2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 02M006
School Name: P.S. 006 LILLIE D. BLAKE
Principal: LAUREN FONTANA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Lillie D. Blake School</th>
<th>School Number (DBN):</th>
<th>02M006</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>PreK-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>45 East 81st Street New York, NY 10028</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-452-6650</td>
<td>Fax:</td>
<td>212-772-8669</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Lauren Fontana</td>
<td>Email Address:</td>
<td><a href="mailto:Lfontana@schools.nyc.gov">Lfontana@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Gloria Winograd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Jennifer Marwill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Jacqueline Weiner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td></td>
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</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>2</th>
<th>Superintendent:</th>
<th>Bonnie Laboy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>333 Seventh Avenue 7th Floor New York, NY 10001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:blaboy@schools.nyc.gov">blaboy@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-356-3815</td>
<td>Fax:</td>
<td>212-356-3702</td>
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</tbody>
</table>

Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC: Manhattan District</th>
<th>Executive Director:</th>
<th>Yuet Chu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address:</td>
<td>333 7th Avenue New York, NY 10001</td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:ychu@schools.nyc.gov">ychu@schools.nyc.gov</a></td>
<td></td>
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<td>-----------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>646-470-0721</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td>917-339-1765</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Santucci</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Gloria Winograd</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jennifer Marwill</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Daniel Anziska</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Bradley Bloch</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Carrie Solomon</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Weiner</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Anav Cohen</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Melissa Padala</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Barb Rosenblum</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with...
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1**: Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2**: Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3**: Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4**: Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5**: Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6**: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

### Section 4: CEP Overview

1. **What is your school’s mission statement?**

   PS 6 is invested in the success of all students as individuals: academically, socially, emotionally and creatively. We believe successful education must include a partnership between home and school. Staff members, students and parents work together to achieve academic and personal growth. By inviting parents into our classrooms as well as offering a multitude of parent information sessions, we are giving our families an education about their children’s education. The school holds high academic standards for all students, believing that the best instruction comes from good modeling on two levels. First, teachers use their own writing and reading process and their own mathematical
thinking to model specific strategies for students. In addition, the teachers demonstrate continued learning by furthering their own practices, modeling the importance of being lifelong learners. It is also our mission to develop the cultural literacy of our students. PS 6 is located a block east of Central Park and a “stone’s throw” from the Metropolitan Museum of Art. Cultural literacy is literally at our door, and is a big part of our students’ school experience. Whether it is third graders enhancing their study of African culture by exploring African Masks at the Met, second graders visiting the Museum of the City of New York to gain an historical perspective of our great city, fifth graders taking part in a collaboration with the Guggenheim through an after school CASA program, or kindergarteners adopting a tree in Central Park to study across the seasons, we are committed to our students’ understanding that learning takes place both inside and outside our doors. Our student body represents the cultural diversity of New York with families representing cultures from across the globe. When students leave PS 6 they leave with an understanding of the richness a diverse community brings to their lives.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 6 is a nationally recognized leader in public education that holds all students to high learning standards. Investigative-based curriculum, interdisciplinary teaching and a highly motivated faculty serve as the foundation for identifying, developing and promoting successful strategies that meet the individual educational and emotional needs of each PS 6 student. The needs of a diverse body of learners are met with programs such as Integrated Co-teaching, intervention and small group instruction. PS 6 is a school that strives for a balance between process oriented instruction and the skills and strategies good educators have always valued. Teachers teach programs that are an outgrowth of their staff development and their own collaborative process across and within grades. PS 6 staff are interested in the success of all students as individuals – academically, socially and creatively. To that end, PS 6 has a comprehensive art, music and dance program that taps into a multi-talented student body. The school values character education – training staff members, students and parents in social emotional educations. PS 6 is committed to providing a balance between academic achievement and personal growth.

3. Describe any special student populations and what their specific needs are.

Every grade has an ICT class with a general education and special education teacher. Up to 40% of the students have special needs, including learning disabilities, speech and language impairments, and other health impairments. The students are supported by a staff of specialists including speech, occupational, art, and physical therapists. Our guidance counselor and SB5 team work closely with teachers and related service providers to insure students’ social and emotional needs are met. In addition, every general education classroom also has students with IEPs who are supported by key personnel.

4. Identify 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.

Supportive Environment - we will continue our work here
## School Demographics and Accountability Snapshot for 02M006

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
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<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>694</td>
<td>No</td>
</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

### Special Education Programs/Number of Students (2015-16)

- **# Special Classes (ELA)**: 1
  - **SETSS (ELA)**: 56
  - **# Integrated Collaborative Teaching (ELA)**: 72
- **# Special Classes (Math)**: 1
  - **SETSS (Math)**: 17
  - **# Integrated Collaborative Teaching (Math)**: 74

### Student Composition (2018-19)

- **% Title I Population**: 12.0%
- **% Attendance Rate**: 95.6%
- **% Free Lunch**: 9.4%
- **% Reduced Lunch**: 2.2%
- **% Limited English Proficient**: 2.9%
- **% Students with Disabilities**: 14.7%

### Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native**: 0.3%
- **% Black or African American**: 2.4%
- **% Hispanic or Latino**: 8.5%
- **% Asian or Native Hawaiian/Pacific Islander**: 14.8%
- **% White**: 74.5%
- **% Multi-Racial**: 1.7%

### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 12.09
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 7%
- **% Teaching with Fewer Than 3 Years of Experience**: 5%
- **Average Teacher Absences (2014-15)**: 7.4

### Student Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4**: 91.0%
- **Mathematics Performance at levels 3 & 4**: 91.4%
- **Science Performance at levels 3 & 4 (4th Grade)**: 100%

### Student Performance for High Schools (2016-17)

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

### Overall NYSED Accountability Status (2018-19)

- **Reward Recognition**: No
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District Identified by a Focus District**: No
- **Priority School**: No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: YES
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: YES
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: YES

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: N/A
  - **Economically Disadvantaged**: N/A
  - **ALL STUDENTS**: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the 2016-2017 School Quality Guide Survey, PS 6 received a strong Rigorous Instruction Score of 4.65. In the 2017-2018 CEP we made strengthening the math curriculum a priority. We used the structure of Math Centers to allow teachers to differentiate instruction, as well as spiral back to content previously taught. The centers focused on all aspects of the current math curriculum, including problem solving, as well as developing flexibility and accuracy in computation. This has allowed for a more dynamic learning environment and more opportunities for differentiation and reinforcement of material.

While this initiative is off to a good start, it has brought to light the need for review of Investigations (TERC), our current math curriculum; specifically how the curriculum challenges students at all levels. This year several programs were investigated and next year we will be complimenting the Investigations Curriculum with elements of Math in the City, Engage NY, and Singapore Math. The success of this goal will lead to a smoother transition from grade to grade, preparing students for higher level mathematical thinking at all grade levels.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To better prepare students for the significant increase in problem-solving complexity required by the standards, we will use a range of mathematics curricula that will increase the depth of mathematical thinking and conversations of mathematical strategies. Teachers in grades Kindergarten to 4 will revise at least 2 units of study using elements drawn from a variety of curricula, such as Math in the City, Engage NY, and Singapore Math -one in the first semester, and one in the second semester. Teachers will meet within their grade groups to share and evaluate student work product.
**Part 3a – Action Plan**

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in grades K to 4.</td>
<td>May 2018</td>
<td>Administration</td>
</tr>
<tr>
<td>All students in grades K to 4</td>
<td>September 2018-June 2019</td>
<td>Jane Galasso, Math Articulation Team</td>
</tr>
<tr>
<td>Students who receive Special Education / intervention and ELL services</td>
<td>June 2018</td>
<td>Special Education teachers and ELL Teacher</td>
</tr>
<tr>
<td>Teachers and Students K-4</td>
<td>September 2018-June 2019</td>
<td>Administration, Classroom teachers, Special Education teachers and ELL teacher</td>
</tr>
</tbody>
</table>

**Math in the City** has been selected as the resource to work with staff in reviewing and revising the math curriculum during June planning for the 2018-2019 school year.

