ATS for schools to record ELL program parent choice for all new admits in grades K-5 who have been identified as ELLs. Ms. Dellatte, ENL Provider and Ms. Aker, Assistant Principal check this screen to monitor forms that have not been completed and returned. Ms. Dellatte also keeps a binder of forms and checks the binder regularly and frequently to see who has not submitted the Parent Survey and Program Selection forms.

Parent choice is recorded in the ELPC screen. Public School 6 may not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. • Once the student's program has been determined, Public School 6 sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. However, as per CR Part 154.2, if a form is not returned, the default program for ELLs is Bilingual Education.

9. Describe how your school ensures that placement parent notification letters are distributed. Within 5 school days of ELL determination Public School 6 informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The following letters are distributed to parents depending on their child's placement:
- Entitlement Letter
  - Non-Entitlement Letter
  - Continued Entitlement Letter

Ms. Dellatte ensures that placement parent notification letters are distributed to each parent. Letters are placed in 'each parents' hand' during the school day, examples being during arrival, dismissal, and scheduled meetings or parent/teacher conferences. Parents who may not be able to come to school are visited at home by staff who will give them the letter.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Ms. Dellatte retains all ELL documentation for each child in a central binder. Sections of the binder are devoted to HLIS, non-entitlement, and entitlement letters, along with other important documents. Administration and staff can review letters with Ms. Dellatte. Information is also stored electronically in ATS in the ELPC screen. Administration, Ms. Dellatte, and Secretaries have access to this screen at any time. For biographical information, Administration, Ms. Dellatte, and Secretaries can access the BIOG screen via ATS.
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. Each school year, administration and staff, including Ms. Dellatte, our ENL Provider, meet to review the testing calendar. We map out days of NYSESLAT testing on our calendar and then review our list of ELL candidates who will be assessed. Ms. Dellatte goes through her binder of parent letters to review those students who are entitled to take the NYSESLAT. Administration, Ms. Dellatte, and staff also go through ATS to review information for each students. We open the ELPC, R-LAT, and RNMR screens to view parent information and current NYSESLAT information. As we review all names using hard copies and electronic means, we are mindful of ELLs who need accommodations according to their needs. We then assign our students to the licensed pedagogues (Ms. Ceden, Ms. Rodriguez, and Ms. Alvarado.) We also assign classrooms to be used for testing. We produce a school-wide memorandum for staff specifically stating (with dates) when all 4 components of the NYSESLAT will be administered. Last, we make adjustments in scheduling. Note that letters in the preferred language go out to parents, advising them of NYSESLAT testing dates; included are dates for parents to come to school to be informed about the NYSESLAT testing. Parents can ask questions and are directed to websites for further information (in the preferred language.)

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Public School 6 sends continued entitlement letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Ms. Dellatte sends to parents before the beginning of the school year, but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. Transitional support parent notification letters are distributed at the beginning of the school year, but no later than September 15<sup>th</sup> of the school year. Both letters are sent to parents in the preferred language, examples being Spanish, French, or Bangladesh. Thus, by checking NYSESLAT scores in late August, we can note the progress made by students and prepare letters. As letters are sent out, copies are made for the binder kept by Ms. Dellatte, ENL Provider. At Public School 6, we 'get personal and thus get results' in distributing letters to parents throughout the school day, examples being AM arrival, PM receipt of students; distribution at parent meetings and parent/teacher conferences.
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. (Refer to question six).  
Approximately 97% of our parents request the Freestanding ENL Program for their children. The other 3% request Bilingual programs. However, these parents do not object to their children going into the ENL Program. Therefore, children learn from a licensed pedagogue (Ms. Laura Dellatte) in the Freestanding ENL Program.