- The review will take place and a curriculum design and implementation plan in an ongoing basis with the Math the City consultant, teachers and administration.
- Special Education teachers and ELL teacher will be part of the design development process to represent the needs of the students they serve. Students who receive Special Education / intervention and ELL services.
- The updated curriculum will be implemented during the school year and revised as necessary during ongoing math meetings.

**3b – Parent and Family Engagement**

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

The math curriculum will be introduced to parents by classroom teachers during the September Curriculum Night 2018, and Jane Galasso and classroom teachers during the October Math Morning 2018. Math Parents as Learning Parents will be held later in the year, where parents participate in the classroom with their children in a math lesson highlighting higher level mathematical thinking. Classroom teachers and Jane Galasso will compose notes from each meeting that will be shared with families. We will explore establishing additional parent workshops to help support and educate parents about the curriculum.
Part 4 – Budget and Resource Alignment

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

PTA budget will include funds for a math consultant and summer institutes for teachers. Planning meetings will be scheduled to support further teacher professional development. Additional materials to support units will be purchased for classroom teachers.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.
Ongoing assessments will be made during monthly Teacher Math Meetings and ongoing work with Math in the City.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We will use pre and post unit assessments to assess progress.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

In the 2016-2017 School Quality Guide Survey, PS 6 received a Supportive Environment score of 3.79, which meets but does not exceed expectations. We believe the Responsive Classroom program, implemented in 2017-2018 as described in last year’s CEP, has the potential to create a more supportive environment by providing teachers with strategies to build intrinsic motivation within students, allowing them to participate in positive ways as members of a larger community. Responsive Classroom will also give teachers and students a shared language to communicate expectations within and across grades and across the entire school, creating and sustaining a school environment that maximizes academic and social behavior outcomes.

In addition, the school has adopted the Positive Behavior matrix from PBIS (Positive Behavior Interventions and Supports). Using the school motto Be Kind, Be Safe, Be Responsible, students discussed what this would look across our school - in the yard, cafeteria, classroom, hallways, bathrooms, etc. Based on the work with the matrix this year, we need to continue making these words ... BE KIND, BE SAFE, BE RESPONSIBLE... the message of our school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will continue to deepen their understanding of Responsive Classroom during the 2017-2018 school year. Teachers will continue to develop a repertoire of non-punitive strategies and logical consequences for teaching students positive behaviors.

We expect to see improved student social and emotional behavior that will be measured using two sources of data:

- OORS reports will be evaluated two times throughout the year - late fall and late spring.
- The End of Year Data Report from two grades will be used to track a sampling of students over three school years (2016-2017, 2017-2018, 2018-2019) to determine the effectiveness of Responsive Classroom.

We expect the # of OORS reports will decrease by 25% from the late fall t late spring analysis.

We expect there will be a 25 % decrease in students receiving behavior grades below a level 3.
## Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>New teachers joining the staff will attend Responsive Classroom training over the summer. Veteran staff members will attend advance training.</td>
<td>New &amp; Veteran teachers</td>
<td>Summer 2018</td>
<td>New teachers A group of veteran teachers Carla Miragliotta</td>
</tr>
<tr>
<td>A group of teachers will meet over the summer to create a schedule for peer coaching around the components of Responsive Classroom. Over the course of year teachers will work in partners to learn from each other as mentors and mentees building a repertoire of strategies around social emotional learning.</td>
<td>Staff working as mentors &amp; mentees</td>
<td>Summer 2018- June 2019</td>
<td>Rebecca Applebaum Meredith Coman Caitlin McDonagh Carla Miragliotta</td>
</tr>
<tr>
<td>A group of teachers will form study groups around the components of Responsive Classroom they want to improve on.</td>
<td>Students with Staff working in study groups</td>
<td>September 2018 - June 2019</td>
<td>Teachers in study groups Carla Miragliotta</td>
</tr>
<tr>
<td>Special Education teachers and the ELL teacher will participate in school based professional development to develop systems for dealing with issues/concerns that arise for the students they serve.</td>
<td>Students with special needs/ ELL students</td>
<td>September 2018 - June 2019</td>
<td>Special Education teachers, ELL teacher Carla Miragliotta</td>
</tr>
<tr>
<td>The OORS Reports will be evaluated to determine if there is a correlation between the implementation of Responsive Classroom/PBIS and reduction in incident reports.</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
<td>Amy Santucci</td>
</tr>
<tr>
<td>Students’ behavior data from a sampling of two grades tracked over three school years (2016-2017, 2017-2018, 2018-2019) to determine the effectiveness of Responsive Classroom will be evaluated.</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
<td>Teachers from the two grades</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

2018-19 CEP
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Information on Responsive Classroom was included during Curriculum Night 2017. After implementing this program for one year, teachers have a more in depth understanding of the goals of the program that they will share during Curriculum Night 2018. Our school motto will be published on our website so parents and children can have conversations about what it means and what it looks like to be safe, be kind, be responsible. The “Yardsticks” brochure on developmental milestones for each grade will be distributed to parents at Curriculum Night 2018.

Part 4 – Budget and Resource Alignment

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

The PTA will fund the staff attending advanced Responsive Classroom training.

Planning meetings will be scheduled to support professional development for special education, SBS Team members and ELL teachers.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | || Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | X | PTA Funded | || In Kind | || Other |

Part 5 – Progress Monitoring

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

We will look at student behavior grades after the distribution of the first report card - February 2019. OORS reports will be looked at two times throughout the year - late fall and late spring.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

OORS Reports

Academic Behavior Grades on the End of Year Data Report

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

PS 6 is a collaborative school. Teachers meet weekly to share and create curricula, to look at student work, and to discuss questions they have about any facet of their work. Over the past 2 years the staff has begun to create shared documents on Google Drive, so that our collaborative efforts are memorialized in documents easily accessible. This effort has also supported teachers new to the staff, as they have documents to look at to support their own teaching.

Based on a new teacher survey, it was determined new teachers need additional support that collaborating on shared documents did not provide. Classroom management, parent communication, and expanding content knowledge are a few of the areas new teachers felt they needed more support in. Our goal for the 2018-2019 school year is to provide ongoing support for new teachers that cover the wide range of areas and topics our new teacher survey brought to light.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

New teachers (those with 3 years experience of less) will meet with a mentor to focus on 3 main areas:

- management
- parent communication
- instructional knowledge

There will be 3 cycles of professional development, one for each area, that will be planned around the above topics. A mentor will work with the new teacher to make a plan for improvement in each area. At the end of each cycle the teacher and mentor will evaluate the effectiveness of the professional development. A teacher survey will be conducted at the end of the year to determine the effectiveness of this initiative. Mentors and mentees will meet at the end of each cycle to determine the improvement in the given area they worked on. It is expected that 90% of the mentees will show improvement in all the areas they were mentored in.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in their first three years of full-time teaching at PS 6</td>
<td>May 2017</td>
<td>SLT</td>
</tr>
<tr>
<td>Teachers in their first three years of full-time teaching at PS 6</td>
<td>September 2018-June 2019</td>
<td>Amy Santucci, Mentor teachers</td>
</tr>
</tbody>
</table>

An anonymous survey was conducted of teachers whose first year of full-time teaching at PS 6 occurred in 2015-2016 or later. Of the ten teachers in this group, seven completed the survey. The teachers were asked to rate their new teacher experience and to identify their biggest challenges, the supports they received that were most and least helpful and possibilities for improvement. (See attached summary)

Based on the survey, teachers in their first three years will have monthly meetings. These meetings will be led by mentor teachers and address common issues:

- management instructional and content knowledge

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will establish workshops for parents to strengthen parent-teacher communications.

Part 4 – Budget and Resource Alignment

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

New teacher PD sessions will occur as part of budgeted PD time and with existing mentor teachers.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

Mentors and mentees will plan a midpoint meeting within each mentoring cycle. By February of 2019 there will be a review of the effectiveness of the initiative.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The same survey that was administered in May 2018 will be administered in January and May 2019, and results compared.