## Part V: ELL Programming

### 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]).
- Freestanding ENL program.
  - Push-in Model: The ESL and classroom teachers work together to provide support, modifications, and accommodations with lesson planning, activities, assignments, and projects. Articulation pertaining to student data enables teachers to differentiate instruction for students. Teachers are aware that ESL students receive the mandatory minutes per week according to NYSESLAT scores: Entering, Emerging, and Transitioning: 360 minutes. Expanding: 180 minutes. For former ELLs (ELLs who have received 'Commanding' on the NYSESLAT), regular consultation between teachers continue. Instructional support in the core subject is given, along with differentiated instruction. For at least two years, students who are rated 'Commanding' receive 90 minutes per week of ENL/ELA or another content area.
  - Homogeneous (proficiency level is the same in each class).
  - English as a New Language instruction is required to be offered through two settings: (1) Integrated ENL methodologies in content area instruction co-taught or individually taught by a dually certified teacher.)
  - Stand-Alone ENL instruction with an ESOL teacher to develop the English language needed for academic success).
  - Ells at the 'transitioning' level of English proficiency receive 1 unit of ENL instruction (180 minutes).
- b. TBE program. *If applicable.*  
Paste response to questions here:
- c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
    - As per CR Part 154, ELLs in the ENL Program who have scored Entering and Emergent receive 360 minutes of instruction. Transitioning and Expanding receive 180 minutes of instruction. Commanding students receive 90 minutes of instruction. All listed minutes of instruction are done during the school week by the ENL Provider. A schedule of students and their instructional time is on file at Public School 6.

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.

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

- Increase Wait Time: Students are given time to think and process information. More processing time allows students to think about their responses in English. As students think about processing their responses, they can refer to sentence starters, anchor charts, and graphic organizers.
- Simplify Teacher Language: The teacher speaks directly to the student, emphasizing important nouns and verbs. The teacher may rephrase questions in order to use words that are understood by the student. This methodology supports students who have scored Emerging through Commanding on the NYSESLAT. Native language cognates can also be used to support language processing. The language cognates can be found on classroom word walls.
- Think/Pair/Share: The teacher will ask a group or whole class a question. Students think about their responses. They pair with a partner (or two partners), then share information aloud. This instructional approach is best done while students are together on the carpet during a Mini Lesson. A similar approach is Turn and Talk. Students turn to partners and take turns sharing their responses.--
- Student Communication Other Than Speaking: Students with limited English proficiency can demonstrate comprehension through body language, drawing pictures, manipulating objects, pointing, and gesturing.
- Visuals/Manipulatives: The teacher demonstrates concepts using visuals and manipulatives. Teachers can write about these concepts as words and post them on Word Walls, classroom objects, and the student's personal artifacts, an example being the student's notebook. For other core subjects, actual objects/manipulatives can be labeled for reference; as students work with objects/manipulatives, they can refer to labels to solidify the naming of objectives/manipulatives.
- Teach Lessons as Sensory Activities: Give students a chance to touch, listen, smell and taste when possible. Talk about the words that describe these senses as students physically experiences lesson. Write new words as well as say them.
- Build on Student's Prior Knowledge: Through understanding about the student's prior knowledgte or previous way of having been taught, students can work on assignments through linguistically easier tasks adapted to the language level. Examples of making assignments 'language friendly' include assigning materials that encourage the student's communication: maps, pictures, charts, time lines, and photographs.
- Vocabulary Building: Public School 6 has used two initiatives in building vocabulary for all students: The Frayer Model, which identifies what a word is about and what it is not about (example: A dog is an animal; a dog is not a flower). The Seven Steps of Vocabulary Development by Margarita Calderon goes through seven steps in teaching vocabulary: Presenting the vocabulary term, repeating the vocabulary term, contextualizing, defining the vocabulary term; explaining the vocabulary term; engaging students in using the vocabulary term in a sentence, and then analyzing the definition. Included in vocabulary building are words learned which are based on Tier 1 (every day words); Tier 2 (words that are higher order and used daily in and out of school); and Tier 3 (words that align to academic areas).