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The school administration is extremely involved in curriculum and instruction, working with staff to support curriculum development across all grades. Teachers are supported with materials, professional development, and in-house mentoring opportunities so that they can grow as pedagogues.

While teachers feel supported in their instruction, there exists no central forum for administrators, teachers and parents to evaluate, refine and implement new tactical ideas. Having a committee to brainstorm ideas and bring them to fruition will ensure that once ideas have been vetted and implemented, they could be adequately maintained from year to year. Having this committee would facilitate decisions being made and communicated to all community members in a timely manner. We believe that establishing a Steering Committee would increase our 2016-2017 Effective School Leadership score from 3.25 and our Trust score from 3.14.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

The school has created a Steering Committee to oversee identification and implementation of tactical improvements in the school. The members of the Steering Committee will form subcommittees of interested staff and parents to follow through with initiatives. In January 2019, the committee will produce a summary of initiatives it has considered, implemented and overseen that will be used to judge the effectiveness of the concept. Ideas for improvement will come from a variety of sources, including the members of the steering committee, the administration, the PS 6 staff, and parents. An initial survey was sent out in spring of 2018, asking teachers for their input as to the initiatives they wanted to pursue. The results of this survey will be used to begin the work of the committee in the 2018-2019 school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | - | April 2018 - ongoing | Administration |

Establish a Steering Committee of teachers and administrators that would meet on a regular basis to serve as a forum for gathering, evaluating and implementing tactical improvements throughout the school. The committee would form subcommittees that include parent members to follow through on initiatives.

The Steering Committee will be responsible for establishing benchmarks for evaluating and refining the programs it oversees, and including those benchmarks and evaluations in its annual summary.

The Steering Committee will report to the SLT on its activities and subcommittees. The Steering Committee and SLT will work together where Steering Committee initiatives overlap with the SLT mandate.

| K-5 Teachers | October 2018-June 2019 | Steering Committee |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be informed of the Steering Committee and opportunities for involvement during one of the fall General PTA meetings, and throughout the year in email communications from the school.

### Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>None anticipated</td>
</tr>
</tbody>
</table>

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
| X | Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
| X | C4E | 21st Century Grant | SIG | PTA Funded | In Kind | Other |
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Steering Committee will periodically report to the SLT on its activities, including initiatives undertaken and monitored.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A teacher survey will be sent out in February of 2019 to assess the effectiveness of the Steering Committee. The survey will be created in the fall of 2018.</td>
<td></td>
</tr>
</tbody>
</table>

| Part 5c. | In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. <strong>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

PS 6 provides many opportunities to build strong family and community ties, as reflected in our score of 4.57 on the Framework for Great Schools survey. Parent information sessions and workshops are offered across the year in a variety of areas. These include a meet and greet hour for families to visit their new classrooms before the first day of school, math and literacy mornings, ELA and Math testing information sessions, kindergarten homework sessions, and more. We hold an evening social in the fall, a World’s Fair in the spring, and various other opportunities for families to get to know each other.

Throughout the year, teachers also send home information pertaining to grade specific initiatives and programs their children will be involved in. These include curriculum information, special events, trips, etc. Although this information is sent home, based on parent feedback, some parents feel there is *too much to read*. Therefore, we need to explore what information needs to be sent home, as well as an alternative forum to share information.

This year our goal is to improve upon the ongoing communication with parents, using SchoolCNX, a mobile application. We believe this method of communication will be engaging, and provide an effective forum to communicate a wide range of information.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS 6 staff will use SchoolCNXT to communicate a wide range of information to families. All teachers will use SchoolCNXT a minimum of 2 times in the fall, and 2 times in the spring.</strong></td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers will meet as a grade to plan communications for which they will use SchoolCNXT as the format</th>
<th>All teachers</th>
<th>September 2018- June 2019</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A parent survey will be distributed at the beginning and end of year to evaluate the effectiveness of SchoolCNXT as a primary source of communication</td>
<td>Parents</td>
<td>Fall 2018- September 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

NA

### Part 4 – Budget and Resource Alignment

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

None

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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</tbody>
</table>

### 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.

An initial survey will be sent out in the fall of 2018 to assess parent view on effectiveness of communication. A parent survey will be conducted in February of 2019 to assess whether parents feel the SchoolCNXT forum has improved communication.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent Survey
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Services are determined based on school wide structures including: teacher recommendations; assessments such as, running records; test scores; previous holdover lists. The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess and make necessary changes.</td>
<td>Grades K-1 receive Reading Reform Instruction to develop phonemic awareness and word study skills. K-5 we teach using a Balanced Literacy Approach: Reading Workshop Guided Reading Read Aloud Shared Reading Writing Workshop Interactive Writing Shared Writing Conferring in both reading and writing, Small group strategy lessons in both reading and writing, Reading Rescue K-1</td>
<td>Tier 1 intervention is provided by classroom teachers. In addition we have the following supports in place for tier 2 intervention: SETSS teachers, ELL teacher and Speech providers provide Tier 2 intervention in small groups for students in grades K-5.</td>
<td>Service is provided during the school day a minimum of two times per week depending on the needs of the child.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Services are determined based on school wide structures including: Assessment based small group instruction is provided by the</td>
<td>Tier 1 intervention is provided by classroom teachers.</td>
<td>Service is provided during the school day a minimum of two times per week</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP 29
| Teacher Recommendations; Assessments such as, pre-unit assessments, test scores; previous holdover lists. The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess and make necessary changes. | Classroom teacher in grades K-5. Our math philosophy is a constructivist approach. | In addition we have the following supports in place for tier 2 intervention: SETSS teachers, provide Tier 2 intervention in small groups for students in grades K-5. | Depending on the needs of the child. | **Science** | Services are determined based on school wide structures including: teacher recommendations; assessments such as, test scores; previous holdover lists. The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess and make necessary changes. | Science intervention is provided in conjunction with our literacy support. We use a variety of structures such as station teaching, science based centers, leveled non-fiction texts by content area provides access of the content to all students. | Small group | The SETSS teachers meet with teachers plan for differentiated instruction for small groups of students throughout the school day. | **Social Studies** | Services are determined based on school wide structures including: teacher recommendations; assessments such as, test scores; previous holdover lists. The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess | Social Studies intervention is provided in conjunction with our literacy support. We use a variety of structures such as station teaching, social studies based centers, leveled non-fiction texts by content area provides access of the content to all students. | Small group | The SETSS teachers meet with teachers plan for differentiated instruction for small groups of students throughout the school day. |
and make necessary changes.

| **At-risk services** (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Services are determined based on school wide structures including: teacher recommendations; assessments such as, running records; test scores; previous holdover lists. The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess and make necessary changes. | Students work in small groups to develop social skills with peers; learn coping strategies; develop conflict resolution skills; and learn strategies for dealing with anxiety, stress and distressing life issues. | Small group and one-on-one services are provided as needed by our school guidance counselor, social worker and school psychologists. | Service is provided during the school day; the number of times is dependent on the need of the child |
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | NA |

2. Please describe the services you are planning to provide to the STH population.

   | NA |

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | 2 |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
At-risk guidance services, outreach support, intervention

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| We received $3059 in TL Title 1 STH for Non-Title 1 Schools and $133 in Sequester Aid Title 1STH for Non-Title 1 Schools |  |
Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

**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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Part 3: TA Schools Only**

3a. Use of Program Resources

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

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).
Part 4: SWP Schools Only

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

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

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.

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. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Lillie D. Blake, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lillie D. Blake will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
</tbody>
</table>

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the "Every Student Succeeds Act" (ESSA)
- 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;

Encouraging School-Level Parental Involvement
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)

*Lillie D. Blake*, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA)

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
• assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
• supporting parental involvement activities as requested by parents;
• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the "Every Student Succeeds Act" (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

- 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Manhattan</td>
<td>P.S. 6, Lillie Devereaux Blake School</td>
<td>006</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Lauren Fontana</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Coach</td>
<td>Barbara Rosenblum</td>
<td>Jane Galasso</td>
</tr>
<tr>
<td>Bilingual/ENL Teacher</td>
<td>Katie Stranahan</td>
<td>Jessica Cole</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Carla Miragliotta, SETTS</td>
<td>Parent type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Stefanie Goldman, SETTS</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Melissa McDermott, Speech</td>
<td>Field Support Center Staff Member type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td>Sandy Weiswasser, Secretary</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certifications</th>
<th>Number</th>
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<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
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<tr>
<td>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]</td>
<td>0</td>
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<tr>
<td>Number of special education teachers with bilingual extensions</td>
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</tbody>
</table>

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
- Dual language program (DL) [ ] Yes [ ] No
- Freestanding ENL [ ] Yes [ ] No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   The New York City performance assessment to assess ELA literacy skills in used. PS 6 uses the TCRWP to assess all students throughout the year to check in with the literacy skill levels. We use TC running records and the TCRWP assessments. In alignment with the TC curriculum, teachers use pre and post writing assessments as part of the ELA curriculum. We use these assessments to guide our instructional planning for ELLs in order to properly place them into groups that focus on skills needed at their level. Examples of these groups included guided reading and guided writing groups. In these guided groups, the ELL teacher and classroom teacher are able to directly address the reading and writing needs of ELL students that are identified by the formative assessments. By planning for this guided reading and writing time with ELLs, the ELL teacher and classroom teacher and better able to address the needs of ELLs in the school.
2. What structures do you have in place to support this effort?

Once data is collected from TCRWP assessments, teachers are able to share the results with the ELL teacher and administration both through face-to-face interactions and a shared document that monitors progress. Disseminating this data found through formative assessments allows us to inform our instructional planning in a number of ways. The primary structure put in place in the classroom is guided reading groups based on the reading levels and needs of students. Students are provided with texts that are individualized for their reading level and teachers target their instruction to address the reading skills needed to move on to more advanced levels. For example, students who struggle to retell stories in the reading assessments receive scaffolded instruction that pushes retelling language and different strategies to retell stories. The ELL teacher and classroom teacher use the data collected from running records to collaborate on appropriate pedagogical strategies to support the content and linguistic needs of the child. We want to make sure the child is making gains toward their reading MOSL goal. We also use the classroom teachers’ other literacy assessments, such as pre- and post-writing assessments to monitor how an ELL progresses in English proficiency. To provide additional support with the scope and sequence, the classroom teacher and ENL teacher meet to collaboratively plan to differentiate the curriculum so that it accessible and engaging for the student. The ELL teacher has access through a Google Drive to all of the curriculum content for all grades so that she can better anticipate the needs of the ELLs and help teachers implement scaffolds to support the children during class time.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

School leadership and teachers may use the results of the ELL Periodic Assessments, NYSESLAT, NYSITELL, and other language based assessments to identify ELLs’ areas of need and monitor progress. These assessments help provide our teachers and staff with detailed information about our students’ strengths and weaknesses in English language development. First, the ELL teacher can access students’ NYSITELL and NYSESLAT scores through ATS to determine the breakdown of test results. The results provide information on the students’ performance in the four modalities (listening, speaking, reading writing). By analyzing the “Exam History Report,” we can also see patterns of individual student performance. This is very helpful when it comes time to group the classes and also to see what areas need improvement. For example, students who scored lower in the writing modality will be placed into a group that leans heavier on writing structure and development. Furthermore, the ELL teacher uses periodic assessments to assess language growth in the four modalities throughout the year. These assessments are kept in the child’s file for the year to monitor progress and determine what types of scaffolds will help the child in the classroom.

4. What structures do you have in place to address interventions once the summative data has been gathered?

By looking at student data over several years, such as NYSESLAT scores for individual students, we are able to determine where our students are making progress in their English proficiency and where they need more support. These assessments, along with the summative baseline and mid-line assessments completed by the ELL teacher, provide information on the students’ performance in the four modalities. This information in turn serves as a resource to help the ELL and classroom teachers better plan for lessons. By seeing where specific strengths and weaknesses fall, we are not only better able to group students, but we can also focus on problem areas and lean less on the areas they excel in. This is not to say a student who scores high on reading will not read during small group instruction, but rather that writing will be an instructional focus for the teacher. Furthermore, we use the results of these assessments to implement specific interventions for ELLs prior to the NYS exams. To provide additional help with scope and sequence, the classroom teacher and ELL teacher plan collaboratively to differentiate the curriculum based on linguistic needs so that it is accessible and engaging for the student. The school is learning a lot of information about ELLs from all assessments performed. As previously stated, we can see where certain students are falling behind, and we can see where they are excelling. These summative assessments give us an idea of what each student is capable of. This data helps all teachers to plan and create different lessons with appropriate amounts of differentiation and scaffolding to help the ELL population be successful.

5. How does your school use 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.] With the multiple means of data that we are able to collect from the EDAT, tests including the NYSESLAT, NYSITELL and other assessments such as running records and baseline assessments, we are able to identify which English Language Learners need
additional language support and in which areas this support is needed. As is aligned with the RtI framework, teachers are able to determine whether or not students are benefiting from the instructional program within a reasonable time frame. Teachers are then able to build more targeted instructional programs for students who are not benefiting, as they will be able to see in what specific areas the child needs additional support. This approach to RtI will also help the ELL teacher design more effective individualized plans for different students that is tailored to their individual needs. Also, the classroom teacher and ELL teacher collaboratively assess the student and compare notes and observations to provide a clearer and holistic picture of the student. With the additional information and attention to detail, there will be a greater potential for effective instructional techniques to support academically at-risk ELLs. If the classroom teacher and the ELL teacher agree there is need for further evaluation for a student who is not performing or growing as expected, additional interventions will take place, starting with in-class interventions and then outside support from a specialist if necessary. Along with the RtI framework, teachers take into account how long the child has been speaking English and the level of literacy the child has in the first language.

The PPT committee, which includes administrators, SETTS teachers, and related service providers, helps to monitor students who receive additional at-risk support to see what progress the student makes and how to best support the child. If the ELL still does not make the expected progress, the PPT committee may suggest a bilingual evaluation if the ELL is suspected of having a disability.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
We use several end of year assessments, such as the NYSESLAT, ELA and Math tests, to evaluate and inform our ENL program. By looking at the NYSESLAT results over the course of several years using the RLAT and EDAT reports, certain information is revealed by the data patterns across proficiency levels and grades. Our Kindergarten ELLs represent all proficiency levels. Students who had been at the school for more than a year were exclusively transitioning or expanding. Typically, the NYSITELL shows that newly registered students in upper grades are entering or emerging levels. There is a gradual increase in proficiency from emerging to expanding students across all grades. We noted our ELLs tend to perform stronger in the state Math tests. We used this information along with the ELA and Math scores to inform how to best support this student with test taking and comprehension strategies, particularly to support work geared for the ELA. We also look at which teachers predominately work with the ELL population in the school and the trends the students have in their English proficiency growth. The ELL teacher works with these teachers in particular to help scaffold the curriculum to address the English proficiency needs of the ELLs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Our ELL program continues to make ongoing adjustments based on the findings from outcome assessments. In conjunction with the administration and classroom teachers, the ELL teacher is predominately responsible for implementing these adjustments. As previously mentioned they happen on an ongoing basis, but any significant changes to the ELL program curriculum happen on an annual basis. As an example, when looking at the NYSESLAT scores from last year on the RLAT report, we noticed the weakest areas for the ELL students was listening, which revealed that the ENL curriculum will incorporate a program targeted specifically towards building listening stamina and comprehension skills. The strongest areas were the speaking and reading sections, which shows that students are able to communicate and understand English input when they are given the passage to read. We disseminate these findings through several facets, including one on one meetings with teachers, curriculum planning days and professional development time. Our goal is to ensure all staff working with ELLs are able to understand the needs of our ELL population and make appropriate adjustments to meet these needs.