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

The Spanish LAB is administered to all new entrants in grades K to 12 whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results. It is administered throughout the year as necessary. The Spanish LAB is administered at the time of initial enrollment during the same testing window as the NYSITELL. The Spanish LAB is used to support Public School 6 in instructional planning in providing bilingual and ENL services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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

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

6. 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. Differentiate instruction for SIFE: Targeted programs should be created which address their verified and documented needs, provide challenging, standards based content, have explicit exit criteria, and prepare them for eventual transition into the regular instructional program. SIFE should be provided an appropriate standards based program

using enriched instruction which consistently promotes literacy and incorporates social-emotional learning and cultural awareness. Content areas in the English as a second language model should be designed to develop skills in listening, speaking, reading, writing, and using language that covers vocabulary in Tiers 2 and 3. Students should have opportunities to participate in small groups and confer frequently with the teacher.

b. Differentiate instruction for Newcomers: Explicit instruction in word reading skills; Content based literacy approach; Instruction in academic language; Reading comprehension instruction; Intensive instruction in writing for academic purposes; Effective assessment system to inform instruction. An example of a teaching methodology is giving students a chance to touch, listen, smell, and taste when possible. Talk about the words that describe their senses. Write new words, as well as say them. Use Word Walls for Tiers 2 and 3 vocabulary.

c. Instructional Plan for ELLs receiving 4 to 6 years: Distinguish important from incidental information; Explicitly discussing relationships among pieces of information; Structuring or organizing information to provide clarity; Transforming abstract content into concrete forms; Tying new information to prior knowledge. Through understanding about the student's prior knowledge or previous way of having been taught, students can work on assignments through linguistically easier tasks adapted to the language level.

d. Instructional Plan for Long-term English Language Learners (completed 6+ years): Use curriculum, instruction, and strategies/scaffolding (examples being small grouping and individual support; coaching, and modeling. Use resources that promote transfer between English and the home language, especially the use of cognates. Enriched oral language development; emphasize oral language throughout the curriculum. Modified instructional strategies and supplemental materials provide access to academic content. Provide students with exposure to high-quality literature and expressive language.

e. Former ELLs up to two years after exiting ELL status: A half unit of ENL services that monitor and support the student's language development and academic progress.

- Explicit Instruction: The conversation is teacher-led, while students listen. The teacher explains what the strategy is (that is, its name and its definition), why it is important, and when the strategy can be used.

- Teacher Modeling/Thinking Aloud: The teacher shares an example of what the strategy looks like in actual operation. The teacher does this using a common text that is visible to everyone: big book, transparency, shared little books. Teacher modeling takes place within the whole group or within the small groups during small-group reading. Thinking aloud is an important part of modeling, as it makes one's thinking audible. A think-aloud is a demonstration of thought processes: the person says what he or she is thinking as he or she performs a task. During the think aloud, the teacher also emphasizes key words that ELLs will need to remember and use, or provides additional background knowledge. The teacher models with a small text sample, then asks students to do the same with the following sentence or two.

- Collaborative Use of the Strategy. The teacher invites students to contribute their questions and observations to the modeling. The teacher guides them carefully through questions and comments that lead readers to effective use of the strategy. Teachers should encourage students to think aloud and share their use of the strategy. It is most important that ELLs also practice this strategy right away with a peer while the teacher listens or asks for students to share examples.

- Guided Practice. With this step, the teacher begins to release the responsibility for using the strategy to the students. The teacher supports students as they begin to use the strategy. He or she monitors and evaluates students' level of proficiency, determining when they seem ready to move on to doing this on their own with a new segment of text or new text. The teacher may set students to read independently or in pairs (small groups at the beginning of the year for newcomers may be overbearing), and then listens in while they read and use the strategy and the pre-taught vocabulary for that strategy. Teachers might also ask readers to write down their questions or other indications of strategy use and then review them to monitor their use of the strategy.

- Independent Use of a Strategy: Independent use of a strategy will occur in independent core subject settings. The teacher uses the whole group to teach, model, and guide practice of the strategy. Teachers then give students encouragement through important tips, questions, and reminders, which help them effectively apply the new skills and strategies.

7. 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.

**Re-Identification of ELL Status : Phase 1**

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows Public School 6, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

Public School 6 initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older (not applicable in elementary school)

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE

must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. Public School 6 receives written request to initiate the Re-identification Process (e.g., parent writes letter to Principal).
2. Public School 6 reviews all documents related to the initial or reentry identification process detailed above.
3. Public School 6 reviews the student's work in English and in the home language.
4. Public School 6 may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. Public School 6 consults with parent or guardian.
6. Public School 6 conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff (Ms. Dellatte, for example) consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school Principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the Principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the Superintendent to the Principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

#### Phase 2

Between 6 and 12 months (from the date of the Superintendent's notification to the Principal, parent, guardian, and/or student), the Principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The Principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the Principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the Principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the Principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status cannot be the determinant factor for special education eligibility. Response to Intervention (RTI) approaches should be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation. ELLs with disabilities must receive the required level of ELL services, although program placement and

parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.

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

9. 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?

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

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

#### A. Programming and Scheduling Information

Homeroom and Cluster teachers articulate with the ENL Provider. ENL Provider pushes into classrooms to team teach and to provide

ESL strategies and methodologies. Other methodologies include cooperative learning and small grouping, instructional modifications, vocabulary development, and the incorporation of Q-TEL strategies.

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

Chart

**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 Dually 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

**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 Dually 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.

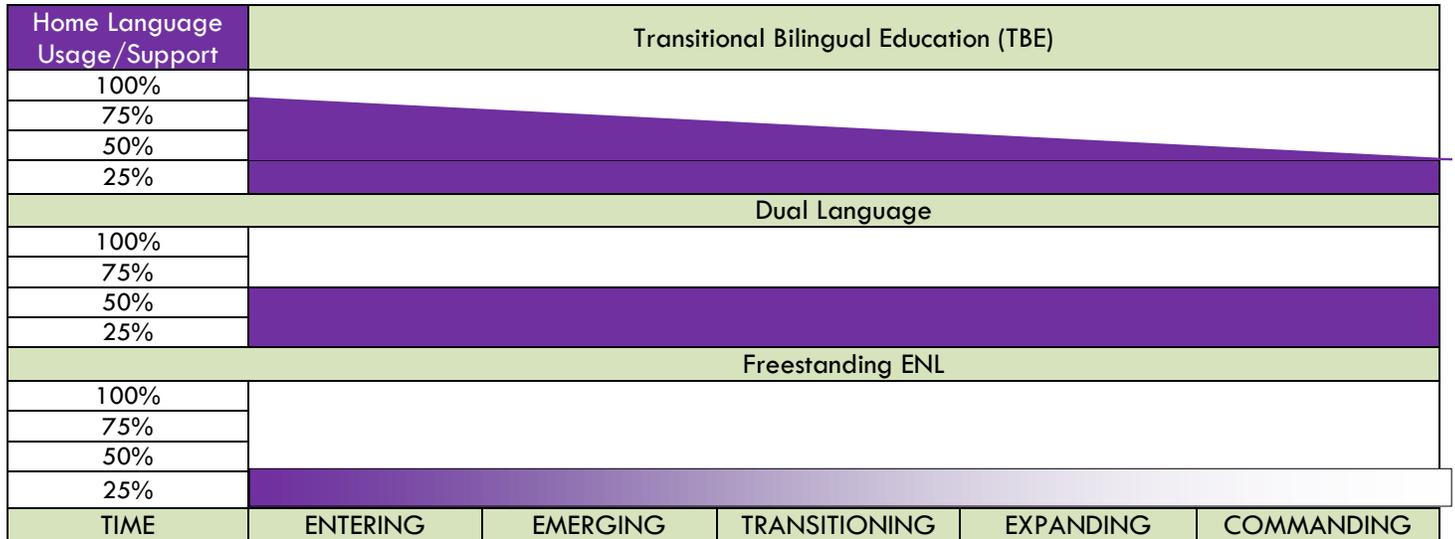


\*Note “other approved services” does not apply to New York City at this time.

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.