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**Part IV: ELL Programming**

**Programming and Scheduling Information**

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students...
regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.
   At PS 6 we align our ELL program with the comprehensive core curriculum. The ELL teacher, the principal and other staff members are continuously working to develop a schedule for ELL students in each grade and proficiency level that is compliant with the CR Part 154 regulations. The ENL teacher works collaboratively with classroom teachers to ensure the students are getting the most out of their small groups during both standalone and integrated ENL.
   For integrated ENL, the ENL teacher pushes into the classroom for the mandated number of minutes. The classroom and ENL teachers work together to identify best practices for teaching methods, instructional decisions and texts that tie into a thematic unit that the class is studying. The standalone ENL program is provided through a “pull-out” model for students who are entering and emerging. The program model that we have at PS 6 is a mix of heterogeneous and homogeneous students. We group by skill level as well as grade level. For example if there is a 4th grader whose proficiency level is lower than that of the other 4th graders but the same as the 3rd graders, that student would be placed with the 3rd grade group. Our goal is to find the right balance for our ELLs with regards to their second language development and age appropriate content.
   The ELL program is built around the four essential skills students must acquire: listening, speaking, reading and writing. The ENL instruction is content-based in both the standalone and integrated models. The content, materials and lessons are adapted to meet each student’s needs and provide scaffolding for language. The ELL teacher utilizes differentiated teaching methods to ensure the success of each individual student at his or her level. There is a strong emphasis on literacy work, following a balanced language approach in the workshop model.

b. TBE program. If applicable.
   We do not have this program. Not applicable to PS 6

c. DL program. If applicable.
   We do not have this program. Not applicable to PS 6

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   Students are served with the mandated number of minutes according to proficiency level in the ENL model. The transitioning and expanding students are served with 4 periods of 45 minutes of ENL per week for a total of 180 minutes per week. The entering and emerging levels have 8 periods, or 360 minutes, a week. Entering, emerging, and transitioning students receive an equal distribution of time in a standalone model and an integrated model of ENL. The focus for expanding students is exclusively in the integrated model, as per the mandated services set forth by CR Part 154. The ELL teacher shares NYSESLAT data with classroom teachers to ensure that all ELLs are receiving the mandated number of ENL minutes.
   a. ENL instruction is given to the students on two levels. On the entering and emerging levels, PS 6 provides 360 minutes of explicit instruction per week. This is completed with 180 minutes of integrated ENL and 180 minutes of standalone ENL in the pull out model. On the transitioning and expanding levels, explicit instruction is provided 180 minutes per week. For transitioning students, 90 minutes is provided in the integrated model and the other 90 minutes may be provided either in the standalone or integrated model based on the student’s need. For expanding students, the 180 minutes is provided in the integrated model. These ENL instructional minutes are complemented by a minimum of 400 minutes of explicit ELA reading and writing instruction provided in the regular classrooms. We provide HLA instructional minutes through the use of bilingual books in the class libraries, bilingual glossaries and dictionaries, and by allowing students who speak the same home language to translate for one another. Additionally, many classrooms invite ELLs to label parts of the room in their home language. Some classes invite parents in for special presentations that share part of the culture. We do not have direct HL instruction in our school since we only provide an ENL curriculum.

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.
We only offer an ENL program model. In that model the ELA, math, social studies, science and ENL content delivered is a mixture of heterogeneous and homogeneous levels, based on both the grade and proficiency level of the student. Provided entirely in English, this content is complemented by the balanced literacy model, which is aligned with the Common Core Learning Standards. Each of the content areas is made comprehensible by differentiating instruction for each of our students, providing different levels of scaffolding based on language proficiency and literacy instruction in the content areas. A variety of resources are utilized, such as native language books, content area books and manipulatives to support the comprehensible input provided to ELL students. The ENL teacher works with classroom teachers to streamline the work and help ELL students foster their language development while accessing the grade level content. The ENL teacher also helps classroom teachers modify and scaffold instructional approaches and methods to make content comprehensible while still addressing the demands of NYS Learning Standards. Some examples of these modifications include content area vocabulary webs, picture webs, and wordless books or movies. To provide this targeted content and language instruction, the classroom and ENL teachers use both small and large group instruction. For expanding ELLs in upper grades, we focus on using expanded English language to address standards that focus on inferencing skills and creating connections between texts. For entering, emerging and transitioning ELLs, there is inferencing work but also a lot of focus on key detail standards to help build basic English vocabulary to talk about reading and writing. In order to address math standards, the ELL teacher works with classroom teachers to help build the essential vocabulary that is needed to describe and compare attributes and work through word problems.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We constantly seek to find ways to assess our ELLs in their home language throughout the year. At this time, we haven’t found an appropriate way to assess students, as we have several low incidence languages. However, we use translators or school personnel to assist with evaluations. If we are referring an ELL student to have related services such as SETTS or speech, we request a bilingual evaluation for the student. If any of the standardized tests are available in a student’s native language, we make sure to make that language an option for the student. If a translated version is not available, we hire a translator for the standardized tests that mandate native language assistance (NYS Math and Science exams). If any further investigation in the home or native language is needed, we have a translator come in to assist with whatever information we are trying to collect. Students are also provided opportunities to access information in their native language through books and certain online resources such as Raz-Kids. We also use peers of their native language to help engage newer ELLs with the curriculum.

5. How do you differentiate instruction for each of the following ELL subgroups?
   - **SIFE**
   - **Newcomer**
   - **Developing**
   - **Long Term**
   - **Former ELLs up to two years after exiting ELL status**

   Instruction and intervention within the ELL subgroups is differentiated, depending on the fluency levels of the students. We try to pair the students with similar fluency peers, but this is not always the case. In some cases, we may provide one student with enriched text, and another student with a controlled text in the reading section. Other times worksheets may be adjusted according to skill level.

   - **a. PS 6 does not currently have any SIFE students, which indicates there is currently no program model in effect for those students. If we were to receive a SIFE student, we would provide the student with the oral questionnaire, the Multilingual Literacy SIFE screener and a written screener. If these tools indicated the newly enrolled ELL is a SIFE, we would place the student in an appropriate age classroom and have them in the group that best suits their needs. Appropriate scaffolding techniques would be applied that would differentiate the curriculum in an accessible way. We would also provide small group instruction in order to ensure the student solidifies the academic foundation needed to ground the more advanced academic work being done in the classroom.**

   - **b. Our plan for newcomer ELLs in the US less than 3 years involves a lot of vocabulary-based lessons, as well as grammatically-enriched lessons. With the newcomers, generally the vocabulary range is our strongest focus, paired with picture books. With the transitioning and expanding newcomers, we usually work on sentence syntax and the grammar rules, as well as reading
comprehension. We support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

c. At this time, PS 6 does not have any developing ELLs. In the event we have developing ELLs that have been in the US for 4-6 years, the lessons would look different than the ones for newcomers. These ELLs would work mostly on reading and reading comprehension as well as essay writing and general writing and editing. We would support these learners in a variety of content areas, including social studies and mathematics, scaffolding their learning through previewing, explaining concepts and ideas to peers and teachers, as well as manipulatives and other hands-on materials.

d. At PS 6 we do not currently have any students who have been here for over 6 years, so there is no program in place. However if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If one student keeps getting low scores in writing, the ENL and classroom teacher would focus on writing strategies that foster language development for this student. For ELLs who have special needs, lessons are tailored according to the student’s specific needs and the goals of the IEP.

e. The ELL students who have exited the ENL program within the last 2 years receive additional support from the ENL teacher. As mandated by the regulations in CR Part 154, the ENL teacher provides 90 minutes of services using the integrated ENL model. Depending on how the student exited the ELL program, the ENL teacher chooses how to focus instructional efforts. For students who exited ELL status by achieving a commanding score on the NYSESLAT, the ENL teacher will provide services in the content area in which the student needs the most support. The ENL teacher will consult and collaborate with the classroom teacher in order to look at data to determine which academic area needs the most support. As an example, if support is needed in writing, the ELL teacher will differentiate classroom instruction to provide graphic organizers and shared writing lessons to scaffold instruction for the former ELL. For students who exited ELL status by achieving a 3 on the ELA test and an expanding score on the NYSESLAT, the ENL teacher will provide support in the language modality that was the weakest for the student on the NYSESLAT, as well as support in math. These former ELLs are also provided with ELL testing modifications as deemed necessary, including extended time and separate location on all standardized state tests, as well as the opportunity to use a bilingual dictionary if needed. The ENL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor students’ progress and testing needs.