## 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. Targeted Intervention Programs for all students, including English Language Learners are conducted in English.
- English Language Arts (Reading, Writing, Speaking): Teachers College Reading and Writing featuring explicit instruction and Independent Reading to increase stamina and fluency. Use of Word Wall to enhance Tier II vocabulary.
  - Mathematics: GO Math (Use of mathematics models (an example being the Bar Model; manipulatives, academic vocabulary, and Word Wall.)
  - Science, Social Studies: FOSS Science and DOE Social Studies Scope and Sequence; academic vocabulary, hands-on inquiry, and written assignments.
  - Team Teaching: Classroom Teacher and ENL Teacher working with whole class, small groups, and individual students depending on academic need derived from student data.
  - Progress Monitoring in core subjects.
- To make use of RTI interventions to note students' understanding of English Language:
1. Use tools with demonstrated reliability and validity to identify and monitor students' need for instructional support in reading in both L1 and L2.
  2. Assess students' language skills in L1 and L2 to provide an appropriate context regarding evaluation of current levels of performance. RTI for English Language Learners: Appropriately Using Screening and 11 Progress Monitoring Tools to Improve Instructional Outcomes
  3. Evaluate the potential effect of the process of L1 and L2 acquisition on current performance.
  4. Plan instruction based on what is known about the student's current level of performance and his or her literacy experiences in L1 and L2.
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 ENL program meets the needs of ELLs in both content and language development:
1. Increase ELL students' English language production and peer interaction. There are many ways to provide opportunities to practice English in the classroom. There is think/pair/share and turn and talk where ELLs are required to use English to explain concepts and contribute to the work. This gives teachers an opportunity to gauge what the student has learned, and it demonstrates student progress in English language development. Through these means, teachers can informally assess for correct use of language structures and academic vocabulary. If ELLs are having difficulty with phrases or vocabulary, the teacher will be able to offer guidance or further instruction to support language development.
  2. Explicitly teach English language vocabulary and structures. Teachers actively and explicitly teach, and post key academic vocabulary, an example being on Word Walls, as well as display anchor charts, sentence starters, and labels on objects in classrooms. Teachers play a critical role in supporting language development. Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects. Teachers follow the CCLS to ensure that students understand grade level content.
  3. Build on ELLs' Background Knowledge to Increase Comprehension. Background knowledge from ELLs is elicited through a variety of activities, including questioning and graphic organizers. Teachers work creatively to elicit background knowledge from students on content topics in order to increase comprehension of the material. Examples are constructing a "K/W/L" (Know, Want to Know, Learned) chart, or as individualized as asking questions about a topic: Students share their knowledge and see how it is connected to new academic information.
  4. Increase ELL Parent Involvement  
Classroom teachers and the ENL Provider stay in touch with parents to inform them about language progress in core subjects. This communication is done in the parents' preferred language. Regular, open and friendly communication from the teachers make a big difference in ELL parent participation and supports knowledge about the child's academic, social, and emotional education. Our ELL parents are excited to hear positive news about their child and therefore feel comfortable asking questions and visiting the school in the future.
  5. Increase Writing Opportunities via Speaking  
Students engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer. This is happening as a result of Staff Developer visits from Teachers College (NYC). We write the way we think and speak, and by analyzing our writing we begin to analyze our thoughts and speech as well. Students discuss their writing they are able to see their thoughts and statements from someone else's perspective and they gain awareness of their own language development. instructional resources for writing.

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

Teachers College Reading and Writing; updated GO Math

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

The Ready Gen program for Literacy and ELA is discontinued. The supports in this program do not afford ELLs the capability to use speaking skills, writing skills, and reading skills. Teachers supplement other materials (example: starfall.com) to fill this gap.