Former ELLs at times need to be screened further to determine whether or not they have special needs, like help in reading or math, outside of being former ELLs. The math coach will assess students who are struggling with the math concepts, and the reading and literacy coaches will assess ELLs and former ELLs to determine if they should be receiving additional services in these areas as well as ENL. If they are deemed eligible by the interventionists, then they will have at-risk services to serve their needs in either, or in some cases both areas. The ELL teacher always works with the current teacher of her former ELL to discuss possible at-risk services.

6. 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?

We collaboratively use instructional strategies and grade level materials for ELL-SWDs to provide access to academic content areas and accelerate English language development. The ELL teacher works with classroom teachers to ensure appropriate and relevant context related texts are used in the classroom. Depending on the study, the ELL teacher picks out texts that showcases the academic content, but in a way that scaffolds for comprehension and language proficiency. The ELL teacher also provides an account on Raz-Kids that scaffolds reading instruction to the student’s individual reading level. This technology is an excellent resource for our ELL population that provides access to content, while building on language skills in an interactive and engaging way.

Our classroom teachers preview and review any new vocabulary so that ELL-SWDs are able to access the lesson. The students are given word banks during read aloud, social studies and math lessons in order to know what words to listen for as they attend to the lesson. The teachers have students read aloud short texts in partnerships and stop at parts to talk about the information. Classes have a word study period in which the ELLs, including ELL-SWDs, receive targeted instruction on letter-sound recognition, spelling rules and patterns to support their encoding and decoding. ELL-SWDs have access to grade level
materials: the students are given math materials according to their grade and the materials are modified if necessary, the students have a read aloud period and the text read is leveled for their grade and students use mentor texts from authors or their peers to understand what a grade level writing piece looks like.

7. 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?

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Teachers group students according to age, proficiency level and areas of need. The goal is always to provide students with the instruction they need in order to accelerate their English language development in tandem with meeting the goals of the IEP. Therefore, the ELL teacher works with clinicians, classroom teacher and SETTS teachers to help create language goals that support the academic work to meet the IEP goals. ALL ELL-SWDs are benefitting from targeted work, such as reading reform, to help meet their academic needs while continuing to build knowledge of English vocabulary and letter work.

The teachers use curricular flexibility by modifying lessons to meet the needs of the ELL-SWDs according to their goals. They break down larger strategies into specific steps so that the students are able to process what they are being asked to do within the larger strategy. The students have the opportunity to read texts at their independent reading level, they are given math materials based on their goals and the students write along a continuum therefore they work on the skills they need in order to move up the continuum. The curriculum allows for discussion across subject areas. The students’ partners vary; at times students are with children who are at their proficiency level and at other times students have the opportunity to discuss their ideas with children of varying abilities.

The teacher’s instruction is flexible based on the students’ needs. Therefore, students are broken up into small groups to receive instruction based on their goals. Teachers look at the student’s work based alongside the standards and a reading and writing continuum to outline the skills a student needs support in and then creates a small group based on those skills. In math, students are broken up into groups to receive targeting instruction in an area of need.

The schedule is flexible throughout the school. Teachers work with service providers to create a schedule to meet with the service provider to plan and also to agree upon times when the service provider can work with the students. Schedules change based on outside programs that come into the school for a period of time and the teachers and service providers work together to revise the schedule when necessary. In order to ensure ELL-SWDs are scheduled in the least restrictive environment, ELL-SWDs partake in all school activities and specials with general education students.

8. 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.

We offer targeted intervention programs for ELLs who need additional academic support outside of the ENL program. These programs are offered solely in English. We identify ELLs who would benefit from these programs by looking at the data supplied by the EDAT and through our PPT process. Our PPT group meets on a weekly basis to ensure we can quickly identify which ELLs could benefit from intervention programs and which program would be to their benefit. Such programs include at-risk small group work for ELA and math, which are conducted in cycles. Additionally, speech teachers offer small group work focused on writing. These groups target expanding ELLs to help them achieve a commanding level of English proficiency by either scoring commanding on the NYSESLAT or receiving a 3 on the ELA and expanding on the NYSESLAT. Intervention teachers monitor progress on a monthly basis to determine whether or not the ELL still needs the intervention work as an extra support. Assessment tools include running records, anecdotal and conferencing notes, and summative assessments. Our ELLs also benefit from at-risk social-emotional programs, such as art therapy, banana splits and peer mediation.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

To support our ELL program and maintain compliance for the 2017-2018 year, we are working to hire more dually certified teachers that can provide mandated ELL services to our students. The integrated ENL model will continue to evolve as a much bigger part of the ENL program at PS 6. This will require even more collaboration amongst the classroom and ENL teachers to
ensure the integrated ENL program is a success and a meaningful learning opportunity for the ELL population. Additionally, the ENL teacher may perform demo lessons for groups of classroom teachers to model best practices for working with ELLs. We also have a trend of more students registering in the lower grades. Therefore, the ELL teacher will be targeting the PD time to support teachers working with younger ELLs. Furthermore, we will determine whether we will continue the use of the Wilson FUNdations program that is currently weaved into the ENL program, as the program is currently implemented by all the classrooms. This will eliminate redundancy, while freeing up additional instructional time to focus more on the specific needs of the ELL students. The data that supports this potential move is the repetitive nature in the Wilson reading system. Wilson is a strictly formulated curriculum, and with the implementation of this reading system into the classroom, the ENL program may need to change or work around what’s being done in the classroom in order to provide maximum opportunity for learner growth.

10. If you had a bilingual program, what was the reason you closed it?
Not applicable to PS 6

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELLs have full access to and are using all school programs, including enrichment programs and the after school program, which is held inside of the school building. Upper grade ELLs have access to the PS 6 ultimate team and the Casa-Guggenheim Program, which takes place after school. ELLs take part in in-school enrichment activities, like Arts Connection and NDI. There are also enrichment programs offered after school, as well as with outside CBO’s like Big Apple Sports and the 92 Street Y. These programs are provided to students through fair student funding and Children’s First Funds. PS 6 does not receive Title III funds due to the number of ELL students in the building. However, we have used the Title III immigrant funds to invite immigrant ELLs to an after school program that goes on field trips to museums around our school neighborhood.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
A variety of differentiated instructional materials are utilized within the ENL program. The students have access to a wide variety of reading materials that are appropriate for ELLs’ age, interest level and English proficiency. These reading materials come from classroom libraries (most of them have over 1,000 titles), the school library (with over 100,000 titles), as well as the ENL library, which has over 500 titles, geared towards specific languages and cultures. In addition, specific programmatic texts tailored to the ELL population are used. For example, the school word study curriculum, Reading Reform and Wordly Wise, is modified to fit the specific learning needs of the students. Classrooms use Prometheum boards to further enhance student learning and engagement. All classrooms also utilize a variety of technology, such as iPads, videos, and electronic books to scaffold instruction and engage students in lessons. ELL students receive a Raz-Kids account that provides online texts that engage readers, while modeling new vocabulary and reading strategies. Brainpop Jr. is also a technological resource used to teach ELLs both content and language. This website teaches core content, while allowing ELLs to become acclimated to idiomatic English.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
We provide HLA instructional minutes through the use of bilingual books in the class libraries, bilingual glossaries and dictionaries, and by allowing students who speak the same home language to translate for one another. Additionally, many classrooms invite ELLs to label parts of the room in their home language or create their own bilingual dictionary to support content vocabulary being taught. Some classes invite parents in for special presentations that share part of the culture.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
To support age, grade and proficiency levels of the students, we align our material and instructional resources to meet their needs. There is a constant collaboration between the classroom and ELL teachers so that there is a consistency of message and content. Administrators and the guidance counselor work alongside the teachers to help streamline these academic and linguistic supports. Our goal is to ensure students can actively participate in their classroom lessons at an appropriate linguistic level. For example, a 5th grade beginning English Language Learner will be matched with subject texts that would interest a 10 year old, while meeting the language needs of the same student by providing simpler texts. We choose books and writing activities based upon age and grade level, as well as proficiency. As an example, the Kindergarten ENL class will have a study unit on the five senses, while a third grade group will study differences in cultural celebrations. Both lessons can be adapted to
suit different proficiency levels, while also providing appropriate and important core curriculum material from each grade level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
PS 6 does not share a building with another school.