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

English Language Learners are afforded equal access to all school programs according to the P.S. 6 Comprehensive Educational Plan. Classroom teachers teach grade level curricula to all students with differentiated instruction according to students' ability to understand curricula. Teachers on each grade level follow a pacing schedule to ensure that academic content is carried out according to scheduled dates. The ENL Teacher works with classroom teachers to assess students in order to comprehend how well they understand curricula. Parent workshops, parent/teacher conferences, and home/school communication inform families the curricula that is being taught and how curricula is aligned to the Common Core Standards. Tuesdays are designated for teachers to prepare information for families that will enhance their knowledge of curricula, as well as how to support their children in reading, writing, speaking, and listening. ELLs participate in an after-school program that highlights reading, writing, listening, and speaking through ELA, Mathematics, and Science. ELLs engage in using technology (Imagine Learning, Starfall, and Max Scholar) to improve reading and writing skills.

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.

Instructional materials that support ELLs are Imagine English, Max Scholar, Starfall, Word Walls, Math manipulatives, and hands-on Science materials. Graphic organizers support ELL organization for core subjects. Listening centers support hearing stories in English.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in the ENL Program. Students read for at least 1/2 hour each day to family members. Students engage in completing homework and other assignments, an example being interviewing a family member about his/her childhood in the native country. Students with computers at home can access Max Scholar and other instructional websites that enhance reading, writing, speaking, and hearing. Instructional materials that support ELLs are Imagine English, Max Scholar, Starfall, Word Walls, Math manipulatives, and hands-on Science materials. Graphic organizers support ELL organization for core subjects. Listening centers support hearing stories in English. Academic Intervention Services are offered for ELLs who need extra support in Reading, Writing, Listening, and Speaking.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The school aligns core subject curricula to the Common Core Standards and DOE Scopes and Sequences. Each grade level covers specific requirements that are taught to students.

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).

Newly enrolled ELLs are included in an ENL program in Summer School for the purpose of improvement in Reading, Writing, Speaking, and Listening. A licensed pedagogue works with students on Independent and Guided Reading; having students engage in narrative, informative, and other non-fiction writing (according to the CCLS). Students also have opportunities to engage in Mathematics problem solving (using Tiers 2 and 3 vocabulary). Students show their complete Mathematics work on paper and then make their thinking visible to classmates. School counselors, teachers, and Parent Coordinators speak to families about their child's progress.

For new ELLs who enroll during the school year, there are clubs specializing in cooking, writing, Science, Dancing, Physical Education, and Art activities taught by teachers. The ENL Academy supports ELLs with reading, writing, speaking, and listening, all taught by licensed pedagogues.

19. What language electives are offered to ELLs?

Public School 6 offers clubs once per week that help ELLs prepare for career and college readiness. Examples of club topics consist of school newspaper (reading, writing, speaking); cooking (reading, writing, speaking); Physical Education (speaking and listening); Dancing (speaking and listening); Art (reading, writing, speaking and listening); Chorus (reading, writing, speaking, and listening).

The following language electives are offered to ELLs during the school day: Music (singing) and Physical Education.

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)?

**Paste response to question here:**

## 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.)

The Professional Development plan for all ELL personnel, inclusive of all teachers of ELLs, is varied. The Principal, Assistant Principals, teachers, including teachers of ELLs and SWD, Paraprofessionals, the Guidance Counselor, Social Worker, Bilingual Psychologist and Psychologist, Paraprofessionals, and support staff have opportunities to receive Professional Development.

Mr. Robert Irwin, Math Consultant at Cross Consultancy, visits Public School 6 all grade levels to inform best teaching practices for the Go Math! program (including students who are ELLs and SWD), align curricula with the Mathematics Common Core Standards, and conduct classroom visitations to support teacher instruction and practice for all students. Ms. Jessica Greiss and Ms. Grace Chough, Staff Developers from Teachers College visit all grade levels to inform best teaching practices (inclusive of ELLs and SWD) in Reading and Writing (Guided, Shared, Independent Reading, Partner Reading; Writing Process). They visit classrooms to support teachers with research based strategies that help students further their knowledge in using language skills. Thus, Mr. Irwin, Ms. Greiss, and Ms. Chough model and scaffold best practices for all ELL personnel, inclusive of all teachers of ELLs.