16. 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).

Due to the comprehensive nature of our ENL program, we need to be proactive in contacting and informing ELL students and families who will be attending PS 6. Our office and ELL teacher identify new ELL students during the registration process in order to afford both the student and family additional information and support through the resources available to the parent coordinator. Official documents and information about the school is available in a variety of translated languages. In addition, as many of our ELL students come from the various hospitals (families of medical staff), consulates and embassies, we have working relationships with their staff to exchange information and provide additional resources for those new incoming families. The parent coordinator, guidance counselor and ENL teacher want to ensure our new ELLs feel safe, secure and welcomed. We invite all newly enrolled ELLs to a meet and greet the day before school starts. During this time, newly enrolled ELLs see their new classroom and meet their teachers. We also have a map in the ENL classroom that showcases where all of the ELLs are from and will be creating a new map in our school entryway as a welcome to our newly enrolled ELLs. The ENL teacher and parent coordinator are working to establish family ambassadors as well. These volunteers will be a resource for the both ELL students and families to better understand the school and neighborhood. What we would like is for our newly enrolled ELLs to feel a sense of community here at PS 6. Helping to foster this community could lead to helping new ELLs find friends. It can help push the children to speak English together if they do not have the same native language, or it can provide a comfort level to one another if they share the same home language.

17. What language electives are offered to ELLs?
A Mandarin after school program is available to any and all ELLs who would like to join, grades K-5

18. 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)?

   We do not have this program. Not applicable to PS 6

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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 and non-pedagogic staff.) 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?

   Staff development is important for teachers of ELLs at our school. The ELL teacher and any other teacher who would like to participate take advantage of opportunities like the NYS TESOL conferences, small ELL study groups offered within the district and other related workshops. Additionally, the ELL teacher attends professional development days that are focused on using Raz-Plus for ELLs, which is facilitated through the DELLSS office. Through these professional development days, the ELL teacher can stay informed about successful techniques and assessments. It is also a great way to become familiar with new publications and professional development resources. The ELL teacher is then able to turnkey the information to both teachers of ELLs, as well as the administration to ensure we take the necessary steps to follow compliance regulations. She provides PD
to staff on how to scaffold instruction for ELLs, how to meet mandates, and how to access resources that improve instruction and communication with parents. Additionally, the guidance counselor attends professional development on students in transition.

There is professional development for all personnel who work with ELLs. Teachers are given important information, including testing accommodations and ways to provide scaffolding and differentiated instruction to ELLs. Topics for the professional development include: ELLs’ similarities and differences with students with disabilities, cultural sensitivity when working both with ELLs and their families, Language Access Coordinator training for translation and interpretation resources. We are also planning on having facilitators from Teaching for Change come to provide professional development for teachers on implicit biases. Other examples of topics that may be included are how to work with newcomers in the classroom, supporting different content areas with newcomers, and ELLs with special needs. For some of these professional developments, articles selected by the ELL teacher and the administration are handed out that highlight an awareness of ELLs, methods and strategies for dealing with having an ELL in your classroom and other related topics. At staff meetings readings are discussed and analyzed. Included in the staff meetings are APs, classroom teachers, the literacy coach, cluster teachers, paraprofessionals, at-risk teachers, speech and language teachers, OT/PTs, the Parent Coordinator, guidance counselors, the special ed and ICT teachers, the psychologists and also all coordinators. Grade meetings across the year are devoted to helping teachers support ELL’s in their classrooms. Specific strategies teachers can use in their daily instruction are shared. The classroom teachers attend TC calendar days on the topic of ELLs. We also may begin using demo lessons as part of teachers’ professional development. The ENL teacher will model best practices for ELL students in the classroom in order to help teachers scaffold instruction to meet the needs of their ELL students. These demo lessons will take place during the school day.

Projected schedule
October 2,3 - TCRWP Adapting Units of Study for English Language Learners
October 14 - UFT ELL Conference
November 7 - TCRWP ELL Toolkit
October 19, November 28, January 17, March 8 - ELL Leads workshop with Paula Waldron
March 20 - Distinguishing ELLs from Students with Disabilities with Stephanie Goldman and Katie Stranahan

2. 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.

There is a minimum of 15% of total professional development hours for ELL training for all staff and 50% of total hours for the ENL teacher. We have records to maintain these requirements which have been met that are located in the ELL office. These records include agendas from meetings. During the professional development days when students are not in attendance and during Monday afternoons that are designated for professional development, there is a certain amount of time allotted on site for ENL information and training. This can last between one to two hours, depending on the session. Over the course of a teacher’s 100 hours of professional development, we will have met or exceeded the 15% assigned to ELL training. Some of the training may come from the ELL teacher from network meetings, and some of may come from other ELL specialists or the LAC. The ENL teacher will also use portions of the weekly time devoted to professional development to help show best practices for ELL students and how to integrate these practices into the classroom. She will also use the time to inform the faculty and staff of updated regulations that affect the ELLs in their classroom.

The ENL teacher also documents professional development that is ELL-specific professional development. Records of these meetings are kept in the ELL Binder in the ELL office. When the ENL teacher provides the professional development on site, she does not receive hours towards her 50%. Most of the ENL teacher’s professional development devoted to ELL-specific topics are done off site; these predominantly take place with the Manhattan ELL Field Support Staff and the DELLSS office.

Projected schedule
October 2,3 - TCRWP Adapting Units of Study for English Language Learners
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?

In addition to the parent orientation meetings and the DOE scheduled parent-teacher conferences throughout the year, PS 6 also provides individual meetings with the parents of ELLs under the CR Part 154 regulations. The ELL teacher is responsible for scheduling and conducting these meetings. These meetings are typically held during the mandated parent engagement time, which occurs on Tuesdays at PS 6. During these meetings, the ELL teacher and parents meet to discuss the language assessment results and goals for the individual student, or students in the case of siblings. The ELL teacher shares the results of the latest NYSESLAT or NYSITELL exam and what the English language proficiency goals are for the student. These goals take into account the four English literacy skills: speaking, listening, reading and writing. In addition, the ELL teacher communicates a classroom goal for the child that is based on content being taught in the classroom in tandem with the ENL program. In addition to explaining the goals for the student, the ELL teacher also uses this time to elaborate more on the ENL curriculum and how she will help the student reach or exceed those goals. The ELL teacher is responsible for recording the date of these meetings and taking notes of what was discussed. These records can be found in the ELL compliance binder in the ELL office. Additionally, all other meetings are recorded, including face-to-face interactions and phone calls. Copies of letters sent home by the ELL teacher can also be located in the ELL compliance binder and in student cumulative folders. These include mandated letters as well as informational letters written by the ELL teacher. These records demonstrate that PS 6 meets the needs of parents to feel accommodated and involved in their child’s learning.

In order to address the interpretation and translation needs of the parents, appointments are made for translators if they are needed. The parent coordinator and ENL teacher have a running file on all present and previous PS 6 parents and contacts that speak other languages, and their contact information as it is needed. These volunteers are useful with both written translation and oral interpretation. In addition, we utilize the NYCDOE phone translation service and conduct a parent-teacher conference utilizing this method, when low-incidence languages are involved.