Staff have opportunities to attend workshops at Teachers College and turn-key to colleagues during Monday and Tuesday PD and Chancellor's Conference Days. The UFT Teacher Center, Assistant Principal's Conference, and CSA offer workshops that address academic practices aligned with the CCLS, focusing on best practices for integrating language and content instruction for all students, including ELLs and SWD.

Public School 6 is culturally responsive to its student and parent populations. Thus, to celebrate Hispanic Heritage Month, we had the community come to our school to engage in 'Dancing with the Teachers - Latin Style.' Parents and their children engaged in dance lessons: Salsa, Merengue, and Bachata taught by our very own teachers. This event occurred on October 22, 2015.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

PD dates include 10/5 (Writing as per Teachers College), 10/26 (Overview of CR-154), 10/7, 10/14, 10/28 (Teachers College Staff Developer visit for lower grades); 11/2, 11/16/ 11/30 for Teachers College Staff Developer - upper grades; 11/3 (Chancellor's Conference Day: HLAP and NLAP; Guided Reading, Shared Reading; 10/17 (Assistant Principal Conference - Bilingual Language Progressions, CR-154, and Blueprint for ELLs); 11/7 (Applying ENL Strategies In The Intergrated Classroom sponsored by UFT Teacher's Center); and 11/14 (CSA Blueprint for ELLs). Math visitations: 10/6, 10/13, 10/20). Parent Coordinators and Parent Association attend monthly meetings at the District Office where ELL needs are addressed.

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?

Our consultant from Fordham University visits our ENL and AIS Providers and offers the following Professional Development: CR-154, using HLAP and NLAP to support planning and instruction for students, including ELLs and SWD, Blueprint for ELLs, scaffolds for teachers to support student learning, NYS assessment data to support ELLs, NYSESLAT, data from ATS to note those modalities that are need as areas of focus (listening, speaking, reading, and writing); vocabulary enrichment (Frayer Model); and professional literature to stay current.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Guidance Counselor; the SAPIS Counselor, and the Parent Coordinator mentor and advise staff with the tools to ensure that students have a smooth transition from Public School 6 to middle school. The three individuals work with staff to implement a time line to support handing in documents in a timely manner. Teachers take the time to communicate the time line to students and their families. All families are welcome to our school to work with staff on documents. For example, the Guidance Counselor speaks to parents by appointment or through 'walk in' to answer questions and to support parent documentation on forms. Parents and students are spoken to in English and in the native language. Applications and other written documentation are provided in English and in the native language. As needed, telephone calls serving as reminders for handing in documentation are made in English or in the native language. Written reminders in English and the native language are handed out to parents.

The Guidance Counselor, SAPIS Counselor, and Parent Coordinator invite local staff from Middle Schools to speak to students in small settings. Translation is provided for those ELLs who better process information in the preferred language.

Families are encouraged to research middle schools on-line in the preferred language. Staff will help families locate particular middle schools that are of interest. Last, staff distributes brochures, the DOE Middle School Information Book, and other information to families concerning important facts about middle schools.

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.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the ENL teacher, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Examples can include DOE professional development, workshops sponsored by UFT Teacher Center, and on-line professional development. Records for professional development can include agendas, sign-in attendance sheet, flyers, and on-line advertisements. Examples of PD activities include ELL Blueprint and CCLS aligned with NLAP.

## 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?

Public School 6 believes in a home/school partnership to support the education of all students. Therefore, parent involvement is integral to maintaining a strong relationship between the home and the school. A staff member who speaks the native language serves as the translator and interpreter for parents.

- The Parent Coordinator holds monthly Parent meetings in which parents receive information that is integral to their child's education. Staff who work with ELLs can speak on a variety of topics, examples being using ENL methodologies during core subject instruction tailored to small groups, and stages of acquiring a second language - English.

-Pre-school and grades K through 5 school orientation - During 'Meet the Staff' evening, parents view a power point that addresses language proficiency assessment results and the goals of the ENL program.

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

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

-Parent Test Preparation Meeting for the New York State ELA and Math assessments for all students, inclusive of ELL students. Parents receive information regarding the alignment of the Common Core and New York State assessments.