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

The parent involvement level at P.S. 6 is extremely high all around, and we are constantly working to involve the ELL parents even more. Our biggest success as of late has been creating an annual event called World Night. The parent coordinator invites families (both parents and children) that represent different nationalities from around the world to host a booth to showcase their culture - whether it be the food, dance, art or sport. All of PS 6 is invited to attend, and it is a huge success. We are looking to add another event for ELL families; we believe this would be a welcome breakfast after the ELL Orientation meeting. All parents of current and newly enrolled ELLs will be invited to this breakfast as an opportunity to meet one another and build an ELL family community. We feel this would be a welcomed addition to our parent engagement, as in previous ELL Orientation meetings many parents had conversations with each other and exchanged phone numbers. Additionally, all ELL parents are invited to and participate in classroom publishing parties, Parents as Learning Partners (PALP), and PTA meetings. PS 6 also uses part of parent engagement time to invite ELL parents in to see what is happening in the classroom. During this time, the ELL student is able to showcase the work and learning that is going on in the classroom. Several parents of ELLs are highly active. There are a few who are PTA members and a few who volunteer their time occasionally to help at school. In order to ensure that ELL parents know of all of these opportunities, PS 6 ensures that parents receive notification of the above mentioned activities via backpacked letters home and the school website. These letters are translated into the preferred home language and interpretation is used when meeting face to face.

Projected schedule:
September 12, 2017 - New Parent Breakfast
### 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.

We are very proud of the ELL program at PS 6. In addition to the academic work being done with the ENL and classroom teachers, ELLs also carry various roles within our community. As an example, PS 6 chooses some ELL students to represent our school as tour guides for prospective parents. It is wonderful to see students who have grown so much in their English proficiency and now feel comfortable speaking to a group of adults. Additionally, ELLs serve as reading buddies between grades. This is a wonderful partnership that different classrooms create amongst themselves.

The ENL program also has a showcase for holidays from the countries ELLs represent. The ENL teacher invites parents and ELLs to send in information and pictures of a special holiday from their home country. The ELLs then create a beautiful and interactive project that is displayed in the hallway for the rest of the PS 6 community to see.

PS 6 has also diligently worked to streamline the registration process to ensure that we correctly identify students who need to be screened with the NYSITELL. The parent coordinator, pupil account secretary, administrators, ELL teacher and SETSS teachers work together to complete the HLIS form with parents and conduct the interview with the student. Streamlining this process has helped the PS 6 community at large better understand the identification and language needs of both ELL students and parents.

Finally, our ENL teacher has worked to create a community of ENL teachers within the district. She organizes times outside of school where several ENL teachers meet together to discuss compliance issues and best practices. Cultivating this community of ENL teachers has helped our own ELL program, as the ELL teacher is then able to bring the information back and turnkey it to the administration and classroom teachers.
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Lauren Fontana, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

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<thead>
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<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tr>
<td>Lauren Fontana</td>
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<td>Jane Galasso</td>
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<tr>
<td>Sanober Khan</td>
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<tr>
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<td>Barbara Rosenblum</td>
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<td>-</td>
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<td>Sandy Weiswasser</td>
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<tr>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 02M006  School Name: P.S. 6 Lillie D. Blake  Superintendent: Bonnie Laboy

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tr>
<td>Katie</td>
<td>Stranahan</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The language preferences and needs of the parents at P.S. 6 are identified using a variety of methods during interactions with parents. During registration, the ELL teacher and parent coordinator go through the HLIS with all new registrants. At this time, we ask families what their preferred language of oral and written communication is and put this information in Part III of the HLIS form. If needed, a translated version of the HLIS form or an interpreter are made available to help complete the form at the time of registration. Additionally ATS reports including RCPL and RAPL are consulted for parents’ preferred language of communication. We also use student emergency contact cards to have updated preferred languages on a yearly basis. All staff have access to these emergency cards so that every person knows which families need translated documents or an interpreter for face to face or phone conversations.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

We do not have any other language other than English that accounts for more than 10% of our school's population.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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</thead>
<tbody>
<tr>
<td>Report Cards</td>
<td>January/June</td>
<td>We ensure teachers complete</td>
</tr>
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</table>

2018-19 CEP
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<td>Curriculum Night</td>
<td>September</td>
<td>We may use a variety of resources to provide interpretation services. Typically, we use Language Line and call in for an interpreter. This service has worked well for us historically. Also, we may hire an interpreter through a vendor, in which case we would schedule the interpreter several weeks in advance or over the summer. We may pay a staff member per session to serve as an interpreter for meetings held outside school hours.</td>
</tr>
<tr>
<td>Parent/Teacher conferences</td>
<td>November/March/ ongoing</td>
<td>We may use a variety of resources to provide interpretation services.</td>
</tr>
<tr>
<td>Event</td>
<td>Date/Duration</td>
<td>Interpretation Services</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ELL Parent Orientation</td>
<td>September/ongoing</td>
<td>We may use a variety of resources to provide interpretation services. Typically, we use Language Line and call in for an interpreter. This service has worked well for us historically. Also, we may hire an interpreter through a vendor, in which case we would schedule the interpreter several weeks in advance or over the summer. We may pay a staff member per session to serve as an interpreter for meetings held outside school hours.</td>
</tr>
<tr>
<td>Step Up Meetings</td>
<td>May/June</td>
<td>We may use a variety of resources to provide interpretation services. Typically, we use Language Line and call in for an interpreter. This service has worked well for us historically. Also, we may hire an interpreter through a vendor, in which case we would schedule the interpreter several weeks in advance or over the summer. We may pay a staff member per session to serve as an interpreter for meetings held outside school hours.</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Ongoing</td>
<td>We may use a variety of resources to provide interpretation services. Typically, we use Language Line and call in for an interpreter. This service has worked well for us historically. Also, we may hire an interpreter through a vendor, in which case we would schedule the interpreter several weeks in advance or over the summer. We may pay a staff member per session to serve as an interpreter for meetings held outside school hours.</td>
</tr>
</tbody>
</table>
3. Describe your school's communication strategy to reach families that cannot communicate in English in the event of a school emergency.

As we have few families that are limited-English-proficient, we are able to have a plan in place to reach these families in the event of a school emergency. We disseminate school emergency information in a translated document at the beginning of the school year. This way all our families know what our standard procedures are. We are quickly able to email all families in the event of a school emergency. We are able to provide access to Google Translate through these emails. While we know this is not a perfect translation, in the event of a school emergency, Google Translate is able to give the basic information in the moment, rather than waiting for a full translation of the document. School personnel are also able to use Language Line to call families in their preferred language of communication in the event of an emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff members are made aware of the goal of Chancellor’s Regulation A-663 and of the resources that are available to meet compliance. The LAC attends a training and turnkeys the information to the staff. Throughout the year, the LAC disseminates this information both in the weekly emails all staff receive and in Monday PD time. All staff receive information on how to call Language Line to use for either face-to-face meetings or phone calls. Additionally, all staff are made aware of the need to have documents made early in order to accommodate the time needed for a vendor to translate the document. The principal will consider bringing in the district LTI coordinator for further training.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Parents are made aware of their rights regarding translation and interpretation services and how they may obtain these services. We use the information provided in the LAC kit to assist in this effort. We hang up the language poster and have brochures in several languages both in the main office and ELL office. These signs are there to help parents know of the services we offer. Parents may also be made aware of these rights during meetings with school staff, i.e. conferences, IEP meetings, etc. Our school’s safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
PS 6 will gather feedback on the quality and availability of services in a variety of ways. One way will be conducted informally when using translation services for face-to-face meetings. The PS 6 staff member will ask if the parent feels like the translation service we provide is helping facilitate the conversation with ease and clarity. If the parent feels like that form of translation service works for the face-to-face interactions, we will make note of it and continue to use that service. If it does not work for the parent, we will use alternative translations services. Another way we will gather feedback is through a survey to parents who use the translation and interpretation services. We will be distribute a survey to parents who use the translation services or who receive written information that has been translated to ensure we provide the services that meet the language access needs of our families. The surveys will be provided in the parent’s preferred language. The surveys will provide us with feedback so that we may ensure PS 6 accommodates the language needs of our families.