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

2. 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.

Flyers are distributed to families in English and the native language indicating when sessions will take place. An attendance sheet is passed around for parents to provide their names; this serves as evidence that they were present. Letters in English and the native language go home to families. An agenda is distributed to participants in the native language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Support home-school relationships and improve communication by:

Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed by classroom, Cluster, and ENL teachers.

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, and Parent Involvement Policy.

Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community.

Supporting parental involvement activities as requested by parents.

Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities.

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.

Having parents participate with the class and teacher in going to school excursions and trips.

Cultural events, an example being 'Dance with the Teacher Latin Style' to celebrate cultural diversity.

Educating parents about ELA, Mathematics, Science, NYSESLAT assessments and the CCLS.

Educating parents about Public School 6 student data during Parent/Teacher Conference Day/Evening.

Informing parents about community events, an example being the District 12 Family Fair; bringing back information to our school to share with parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school will reach out to Fordham University for ELL Parent workshops. The school also reaches out to Cornell University for workshops pertaining to healthy eating. Translation services are available in the preferred language.
5. How do you evaluate the needs of the parents?  
Parents receive a survey to complete which indicates needs. At the end of each workshop, parents are given a questionnaire based on information learned at the workshop. The survey and questionnaire are written in English and the preferred language.
6. How do your parental involvement activities address the needs of the parents?  
Parental involvement activities are presented as informational sessions. Parents then indicate their ideas for future activities in writing in their preferred language.

#### **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: **Public School 6**

School DBN: **#INGEST ERROR!**

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)
Juliet Young	Principal		1/1/01
Susan K. Aker	Assistant Principal		1/1/01
Carmen Valle	Parent Coordinator		1/1/01
Laura Dellatte	ENL/Bilingual Teacher		1/1/01
Doris DeJesus	Parent		1/1/01
Irasema Alvarado/AIS	Teacher/Subject Area		1/1/01
Dana Hall/Elementary	Teacher/Subject Area		1/1/01
Dadrie Rochester	Coach		1/1/01
	Coach		1/1/01
Judith Teng	School Counselor		1/1/01
Rafaela Espinal	Superintendent		1/1/01
Jose Ruiz	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12X006** School Name: **006**  
Superintendent: **Rafaela Espinal**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

The data indicates a 75% Hispanic population, 23% African-American population, 1% African population, and 1% Bengali population. Over 50% of our staff is fluent in Spanish, i.e., having the capability to read, write, listen, and speak to families. Therefore, staff members are always available to communicate with families in Spanish. All written communication in English and Spanish is distributed to families in a timely fashion, thus giving families multiple opportunities to contact the school for clarification. The data indicates a 75% Hispanic population, 22% African-American population, 1% African population, 1% Bengali population, and 1% white population. Our Bengali interpreter, a school Paraprofessional, (reads, writes, listens, and speaks to our Bengali family, providing written and spoken information in a timely manner. She provides written and spoken answers to questions addressed by the family.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication include English and Spanish. Bengali is included as well.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook, Family newsletters, parent/teacher conference announcements, after-school program information, New York State testing dates, letters that go home to families from school leadership, any information pertaining to school curricula that will provide oral interpretation services for families to establish a home/school connection.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent/Teacher conferences (November 2015 and March 2016), September 2015 and May 2016  
curricula nights, calls to parents regarding attendance or meetings with teachers (as needed during 2015 - 2016)

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Public School 6 will provide written translation services in native languages spoken by the school community: English, Spanish, African dialect, and Bengali. Written translation services include timely

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Staff speaking the native language will provide translation services. A Language ID guide will show staff the native language spoken by the individual.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Professional Development Mondays; Professional Learning Team meetings, and written instructions uploaded on the P.S. 6 website.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster will be displayed in the lobby on the first floor, adjacent to the main school entrance. Parents' Bill of Rights and Parents' Guide to Language Access will be distributed to parents. Language ID Guide will be on display at security desk and main office.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey, Parent intake form, parent/teacher conferences, and discussions during Parent workshops.